

Technical Proposal

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BY PURCHASING DIVISION

RFP Subject: DRS Students with Disabilities Pre-ETS

RFP Solicitation #: CRFP 0932 DRS2100000001

Vendor Name: Bloom Consulting

**Vendor HQ Address: 3001 Joe DiMaggio Blvd, Bldg
800, Round Rock, TX 78665**

Vendor Telephone #: 512-537-1661

Vendor Fax #: 512-729-0404

Vendor Contact Name: Dr. James Williams

**Vendor Email Address:
JWilliams@bloomconsultingco.com**

Vendor Signature:

A handwritten signature in black ink, appearing to read "Dr. James Williams", written over a horizontal line.

Date: May 13, 2021



Department of Administration
 Purchasing Division
 2019 Washington Street East
 Post Office Box 50130
 Charleston, WV 25305-0130

State of West Virginia
 Centralized Request for Proposals
 Service - Prof

Proc Folder: 837808			Reason for Modification:
Doc Description: TO PROVIDE REHABILITATION SERVICES			
Proc Type: Central Contract - Fixed Amt			
Date Issued	Solicitation Closes	Solicitation No	Version
2021-04-15	2021-05-18 13:30	CRFP 0932 DRS2100000001	1

BID RECEIVING LOCATION

BID CLERK
 DEPARTMENT OF ADMINISTRATION
 PURCHASING DIVISION
 2019 WASHINGTON ST E
 CHARLESTON WV 25305
 US

VENDOR

Vendor Customer Code:

Vendor Name : Bloom Consulting

Address :

Street : 3001 Joe Dimaggio Blvd, Bldg 800


City : Round Rock

State : TX **Country :** USA **Zip :** 78665

Principal Contact : Dr. James Williams

Vendor Contact Phone: 512-537-1661 **Extension:**

FOR INFORMATION CONTACT THE BUYER
 Linda B Harper
 (304) 558-0468
 linda.b.harper@wv.gov

Vendor Signature X  **FEIN#** 45-4798799 **DATE** 05/10/2021

All offers subject to all terms and conditions contained in this solicitation

REQUEST FOR PROPOSAL

Division of Rehabilitation Services

WV Students with Disabilities Pre-ETS

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SECTION 1: GENERAL INFORMATION

1.1. Introduction:

The West Virginia Department of Administration, Purchasing Division (hereinafter referred to as the "Purchasing Division") is issuing this solicitation as a request for proposal ("RFP"), as authorized by W. Va. Code §5A-3-10b, for the West Virginia Division of Rehabilitation Services (hereinafter referred to as "DRS") to provide and implement innovative, creative, and non-traditional solutions to provide and to expand these services for the best benefit of WV students with disabilities as they transition from school to postsecondary education or employment.

The RFP is a procurement method in which vendors submit proposals in response to the request for proposal published by the Purchasing Division. It requires an award to the highest scoring vendor, rather than the lowest cost vendor, based upon a technical evaluation of the vendor's technical proposal and a cost evaluation. This is referred to as a best value procurement. Through their proposals, vendors offer a solution to the objectives, problem, or need specified in the RFP, and define how they intend to meet (or exceed) the RFP requirements.

1.2. RFP Schedule of Events:

RFP Released to Public.....	04/15/2021
Mandatory Pre-bid Conference.....	04/27/2021
Vendor's Written Questions Submission Deadline	05/03/2021
Addendum Issued.....	TBD
Technical Bid Opening Date.....	05/18/2021
Technical Evaluation Begins	TBD
Oral Presentation (<i>Agency Option</i>)	N/A
Cost Bid Opening.....	TBD
Cost Evaluation Begins.....	TBD
Contract Award Made.....	TBD

REQUEST FOR PROPOSAL
Division of Rehabilitation Services
WV Students with Disabilities Pre-ETS

SECTION 2: INSTRUCTIONS TO VENDORS SUBMITTING BIDS

Instructions begin on next page.

INSTRUCTIONS TO VENDORS SUBMITTING BIDS

1. REVIEW DOCUMENTS THOROUGHLY: The attached documents contain a solicitation for bids. Please read these instructions and all documents attached in their entirety. These instructions provide critical information about requirements that if overlooked could lead to disqualification of a Vendor's bid. All bids must be submitted in accordance with the provisions contained in these instructions and the Solicitation. Failure to do so may result in disqualification of Vendor's bid.

2. MANDATORY TERMS: The Solicitation may contain mandatory provisions identified by the use of the words "must," "will," and "shall." Failure to comply with a mandatory term in the Solicitation will result in bid disqualification.

3. PREBID MEETING: The item identified below shall apply to this Solicitation.

A pre-bid meeting will not be held prior to bid opening

A **MANDATORY PRE-BID** meeting will be held at the following place and time:

WV Training Center
431 Running Right Way
Julian, WV 25529

Rooms Poca 1 and Poca 2

April 27, 2021 at 1pm

All Vendors submitting a bid must attend the mandatory pre-bid meeting. Failure to attend the mandatory pre-bid meeting shall result in disqualification of the Vendor's bid. No one individual is permitted to represent more than one vendor at the pre-bid meeting. Any individual that does attempt to represent two or more vendors will be required to select one vendor to which the individual's attendance will be attributed. The vendors not selected will be deemed to have not attended the pre-bid meeting unless another individual attended on their behalf.

An attendance sheet provided at the pre-bid meeting shall serve as the official document verifying attendance. Any person attending the pre-bid meeting on behalf of a Vendor must list on the attendance sheet his or her name and the name of the Vendor he or she is representing.

Additionally, the person attending the pre-bid meeting should include the Vendor's E-Mail address, phone number, and Fax number on the attendance sheet. It is the Vendor's responsibility to locate the attendance sheet and provide the required information. Failure to complete the attendance sheet as required may result in disqualification of Vendor's bid.

All Vendors should arrive prior to the starting time for the pre-bid. Vendors who arrive after the starting time but prior to the end of the pre-bid will be permitted to sign in but are charged with knowing all matters discussed at the pre-bid.

Questions submitted at least five business days prior to a scheduled pre-bid will be discussed at the pre-bid meeting if possible. Any discussions or answers to questions at the pre-bid meeting
Revised 03/15/2021

are preliminary in nature and are non-binding. Official and binding answers to questions will be published in a written addendum to the Solicitation prior to bid opening.

4. VENDOR QUESTION DEADLINE: Vendors may submit questions relating to this Solicitation to the Purchasing Division. Questions must be submitted in writing. All questions must be submitted on or before the date listed below and to the address listed below in order to be considered. A written response will be published in a Solicitation addendum if a response is possible and appropriate. Non-written discussions, conversations, or questions and answers regarding this Solicitation are preliminary in nature and are nonbinding.

Submitted e-mails should have solicitation number in the subject line.

Question Submission Deadline: Monday, May 3, 2021, 4:00 p.m.

Submit Questions to: Linda Harper, Buyer Supervisor
2019 Washington Street, East
Charleston, WV 25305
Fax: (304) 558-4115 (Vendors should not use this fax number for bid submission)
Email: Linda.B.Harper@wv.gov

5. VERBAL COMMUNICATION: Any verbal communication between the Vendor and any State personnel is not binding, including verbal communication at the mandatory pre-bid conference. Only information issued in writing and added to the Solicitation by an official written addendum by the Purchasing Division is binding.

6. BID SUBMISSION: All bids must be submitted electronically through wvOASIS or signed and delivered by the Vendor to the Purchasing Division at the address listed below on or before the date and time of the bid opening. Any bid received by the Purchasing Division staff is considered to be in the possession of the Purchasing Division and will not be returned for any reason. The Purchasing Division will not accept bids, modification of bids, or addendum acknowledgment forms via e-mail. Acceptable delivery methods include electronic submission via wvOASIS, hand delivery, delivery by courier, or facsimile.

The bid delivery address is:
Department of Administration, Purchasing Division
2019 Washington Street East
Charleston, WV 25305-0130

A bid that is not submitted electronically through wvOASIS should contain the information listed below on the face of the envelope or the bid may be rejected by the Purchasing Division.:

SEALED BID: TO PROVIDE REHABILITATION SERVICES
BUYER: Linda Harper
SOLICITATION NO.: CRFP DRS210000001
BID OPENING DATE: Technical Opening, Tuesday, 05/18/2021
BID OPENING TIME: 1:30 PM ET
FAX NUMBER: 304-558-3970

Revised 03/15/2021

The Purchasing Division may prohibit the submission of bids electronically through wvOASIS at its sole discretion. Such a prohibition will be contained and communicated in the wvOASIS system resulting in the Vendor's inability to submit bids through wvOASIS. Submission of a response to a Request for Proposal is not permitted in wvOASIS.

For Request For Proposal ("RFP") Responses Only: In the event that Vendor is responding to a request for proposal, the Vendor shall submit one original technical and one original cost proposal plus Zero convenience copies of each to the Purchasing Division at the address shown above. Additionally, the Vendor should identify the bid type as either a technical or cost proposal on the face of each bid envelope submitted in response to a request for proposal as follows:

BID TYPE: (This only applies to CRFP)

Technical

Cost

7. BID OPENING: Bids submitted in response to this Solicitation will be opened at the location identified below on the date and time listed below. Delivery of a bid after the bid opening date and time will result in bid disqualification. For purposes of this Solicitation, a bid is considered delivered when confirmation of delivery is provided by wvOASIS (in the case of electronic submission) or when the bid is time stamped by the official Purchasing Division time clock (in the case of hand delivery).

Bid Opening Date and Time: Technical Opening Tuesday, 05/18/2021, 1:30 pm ET

Bid Opening Location: Department of Administration, Purchasing Division
2019 Washington Street East
Charleston, WV 25305-0130

8. ADDENDUM ACKNOWLEDGEMENT: Changes or revisions to this Solicitation will be made by an official written addendum issued by the Purchasing Division. Vendor should acknowledge receipt of all addenda issued with this Solicitation by completing an Addendum Acknowledgment Form, a copy of which is included herewith. Failure to acknowledge addenda may result in bid disqualification. The addendum acknowledgement should be submitted with the bid to expedite document processing.

9. BID FORMATTING: Vendor should type or electronically enter the information onto its bid to prevent errors in the evaluation. Failure to type or electronically enter the information may result in bid disqualification.

10. ALTERNATE MODEL OR BRAND: Unless the box below is checked, any model, brand, or specification listed in this Solicitation establishes the acceptable level of quality only and is not intended to reflect a preference for, or in any way favor, a particular brand or vendor. Vendors may bid alternates to a listed model or brand provided that the alternate is at least equal to the model or brand and complies with the required specifications. The equality of any alternate being bid shall be determined by the State at its sole discretion. Any Vendor bidding an alternate model or brand should clearly identify the alternate items in its bid and should include manufacturer's specifications, industry literature, and/or any other relevant documentation demonstrating the

equality of the alternate items. Failure to provide information for alternate items may be grounds for rejection of a Vendor's bid.

This Solicitation is based upon a standardized commodity established under W. Va. Code § 5A-3-61. Vendors are expected to bid the standardized commodity identified. Failure to bid the standardized commodity will result in your firm's bid being rejected.

11. EXCEPTIONS AND CLARIFICATIONS: The Solicitation contains the specifications that shall form the basis of a contractual agreement. Vendor shall clearly mark any exceptions, clarifications, or other proposed modifications in its bid. Exceptions to, clarifications of, or modifications of a requirement or term and condition of the Solicitation may result in bid disqualification.

12. COMMUNICATION LIMITATIONS: In accordance with West Virginia Code of State Rules §148-1-6.6, communication with the State of West Virginia or any of its employees regarding this Solicitation during the solicitation, bid, evaluation or award periods, except through the Purchasing Division, is strictly prohibited without prior Purchasing Division approval. Purchasing Division approval for such communication is implied for all agency delegated and exempt purchases.

13. REGISTRATION: Prior to Contract award, the apparent successful Vendor must be properly registered with the West Virginia Purchasing Division and must have paid the \$125 fee, if applicable.

14. UNIT PRICE: Unit prices shall prevail in cases of a discrepancy in the Vendor's bid.

15. PREFERENCE: Vendor Preference may be requested in purchases of motor vehicles or construction and maintenance equipment and machinery used in highway and other infrastructure projects. Any request for preference must be submitted in writing with the bid, must specifically identify the preference requested with reference to the applicable subsection of West Virginia Code § 5A-3-37, and must include with the bid any information necessary to evaluate and confirm the applicability of the requested preference. A request form to help facilitate the request can be found at:

<http://www.state.wv.us/admin/purchase/vrc/Venpref.pdf>.

15A. RECIPROCAL PREFERENCE: The State of West Virginia applies a reciprocal preference to all solicitations for commodities and printing in accordance with W. Va. Code § 5A-3-37(b). In effect, non-resident vendors receiving a preference in their home states, will see that same preference granted to West Virginia resident vendors bidding against them in West Virginia. Any request for reciprocal preference must include with the bid any information necessary to evaluate and confirm the applicability of the preference. A request form to help facilitate the request can be found at: <http://www.state.wv.us/admin/purchase/vrc/Venpref.pdf>.

16. SMALL, WOMEN-OWNED, OR MINORITY-OWNED BUSINESSES: For any solicitations publicly advertised for bid, in accordance with West Virginia Code §5A-3-37(a)(7) and W. Va. CSR § 148-22-9, any non-resident vendor certified as a small, women-owned, or minority-owned business under W. Va. CSR § 148-22-9 shall be provided the same preference made available to any resident vendor. Any non-resident small, women-owned, or

minority-owned business must identify itself as such in writing, must submit that writing to the Purchasing Division with its bid, and must be properly certified under W. Va. CSR § 148-22-9 prior to contract award to receive the preferences made available to resident vendors. Preference for a non-resident small, women-owned, or minority owned business shall be applied in accordance with W. Va. CSR § 148-22-9.

17. WAIVER OF MINOR IRREGULARITIES: The Director reserves the right to waive minor irregularities in bids or specifications in accordance with West Virginia Code of State Rules § 148-1-4.6.

18. ELECTRONIC FILE ACCESS RESTRICTIONS: Vendor must ensure that its submission in wvOASIS can be accessed and viewed by the Purchasing Division staff immediately upon bid opening. The Purchasing Division will consider any file that cannot be immediately accessed and viewed at the time of the bid opening (such as, encrypted files, password protected files, or incompatible files) to be blank or incomplete as context requires, and are therefore unacceptable. A vendor will not be permitted to unencrypt files, remove password protections, or resubmit documents after bid opening to make a file viewable if those documents are required with the bid. A Vendor may be required to provide document passwords or remove access restrictions to allow the Purchasing Division to print or electronically save documents provided that those documents are viewable by the Purchasing Division prior to obtaining the password or removing the access restriction.

19. NON-RESPONSIBLE: The Purchasing Division Director reserves the right to reject the bid of any vendor as Non-Responsible in accordance with W. Va. Code of State Rules § 148-1-5.3, when the Director determines that the vendor submitting the bid does not have the capability to fully perform, or lacks the integrity and reliability to assure good-faith performance.”

20. ACCEPTANCE/REJECTION: The State may accept or reject any bid in whole, or in part in accordance with W. Va. Code of State Rules § 148-1-4.5. and § 148-1-6.4.b.”

21. YOUR SUBMISSION IS A PUBLIC DOCUMENT: Vendor’s entire response to the Solicitation and the resulting Contract are public documents. As public documents, they will be disclosed to the public following the bid/proposal opening or award of the contract, as required by the competitive bidding laws of West Virginia Code §§ 5A-3-1 et seq., 5-22-1 et seq., and 5G-1-1 et seq. and the Freedom of Information Act West Virginia Code §§ 29B-1-1 et seq.

DO NOT SUBMIT MATERIAL YOU CONSIDER TO BE CONFIDENTIAL, A TRADE SECRET, OR OTHERWISE NOT SUBJECT TO PUBLIC DISCLOSURE.

Submission of any bid, proposal, or other document to the Purchasing Division constitutes your explicit consent to the subsequent public disclosure of the bid, proposal, or document. The Purchasing Division will disclose any document labeled “confidential,” “proprietary,” “trade secret,” “private,” or labeled with any other claim against public disclosure of the documents, to include any “trade secrets” as defined by West Virginia Code § 47-22-1 et seq. All submissions are subject to public disclosure without notice.

22. INTERESTED PARTY DISCLOSURE: West Virginia Code § 6D-1-2 requires that the vendor submit to the Purchasing Division a disclosure of interested parties to the contract for all contracts with an actual or estimated value of at least \$1 Million. That disclosure must occur on the form prescribed and approved by the WV Ethics Commission prior to contract award. A copy of that form is included with this solicitation or can be obtained from the WV Ethics Commission. This requirement does not apply to publicly traded companies listed on a national or international stock exchange. A more detailed definition of interested parties can be obtained from the form referenced above.

23. WITH THE BID REQUIREMENTS: In instances where these specifications require documentation or other information with the bid, and a vendor fails to provide it with the bid, the Director of the Purchasing Division reserves the right to request those items after bid opening and prior to contract award pursuant to the authority to waive minor irregularities in bids or specifications under W. Va. CSR § 148-1-4.6. This authority does not apply to instances where state law mandates receipt with the bid.

24. E-MAIL NOTIFICATION OF AWARD: The Purchasing Division will attempt to provide bidders with e-mail notification of contract award when a solicitation that the bidder participated in has been awarded. For notification purposes, bidders must provide the Purchasing Division with a valid email address in the bid response. Bidders may also monitor wvOASIS or the Purchasing Division's website to determine when a contract has been awarded.

REQUEST FOR PROPOSAL
Division of Rehabilitation Services
WV Students with Disabilities Pre-ETS

SECTION 3: GENERAL TERMS AND CONDITIONS

Terms and conditions begin on next page.

GENERAL TERMS AND CONDITIONS:

1. CONTRACTUAL AGREEMENT: Issuance of a Award Document signed by the Purchasing Division Director, or his designee, and approved as to form by the Attorney General's office constitutes acceptance of this Contract made by and between the State of West Virginia and the Vendor. Vendor's signature on its bid signifies Vendor's agreement to be bound by and accept the terms and conditions contained in this Contract.

2. DEFINITIONS: As used in this Solicitation/Contract, the following terms shall have the meanings attributed to them below. Additional definitions may be found in the specifications included with this Solicitation/Contract.

2.1. "Agency" or "Agencies" means the agency, board, commission, or other entity of the State of West Virginia that is identified on the first page of the Solicitation or any other public entity seeking to procure goods or services under this Contract.

2.2. "Bid" or "Proposal" means the vendors submitted response to this solicitation.

2.3. "Contract" means the binding agreement that is entered into between the State and the Vendor to provide the goods or services requested in the Solicitation.

2.4. "Director" means the Director of the West Virginia Department of Administration, Purchasing Division.

2.5. "Purchasing Division" means the West Virginia Department of Administration, Purchasing Division.

2.6. "Award Document" means the document signed by the Agency and the Purchasing Division, and approved as to form by the Attorney General, that identifies the Vendor as the contract holder.

2.7. "Solicitation" means the official notice of an opportunity to supply the State with goods or services that is published by the Purchasing Division.

2.8. "State" means the State of West Virginia and/or any of its agencies, commissions, boards, etc. as context requires.

2.9. "Vendor" or "Vendors" means any entity submitting a bid in response to the Solicitation, the entity that has been selected as the lowest responsible bidder, or the entity that has been awarded the Contract as context requires.

3. CONTRACT TERM; RENEWAL; EXTENSION: The term of this Contract shall be determined in accordance with the category that has been identified as applicable to this Contract below:

Term Contract

Initial Contract Term: This Contract becomes effective on AWARD and the initial contract term extends until ONE YEAR FROM AWARD.

Renewal Term: This Contract may be renewed upon the mutual written consent of the Agency, and the Vendor, with approval of the Purchasing Division and the Attorney General's office (Attorney General approval is as to form only). Any request for renewal should be delivered to the Agency and then submitted to the Purchasing Division thirty (30) days prior to the expiration date of the initial contract term or appropriate renewal term. A Contract renewal shall be in accordance with the terms and conditions of the original contract. Unless otherwise specified below, renewal of this Contract is limited to THREE (3) successive one (1) year periods or multiple renewal periods of less than one year, provided that the multiple renewal periods do not exceed the total number of months available in all renewal years combined. Automatic renewal of this Contract is prohibited. Renewals must be approved by the Vendor, Agency, Purchasing Division and Attorney General's office (Attorney General approval is as to form only)

Alternate Renewal Term – This contract may be renewed for _____ successive _____ year periods or shorter periods provided that they do not exceed the total number of months contained in all available renewals. Automatic renewal of this Contract is prohibited. Renewals must be approved by the Vendor, Agency, Purchasing Division and Attorney General's office (Attorney General approval is as to form only)

Delivery Order Limitations: In the event that this contract permits delivery orders, a delivery order may only be issued during the time this Contract is in effect. Any delivery order issued within one year of the expiration of this Contract shall be effective for one year from the date the delivery order is issued. No delivery order may be extended beyond one year after this Contract has expired.

Fixed Period Contract: This Contract becomes effective upon Vendor's receipt of the notice to proceed and must be completed within _____ days.

Fixed Period Contract with Renewals: This Contract becomes effective upon Vendor's receipt of the notice to proceed and part of the Contract more fully described in the attached specifications must be completed within _____ days. Upon completion of the work covered by the preceding sentence, the vendor agrees that maintenance, monitoring, or warranty services will be provided for _____ year(s) thereafter.

One Time Purchase: The term of this Contract shall run from the issuance of the Award Document until all of the goods contracted for have been delivered, but in no event will this Contract extend for more than one fiscal year.

Other: See attached _____

4. AUTHORITY TO PROCEED: Vendor is authorized to begin performance of this contract on the date of encumbrance listed on the front page of the Award Document unless either the box for "Fixed Period Contract" or "Fixed Period Contract with Renewals" has been checked in Section 3 above. If either "Fixed Period Contract" or "Fixed Period Contract with Renewals" has been checked, Vendor must not begin work until it receives a separate notice to proceed from the State. The notice to proceed will then be incorporated into the contract via change order to memorialize the official date that work commenced.

5. QUANTITIES: The quantities required under this Contract shall be determined in accordance with the category that has been identified as applicable to this Contract below.

Open End Contract: Quantities listed in this Solicitation are approximations only, based on estimates supplied by the Agency. It is understood and agreed that the Contract shall cover the quantities actually ordered for delivery during the term of the Contract, whether more or less than the quantities shown.

Service: The scope of the service to be provided will be more clearly defined in the specifications included herewith.

Combined Service and Goods: The scope of the service and deliverable goods to be provided will be more clearly defined in the specifications included herewith.

One Time Purchase: This Contract is for the purchase of a set quantity of goods that are identified in the specifications included herewith. Once those items have been delivered, no additional goods may be procured under this Contract without an appropriate change order approved by the Vendor, Agency, Purchasing Division, and Attorney General's office.

6. EMERGENCY PURCHASES: The Purchasing Division Director may authorize the Agency to purchase goods or services in the open market that Vendor would otherwise provide under this Contract if those goods or services are for immediate or expedited delivery in an emergency. Emergencies shall include, but are not limited to, delays in transportation or an unanticipated increase in the volume of work. An emergency purchase in the open market, approved by the Purchasing Division Director, shall not constitute of breach of this Contract and shall not entitle the Vendor to any form of compensation or damages. This provision does not excuse the State from fulfilling its obligations under a One Time Purchase contract.

7. REQUIRED DOCUMENTS: All of the items checked below must be provided to the Purchasing Division by the Vendor as specified below.

BID BOND (Construction Only): Pursuant to the requirements contained in W. Va. Code § 5-22-1(c), All Vendors submitting a bid on a construction project shall furnish a valid bid bond in the amount of five percent (5%) of the total amount of the bid protecting the State of West Virginia. The bid bond must be submitted with the bid.

PERFORMANCE BOND: The apparent successful Vendor shall provide a performance bond in the amount of 100% of the contract. The performance bond must be received by the Purchasing Division prior to Contract award.

LABOR/MATERIAL PAYMENT BOND: The apparent successful Vendor shall provide a labor/material payment bond in the amount of 100% of the Contract value. The labor/material payment bond must be delivered to the Purchasing Division prior to Contract award.

In lieu of the Bid Bond, Performance Bond, and Labor/Material Payment Bond, the Vendor may provide certified checks, cashier's checks, or irrevocable letters of credit. Any certified check, cashier's check, or irrevocable letter of credit provided in lieu of a bond must be of the same amount and delivered on the same schedule as the bond it replaces. A letter of credit submitted in lieu of a performance and labor/material payment bond will only be allowed for projects under \$100,000. Personal or business checks are not acceptable. Notwithstanding the foregoing, West Virginia Code § 5-22-1 (d) mandates that a vendor provide a performance and labor/material payment bond for construction projects. Accordingly, substitutions for the performance and labor/material payment bonds for construction projects is not permitted.

MAINTENANCE BOND: The apparent successful Vendor shall provide a two (2) year maintenance bond covering the roofing system. The maintenance bond must be issued and delivered to the Purchasing Division prior to Contract award.

LICENSE(S) / CERTIFICATIONS / PERMITS: In addition to anything required under the Section of the General Terms and Conditions entitled Licensing, the apparent successful Vendor shall furnish proof of the following licenses, certifications, and/or permits upon request and in a form acceptable to the State. The request may be prior to or after contract award at the State's sole discretion.

The apparent successful Vendor shall also furnish proof of any additional licenses or certifications contained in the specifications regardless of whether or not that requirement is listed above.

8. INSURANCE: The apparent successful Vendor shall furnish proof of the insurance identified by a checkmark below and must include the State as an additional insured on each policy prior to Contract award. The insurance coverages identified below must be maintained throughout the life of this contract. Thirty (30) days prior to the expiration of the insurance policies, Vendor shall provide the Agency with proof that the insurance mandated herein has been continued. Vendor must also provide Agency with immediate notice of any changes in its insurance policies, including but not limited to, policy cancelation, policy reduction, or change in insurers. The apparent successful Vendor shall also furnish proof of any additional insurance requirements contained in the specifications prior to Contract award regardless of whether or not that insurance requirement is listed in this section.

Vendor must maintain:

Commercial General Liability Insurance in at least an amount of: \$1,000,000.00 per occurrence.

Automobile Liability Insurance in at least an amount of: 1,000,000.00 per occurrence.

Professional/Malpractice/Errors and Omission Insurance in at least an amount of: _____ per occurrence. Notwithstanding the forgoing, Vendor's are not required to list the State as an additional insured for this type of policy.

Commercial Crime and Third Party Fidelity Insurance in an amount of: _____ per occurrence.

Cyber Liability Insurance in an amount of: _____ per occurrence.

Builders Risk Insurance in an amount equal to 100% of the amount of the Contract.

Pollution Insurance in an amount of: _____ per occurrence.

Aircraft Liability in an amount of: _____ per occurrence.

Notwithstanding anything contained in this section to the contrary, the Director of the Purchasing Division reserves the right to waive the requirement that the State be named as an additional insured on one or more of the Vendor's insurance policies if the Director finds that doing so is in the State's best interest.

9. WORKERS' COMPENSATION INSURANCE: The apparent successful Vendor shall comply with laws relating to workers compensation, shall maintain workers' compensation insurance when required, and shall furnish proof of workers' compensation insurance upon request.

10. [Reserved]

11. LIQUIDATED DAMAGES: This clause shall in no way be considered exclusive and shall not limit the State or Agency's right to pursue any other available remedy. Vendor shall pay liquidated damages in the amount specified below or as described in the specifications:

N/A for N/A

Liquidated Damages Contained in the Specifications

12. ACCEPTANCE: Vendor's signature on its bid, or on the certification and signature page, constitutes an offer to the State that cannot be unilaterally withdrawn, signifies that the product or service proposed by vendor meets the mandatory requirements contained in the Solicitation for that product or service, unless otherwise indicated, and signifies acceptance of the terms and conditions contained in the Solicitation unless otherwise indicated.

13. PRICING: The pricing set forth herein is firm for the life of the Contract, unless specified elsewhere within this Solicitation/Contract by the State. A Vendor's inclusion of price adjustment provisions in its bid, without an express authorization from the State in the Solicitation to do so, may result in bid disqualification. Notwithstanding the foregoing, Vendor must extend any publicly advertised sale price to the State and invoice at the lower of the contract price or the publicly advertised sale price.

14. PAYMENT IN ARREARS: Payment in advance is prohibited under this Contract. Payment may only be made after the delivery and acceptance of goods or services. The Vendor shall submit invoices, in arrears.

15. PAYMENT METHODS: Vendor must accept payment by electronic funds transfer and P-Card. (The State of West Virginia's Purchasing Card program, administered under contract by a banking institution, processes payment for goods and services through state designated credit cards.)

16. TAXES: The Vendor shall pay any applicable sales, use, personal property or any other taxes arising out of this Contract and the transactions contemplated thereby. The State of West Virginia is exempt from federal and state taxes and will not pay or reimburse such taxes.

17. ADDITIONAL FEES: Vendor is not permitted to charge additional fees or assess additional charges that were not either expressly provided for in the solicitation published by the State of West Virginia or included in the unit price or lump sum bid amount that Vendor is required by the solicitation to provide. Including such fees or charges as notes to the solicitation may result in rejection of vendor's bid. Requesting such fees or charges be paid after the contract has been awarded may result in cancellation of the contract.

18. FUNDING: This Contract shall continue for the term stated herein, contingent upon funds being appropriated by the Legislature or otherwise being made available. In the event funds are not appropriated or otherwise made available, this Contract becomes void and of no effect beginning on July 1 of the fiscal year for which funding has not been appropriated or otherwise made available.

19. CANCELLATION: The Purchasing Division Director reserves the right to cancel this Contract immediately upon written notice to the vendor if the materials or workmanship supplied do not conform to the specifications contained in the Contract. The Purchasing Division Director may also cancel any purchase or Contract upon 30 days written notice to the Vendor in accordance with West Virginia Code of State Rules § 148-1-5.2.b.

20. TIME: Time is of the essence with regard to all matters of time and performance in this Contract.

21. APPLICABLE LAW: This Contract is governed by and interpreted under West Virginia law without giving effect to its choice of law principles. Any information provided in specification manuals, or any other source, verbal or written, which contradicts or violates the West Virginia Constitution, West Virginia Code or West Virginia Code of State Rules is void and of no effect.

22. COMPLIANCE WITH LAWS: Vendor shall comply with all applicable federal, state, and local laws, regulations and ordinances. By submitting a bid, Vendor acknowledges that it has reviewed, understands, and will comply with all applicable laws, regulations, and ordinances.

SUBCONTRACTOR COMPLIANCE: Vendor shall notify all subcontractors providing commodities or services related to this Contract that as subcontractors, they too are required to comply with all applicable laws, regulations, and ordinances. Notification under this provision must occur prior to the performance of any work under the contract by the subcontractor.

23. ARBITRATION: Any references made to arbitration contained in this Contract, Vendor's bid, or in any American Institute of Architects documents pertaining to this Contract are hereby deleted, void, and of no effect.

24. MODIFICATIONS: This writing is the parties' final expression of intent. Notwithstanding anything contained in this Contract to the contrary no modification of this Contract shall be binding without mutual written consent of the Agency, and the Vendor, with approval of the Purchasing Division and the Attorney General's office (Attorney General approval is as to form only). Any change to existing contracts that adds work or changes contract cost, and were not included in the original contract, must be approved by the Purchasing Division and the Attorney General's Office (as to form) prior to the implementation of the change or commencement of work affected by the change.

25. WAIVER: The failure of either party to insist upon a strict performance of any of the terms or provision of this Contract, or to exercise any option, right, or remedy herein contained, shall not be construed as a waiver or a relinquishment for the future of such term, provision, option, right, or remedy, but the same shall continue in full force and effect. Any waiver must be expressly stated in writing and signed by the waiving party.

26. SUBSEQUENT FORMS: The terms and conditions contained in this Contract shall supersede any and all subsequent terms and conditions which may appear on any form documents submitted by Vendor to the Agency or Purchasing Division such as price lists, order forms, invoices, sales agreements, or maintenance agreements, and includes internet websites or other electronic documents. Acceptance or use of Vendor's forms does not constitute acceptance of the terms and conditions contained thereon.

27. ASSIGNMENT: Neither this Contract nor any monies due, or to become due hereunder, may be assigned by the Vendor without the express written consent of the Agency, the Purchasing Division, the Attorney General's office (as to form only), and any other government agency or office that may be required to approve such assignments.

28. WARRANTY: The Vendor expressly warrants that the goods and/or services covered by this Contract will: (a) conform to the specifications, drawings, samples, or other description furnished or specified by the Agency; (b) be merchantable and fit for the purpose intended; and (c) be free from defect in material and workmanship.

29. STATE EMPLOYEES: State employees are not permitted to utilize this Contract for personal use and the Vendor is prohibited from permitting or facilitating the same.

30. PRIVACY, SECURITY, AND CONFIDENTIALITY: The Vendor agrees that it will not disclose to anyone, directly or indirectly, any such personally identifiable information or other confidential information gained from the Agency, unless the individual who is the subject of the information consents to the disclosure in writing or the disclosure is made pursuant to the Agency's policies, procedures, and rules. Vendor further agrees to comply with the Confidentiality Policies and Information Security Accountability Requirements, set forth in <http://www.state.wv.us/admin/purchase/privacy/default.html>.

31. YOUR SUBMISSION IS A PUBLIC DOCUMENT: Vendor's entire response to the Solicitation and the resulting Contract are public documents. As public documents, they will be disclosed to the public following the bid/proposal opening or award of the contract, as required by the competitive bidding laws of West Virginia Code §§ 5A-3-1 et seq., 5-22-1 et seq., and 5G-1-1 et seq. and the Freedom of Information Act West Virginia Code §§ 29B-1-1 et seq.

DO NOT SUBMIT MATERIAL YOU CONSIDER TO BE CONFIDENTIAL, A TRADE SECRET, OR OTHERWISE NOT SUBJECT TO PUBLIC DISCLOSURE.

Submission of any bid, proposal, or other document to the Purchasing Division constitutes your explicit consent to the subsequent public disclosure of the bid, proposal, or document. The Purchasing Division will disclose any document labeled "confidential," "proprietary," "trade secret," "private," or labeled with any other claim against public disclosure of the documents, to include any "trade secrets" as defined by West Virginia Code § 47-22-1 et seq. All submissions are subject to public disclosure without notice.

32. LICENSING: In accordance with West Virginia Code of State Rules § 148-1-6.1.e, Vendor must be licensed and in good standing in accordance with any and all state and local laws and requirements by any state or local agency of West Virginia, including, but not limited to, the West Virginia Secretary of State's Office, the West Virginia Tax Department, West Virginia Insurance Commission, or any other state agency or political subdivision. Obligations related to political subdivisions may include, but are not limited to, business licensing, business and occupation taxes, inspection compliance, permitting, etc. Upon request, the Vendor must provide all necessary releases to obtain information to enable the Purchasing Division Director or the Agency to verify that the Vendor is licensed and in good standing with the above entities.

SUBCONTRACTOR COMPLIANCE: Vendor shall notify all subcontractors providing commodities or services related to this Contract that as subcontractors, they too are required to be licensed, in good standing, and up-to-date on all state and local obligations as described in this section. Obligations related to political subdivisions may include, but are not limited to, business licensing, business and occupation taxes, inspection compliance, permitting, etc. Notification under this provision must occur prior to the performance of any work under the contract by the subcontractor.

33. ANTITRUST: In submitting a bid to, signing a contract with, or accepting a Award Document from any agency of the State of West Virginia, the Vendor agrees to convey, sell, assign, or transfer to the State of West Virginia all rights, title, and interest in and to all causes of action it may now or hereafter acquire under the antitrust laws of the United States and the State of West Virginia for price fixing and/or unreasonable restraints of trade relating to the particular commodities or services purchased or acquired by the State of West Virginia. Such assignment shall be made and become effective at the time the purchasing agency tenders the initial payment to Vendor.

34. VENDOR CERTIFICATIONS: By signing its bid or entering into this Contract, Vendor certifies (1) that its bid or offer was made without prior understanding, agreement, or connection with any corporation, firm, limited liability company, partnership, person or entity submitting a bid or offer for the same material, supplies, equipment or services; (2) that its bid or offer is in all respects fair and without collusion or fraud; (3) that this Contract is accepted or entered into without any prior understanding, agreement, or connection to any other entity that could be considered a violation of law; and (4) that it has reviewed this Solicitation in its entirety; understands the requirements, terms and conditions, and other information contained herein.

Vendor's signature on its bid or offer also affirms that neither it nor its representatives have any interest, nor shall acquire any interest, direct or indirect, which would compromise the performance of its services hereunder. Any such interests shall be promptly presented in detail to the Agency. The individual signing this bid or offer on behalf of Vendor certifies that he or she is authorized by the Vendor to execute this bid or offer or any documents related thereto on Vendor's behalf; that he or she is authorized to bind the Vendor in a contractual relationship; and that, to the best of his or her knowledge, the Vendor has properly registered with any State agency that may require registration.

35. VENDOR RELATIONSHIP: The relationship of the Vendor to the State shall be that of an independent contractor and no principal-agent relationship or employer-employee relationship is contemplated or created by this Contract. The Vendor as an independent contractor is solely liable for the acts and omissions of its employees and agents. Vendor shall be responsible for selecting, supervising, and compensating any and all individuals employed pursuant to the terms of this Solicitation and resulting contract. Neither the Vendor, nor any employees or subcontractors of the Vendor, shall be deemed to be employees of the State for any purpose whatsoever. Vendor shall be exclusively responsible for payment of employees and contractors for all wages and salaries, taxes, withholding payments, penalties, fees, fringe benefits, professional liability insurance premiums, contributions to insurance and pension, or other deferred compensation plans, including but not limited to, Workers' Compensation and Social Security obligations, licensing fees, etc. and the filing of all necessary documents, forms, and returns pertinent to all of the foregoing.

Dr. James Williams / Chief Operating Officer

Vendor shall hold harmless the State, and shall provide the State and Agency with a defense against any and all claims including, but not limited to, the foregoing payments, withholdings, contributions, taxes, Social Security taxes, and employer income tax returns.

36. INDEMNIFICATION: The Vendor agrees to indemnify, defend, and hold harmless the State and the Agency, their officers, and employees from and against: (1) Any claims or losses for services rendered by any subcontractor, person, or firm performing or supplying services, materials, or supplies in connection with the performance of the Contract; (2) Any claims or losses resulting to any person or entity injured or damaged by the Vendor, its officers, employees, or subcontractors by the publication, translation, reproduction, delivery, performance, use, or disposition of any data used under the Contract in a manner not authorized by the Contract, or by Federal or State statutes or regulations; and (3) Any failure of the Vendor, its officers, employees, or subcontractors to observe State and Federal laws including, but not limited to, labor and wage and hour laws.

37. PURCHASING AFFIDAVIT: In accordance with West Virginia Code §§ 5A-3-10a and 5-22-1(i), the State is prohibited from awarding a contract to any bidder that owes a debt to the State or a political subdivision of the State, Vendors are required to sign, notarize, and submit the Purchasing Affidavit to the Purchasing Division affirming under oath that it is not in default on any monetary obligation owed to the state or a political subdivision of the state.

38. ADDITIONAL AGENCY AND LOCAL GOVERNMENT USE: This Contract may be utilized by other agencies, spending units, and political subdivisions of the State of West Virginia; county, municipal, and other local government bodies; and school districts ("Other Government Entities"), provided that both the Other Government Entity and the Vendor agree. Any extension of this Contract to the aforementioned Other Government Entities must be on the same prices, terms, and conditions as those offered and agreed to in this Contract, provided that such extension is in compliance with the applicable laws, rules, and ordinances of the Other Government Entity. A refusal to extend this Contract to the Other Government Entities shall not impact or influence the award of this Contract in any manner.

39. CONFLICT OF INTEREST: Vendor, its officers or members or employees, shall not presently have or acquire an interest, direct or indirect, which would conflict with or compromise the performance of its obligations hereunder. Vendor shall periodically inquire of its officers, members and employees to ensure that a conflict of interest does not arise. Any conflict of interest discovered shall be promptly presented in detail to the Agency.

40. REPORTS: Vendor shall provide the Agency and/or the Purchasing Division with the following reports identified by a checked box below:

Such reports as the Agency and/or the Purchasing Division may request. Requested reports may include, but are not limited to, quantities purchased, agencies utilizing the contract, total contract expenditures by agency, etc.

Quarterly reports detailing the total quantity of purchases in units and dollars, along with a listing of purchases by agency. Quarterly reports should be delivered to the Purchasing Division via email at purchasing.requisitions@wv.gov.

41. BACKGROUND CHECK: In accordance with W. Va. Code § 15-2D-3, the Director of the Division of Protective Services shall require any service provider whose employees are regularly employed on the grounds or in the buildings of the Capitol complex or who have access to sensitive or critical information to submit to a fingerprint-based state and federal background inquiry through the state repository. The service provider is responsible for any costs associated with the fingerprint-based state and federal background inquiry.

After the contract for such services has been approved, but before any such employees are permitted to be on the grounds or in the buildings of the Capitol complex or have access to sensitive or critical information, the service provider shall submit a list of all persons who will be physically present and working at the Capitol complex to the Director of the Division of Protective Services for purposes of verifying compliance with this provision. The State reserves the right to prohibit a service provider's employees from accessing sensitive or critical information or to be present at the Capitol complex based upon results addressed from a criminal background check.

Revised 03/15/2021

Service providers should contact the West Virginia Division of Protective Services by phone at (304) 558-9911 for more information.

42. PREFERENCE FOR USE OF DOMESTIC STEEL PRODUCTS: Except when authorized by the Director of the Purchasing Division pursuant to W. Va. Code § 5A-3-56, no contractor may use or supply steel products for a State Contract Project other than those steel products made in the United States. A contractor who uses steel products in violation of this section may be subject to civil penalties pursuant to W. Va. Code § 5A-3-56. As used in this section:

- a. "State Contract Project" means any erection or construction of, or any addition to, alteration of or other improvement to any building or structure, including, but not limited to, roads or highways, or the installation of any heating or cooling or ventilating plants or other equipment, or the supply of and materials for such projects, pursuant to a contract with the State of West Virginia for which bids were solicited on or after June 6, 2001.
- b. "Steel Products" means products rolled, formed, shaped, drawn, extruded, forged, cast, fabricated or otherwise similarly processed, or processed by a combination of two or more or such operations, from steel made by the open hearth, basic oxygen, electric furnace, Bessemer or other steel making process. The Purchasing Division Director may, in writing, authorize the use of foreign steel products if:
- c. The cost for each contract item used does not exceed one tenth of one percent (.1%) of the total contract cost or two thousand five hundred dollars (\$2,500.00), whichever is greater. For the purposes of this section, the cost is the value of the steel product as delivered to the project; or
- d. The Director of the Purchasing Division determines that specified steel materials are not produced in the United States in sufficient quantity or otherwise are not reasonably available to meet contract requirements.

43. PREFERENCE FOR USE OF DOMESTIC ALUMINUM, GLASS, AND STEEL: In Accordance with W. Va. Code § 5-19-1 et seq., and W. Va. CSR § 148-10-1 et seq., for every contract or subcontract, subject to the limitations contained herein, for the construction, reconstruction, alteration, repair, improvement or maintenance of public works or for the purchase of any item of machinery or equipment to be used at sites of public works, only domestic aluminum, glass or steel products shall be supplied unless the spending officer determines, in writing, after the receipt of offers or bids, (1) that the cost of domestic aluminum, glass or steel products is unreasonable or inconsistent with the public interest of the State of West Virginia, (2) that domestic aluminum, glass or steel products are not produced in sufficient quantities to meet the contract requirements, or (3) the available domestic aluminum, glass, or steel do not meet the contract specifications. This provision only applies to public works contracts awarded in an amount more than fifty thousand dollars (\$50,000) or public works contracts that require more than ten thousand pounds of steel products.

The cost of domestic aluminum, glass, or steel products may be unreasonable if the cost is more than twenty percent (20%) of the bid or offered price for foreign made aluminum, glass, or steel products. If the domestic aluminum, glass or steel products to be supplied or produced in a

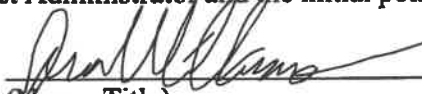
“substantial labor surplus area”, as defined by the United States Department of Labor, the cost of domestic aluminum, glass, or steel products may be unreasonable if the cost is more than thirty percent (30%) of the bid or offered price for foreign made aluminum, glass, or steel products. This preference shall be applied to an item of machinery or equipment, as indicated above, when the item is a single unit of equipment or machinery manufactured primarily of aluminum, glass or steel, is part of a public works contract and has the sole purpose or of being a permanent part of a single public works project. This provision does not apply to equipment or machinery purchased by a spending unit for use by that spending unit and not as part of a single public works project.

All bids and offers including domestic aluminum, glass or steel products that exceed bid or offer prices including foreign aluminum, glass or steel products after application of the preferences provided in this provision may be reduced to a price equal to or lower than the lowest bid or offer price for foreign aluminum, glass or steel products plus the applicable preference. If the reduced bid or offer prices are made in writing and supersede the prior bid or offer prices, all bids or offers, including the reduced bid or offer prices, will be reevaluated in accordance with this rule.

44. INTERESTED PARTY SUPPLEMENTAL DISCLOSURE: W. Va. Code § 6D-1-2 requires that for contracts with an actual or estimated value of at least \$1 million, the vendor must submit to the Agency a supplemental disclosure of interested parties reflecting any new or differing interested parties to the contract, which were not included in the original pre-award interested party disclosure, within 30 days following the completion or termination of the contract. A copy of that form is included with this solicitation or can be obtained from the WV Ethics Commission. This requirement does not apply to publicly traded companies listed on a national or international stock exchange. A more detailed definition of interested parties can be obtained from the form referenced above.

45. PROHIBITION AGAINST USED OR REFURBISHED: Unless expressly permitted in the solicitation published by the State, Vendor must provide new, unused commodities, and is prohibited from supplying used or refurbished commodities, in fulfilling its responsibilities under this Contract.

DESIGNATED CONTACT: Vendor appoints the individual identified in this Section as the Contract Administrator and the initial point of contact for matters relating to this Contract.

 Chief Operating Officer

(Name, Title)
Dr. James Williams / Chief Operating Officer

(Printed Name and Title)
3001 Joe Dimaggio Blvd, Bldg 800, Round Rock, TX 78665

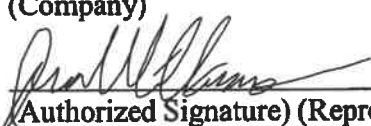
(Address)
512-537-1661 512-729-0404

(Phone Number) / (Fax Number)
JWilliams@bloomconsultingco.com

(email address)

CERTIFICATION AND SIGNATURE: By signing below, or submitting documentation through wvOASIS, I certify that I have reviewed this Solicitation in its entirety; that I understand the requirements, terms and conditions, and other information contained herein; that this bid, offer or proposal constitutes an offer to the State that cannot be unilaterally withdrawn; that the product or service proposed meets the mandatory requirements contained in the Solicitation for that product or service, unless otherwise stated herein; that the Vendor accepts the terms and conditions contained in the Solicitation, unless otherwise stated herein; that I am submitting this bid, offer or proposal for review and consideration; that I am authorized by the vendor to execute and submit this bid, offer, or proposal, or any documents related thereto on vendor's behalf; that I am authorized to bind the vendor in a contractual relationship; and that to the best of my knowledge, the vendor has properly registered with any State agency that may require registration.

Bloom Consulting

(Company)
 Dr. James Williams / Chief Operating Officer

(Authorized Signature) (Representative Name, Title)

Dr. James Williams / Chief Operating Officer

(Printed Name and Title of Authorized Representative)

05/10/2021

(Date)

512-537-1661 512-729-0404

(Phone Number) (Fax Number)

REQUEST FOR PROPOSAL

Division of Rehabilitation Services

WV Students with Disabilities Pre-ETS

SECTION 4: PROJECT SPECIFICATIONS

4.1. Background and Current Operating Environment:

The West Virginia Division of Rehabilitation Services (DRS) is the state agency responsible for the administration and operation of the federal-state vocational rehabilitation program (Public Law 113-128 and 34 CFR §361) in West Virginia. The vocational rehabilitation program is a state and federal partnership that provides necessary services to eligible individuals with disabilities to help them obtain or maintain employment. In 2014, the Workforce Innovation and Opportunity Act (WIOA) replaced the federal Workforce Investment Act and amended the Rehabilitation Act of 1973. The law aimed to increase opportunities, particularly for people with disabilities who face barriers to employment, as well as to connect education with career preparation.

Some of the most considerable changes of WIOA related to mandating collaboration between the state vocational rehabilitation agency, the state workforce investment program, and the state adult education program; increasing services to youth with disabilities, including requiring a percentage of funds to be set aside for this purpose; encouraging more engagement by the three mandated partners with employers; and emphasizing employment outcomes for people with disabilities that were in competitive, integrated settings, meaning the worker is paid at least minimum wage and works in a job that includes a large population of workers who do not have disabilities.

Under WIOA, DRS is mandated to reserve a minimum of 15 percent of its federal funding to make Pre-Employment Transition Services (Pre-ETS) available to all students with disabilities ages 14-21, who are potentially eligible for DRS services. Pre-ETS assist students with disabilities at an earlier age to make informed decisions about their education and future career goals. There are three categories of Pre-ETS activities – Required, Authorized, and Coordination. Each of these categories are detailed below.

The following are the federally Required Pre-ETS:

- Job exploration counseling;
- Work-based learning experiences, which may include in-school or after-school opportunities, experiences outside of the traditional school setting, and/or internships;
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs;
- Workplace readiness training to develop social skills and independent living; and
- Instruction in self-advocacy.

If funding is available, the following Authorized activities can occur:

- Implement effective strategies that increase independent living and inclusion in their communities and competitive integrated workplaces;
- Develop and improve strategies for individuals with intellectual and significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment;

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- Provide training to vocational rehabilitation counselors, school transition staff, and others supporting students with disabilities;
- Disseminate information on innovative, effective, and efficient approaches to implement pre-employment transition services;
- Coordinate activities with transition services provided by local educational agencies under the Individuals with Disabilities Education Act;
- Apply evidence-based findings to improve policy, procedure, practice, and the preparation of personnel;
- Develop model transition demonstration projects;
- Establish or support multistate or regional partnerships that involve states, local educational agencies, designated state units, developmental disability agencies, private businesses, or others; and
- Disseminate information and strategies to improve the transition to postsecondary activities of those who are traditionally unserved.

Coordination activities at the local level are as follows:

- Attend individualized education program meetings for students with disabilities, when invited;
- Work with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year, and apprenticeships;
- Work with schools, including those carrying out activities under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)), to coordinate and ensure the provision of pre-employment transition services under this section; and
- When invited, attend person-centered planning meetings for individuals receiving services under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.).

Since 2014, DRS has continued to develop and expand Pre-ETS service capacity throughout the state. In 2020, DRS provided Pre-ETS to over 1,000 students across West Virginia.

DRS has vocational rehabilitation counselors assigned to each high school in West Virginia. These counselors work with students with disabilities and provide individualized and group services, including Pre-ETS, both directly and through collaborations with community rehabilitation programs, centers for independent living, and other service providers. To expand service delivery in recent years, DRS has collaborated with service providers to provide more intensive and specialized Pre-ETS, typically during the summer. These include the Career Exploration Opportunity Summits and Instruction in Self-Advocacy Programs.

The Career Exploration Opportunity Summit topics cover career planning and preparation, communication, conflict management, employer expectations, attendance and punctuality, timeliness of task completion, working without supervision, positive work ethic, multitasking, high-

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growth jobs, personal brand, and job hunting tools, including résumés, cover letters, interviews, and digital profiles.

The Instruction in Self-Advocacy Program provides students with disabilities with the skills necessary to be confident and independent self-advocates. Students also learn about their legal rights and responsibilities, the history of the disability movement, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and Individualized Education Plans.

The following are required activities under each of the five Required Pre-ETS activities:

1. **Job Exploration Counseling** – to help students identify potential occupations and career pathways.

Examples:

- Discussing in-demand industry sectors and occupations, including non-traditional employment
- Investigating labor market information, including composition and localized information that applies to individual interests
- Completing vocational interest inventories and/or discussion of results (Pathwayswv.org and O*Net)
- Identifying career pathways of interest

2. **Work-Based Learning Experiences** – to gain information about an occupation in the workplace.

Examples:

- School-based job training programs
- Informational interviews to research employers
- Worksite tours to learn necessary job skills
- Job shadowing in the community
- Community mentoring opportunities
- Volunteering
- Apprenticeships (not including pre-apprenticeships and registered apprenticeships)

3. **Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs** – to assist students in planning postsecondary training.

Examples:

- Providing information on course offerings
- Examining career options
- Discussing types of academic and occupational training needed to succeed in the labor market, including identification of training opportunities
- Advising students and parents or representatives on academic curriculum
- Assisting with college applications, admissions and financial aid processes (e.g., FAFSA)
- Referral to sources to support individual success in education and training (disability support services, for example)

4. **Workplace Readiness Training** – to develop social and independent living skills.

Examples:

- Training on communication and interpersonal skills
- Training on financial literacy

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Division of Rehabilitation Services

WV Students with Disabilities Pre-ETS

- Training on orientation and mobility skills (knowing where you are, where you want to go and how to move safely and efficiently from place to place)
 - Training on job-seeking skills
 - Training on understanding employer expectations
 - Training in the "soft skills" necessary for employment (self-motivation, responsibility, teamwork, problem-solving, flexibility, time management, punctuality, conflict resolution)
5. **Instruction in Self-Advocacy** – to enable students to represent themselves, their views or their interests.

Examples:

- Learning about rights, responsibilities, and how to request accommodations or services and supports needed to move from high school to postsecondary education and/or employment
- Sharing thoughts, concerns and needs, in preparation for possible peer mentoring opportunities with individuals working in their area(s) of interest
- Conducting informational interviews
- Mentoring with educational staff (principals, nurses, teachers and office staff)
- Mentoring with individuals employed by or volunteering for employers, boards, associations or organizations in integrated community settings
- Participation in youth leadership activities in educational or community settings

4.2. Project Goals and Mandatory Requirements:

DRS' purpose of this contract is to implement innovative, creative, and non-traditional solutions to provide and expand Pre-ETS (in compliance with Section 113 of WIOA and 34 CFR §361.48(a)) for the best benefit of WV students with disabilities as they transition from school to postsecondary education or employment.

The work outlined in this project strongly relates to interagency collaboration with the state and local school systems. There are specific goals, objectives, and project requirements that must be satisfied. DRS is seeking proposals from vendors with expert knowledge and experience in the field of vocational rehabilitation and public education.

For consistency of coordination and implementation of this project, DRS will only consider proposals that address all goals and objectives. The contract will be awarded to a single vendor. It is desired that the vendor be located in West Virginia.

Vendor shall describe its approach and methodology to providing the service or solving the problem described by meeting the goals/objectives identified below. Vendor's response should include any information about how the proposed approach is superior or inferior to other possible approaches.

4.2.1. Goals and Objectives – The project goals and objectives are listed below.

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WV Students with Disabilities Pre-ETS

4.2.1.1 Increase awareness of DRS and Pre-ETS among students with disabilities, parents and guardians of students with disabilities, teachers, guidance counselors, school administrators, and other stakeholders.

4.2.1.2 Increase collaboration between DRS, WV Department of Education, and the 55 local school systems across the state.

4.2.1.3 Increase referrals to DRS.

4.2.1.4 Cross-train and educate DRS and WV Department of Education staff on each agency's respective services for students with disabilities.

4.2.1.5 Expand community-based work exploration programs for students with disabilities.

4.2.1.6 Update and expand www.PathwaysWV.org, DRS' online Pre-ETS resource for students with disabilities, parents and guardians of students with disabilities, teachers, guidance counselors, school administrators, DRS counselors, and other stakeholders. Vendor will be responsible for transitioning maintenance of the website from the existing maintenance vendor.

4.2.1.7 Promote and deliver Pre-ETS to schools, students, parents- virtually and in person.

4.2.2. Mandatory Project Requirements – The following mandatory requirements relate to the goals and objectives and must be met by the Vendor as a part of its submitted proposal. Vendor should describe how it will comply with the mandatory requirements and include any areas where its proposed solution exceeds the mandatory requirement. Failure to comply with mandatory requirements will lead to disqualification, but the approach/methodology that the vendor uses to comply, and areas where the mandatory requirements are exceeded, will be included in technical scores where appropriate. The mandatory project requirements are listed below.

4.2.2.1 Plan and host four virtual conferences for relevant DRS, WVDE, and vendor staff (approximately 500 attendees each) and one transition fair (potentially 10,000 attendees) during the first year of the project (may be provided virtually or in an in-person format, as directed by DRS).

- One conference for DRS and vendor staff to initiate the project**
- One conference for DRS and WVDE staff**
- One conference for Pre-ETS (attendees TBD)**
- One conference for DRS staff only**
- One transition fair for high school students with disabilities, teachers, parents, and other stakeholders in West Virginia**

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Division of Rehabilitation Services

WV Students with Disabilities Pre-ETS

If the contract is renewed, the second year of the project, will be a repeat of the events above (may be provided virtually or in an in-person format, as directed by DRS).

Vendor is not responsible for any non-vendor staff (e.g., DRS and WVDE staff) travel, lodging, meal, or other related costs for in-person conferences.

4.2.2.2 In collaboration with DRS, the approved vendor will research, develop, and deliver outreach materials to increase statewide awareness of DRS and Pre-ETS as outlined in Goal 4.2.1.1. Final outreach materials will include a minimum of social media posts, targeted advertisements, student success videos, and DRS resource content on all 55 county education system virtual learning platforms. Prior to production and purchasing, all materials must be approved by DRS.

Research – solicit input from stakeholders including DRS, West Virginia Department of Education and representatives from local county school systems to identify outreach needs.
Develop – will include graphic design services, content development (written and graphic), and video production services.

Deliver – DRS will own the rights to all creative materials developed during this project and original files (photos, videos, graphic files, etc.) must be provided to DRS.

4.2.2.3 In collaboration with DRS, the approved vendor will research development needs, update, and expand the PathwaysWV.org website as outlined in Goal 4.2.1.6.

Research development – solicit input from stakeholders including DRS, West Virginia Department of Education, representatives from local county school systems, students with disabilities, and parents/guardians of students with disabilities to identify development and content needs. Vendor will be responsible for transitioning maintenance of the website from the existing maintenance vendor and be responsible for maintaining the website.

Update – redesign PathwaysWV.org website to add features identified through research development and upgrade Adobe Flash-based resources currently utilized by the website.

Expand – develop and create online interactive course curriculums for students with disabilities, parents/guardians of students with disabilities, teachers and rehabilitation counselors; develop and create grade-specific Pre-ETS resources, content, and activities; and develop interactive design for use on mobile technology devices.

All updates to the website must be approved by DRS.

4.2.2.4 Jointly with WV Department of Education, Office of Special Education, develop in conjunction with experienced teachers who work with students on the alternative track, Lessons for Life for students with the most significant disabilities.

Revise existing Lessons for Life after High School, an instruction manual for teachers/others to provide Pre-ETS lessons in the classroom

(<https://www.pathwayswv.org/docs/Pathways%20Pre-ETS%20Sample%20Lessons%20-%202019%20FINAL.pdf>) with an emphasis on students on an alternative diploma track.

Train school and DRS staff on the updated Lessons for Life after High School manual.

REQUEST FOR PROPOSAL

Division of Rehabilitation Services

WV Students with Disabilities Pre-ETS

4.2.2.5 Jointly with WV Department of Education, Office of Special Education, align career and college readiness standards and develop Work Exploration activities and Pre-ETS that model the readiness standards, so they are implemented at the school level. College- and career-readiness refers to the knowledge, skills, and dispositions needed to be successful in higher education and/or training that lead to gainful employment. Therefore, aligning Work Exploration activities and Pre-ETS with the established college- and career-readiness standards will prepare students with a full understanding of the career opportunities available, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

Work at the state, county, and school level to expand community-based work exploration programs offered by high schools.

Actively engage stakeholders to increase participation in existing and new high school work exploration programs.

4.2.2.6 Leverage partnerships with other agencies and groups, including juvenile justice and foster care, to reach students with disabilities age 14-21 to promote Pre-ETS. Utilize promotional materials, including videos, to educate staff from other state and local agencies.

4.2.2.7 Provide the five Required Pre-ETS to students with disabilities statewide. Vendor must have the capacity to provide services to at least 1,000 students with disabilities statewide per year.

4.2.2.8 Vendor will be required to submit monthly invoices of project progress and any deliverables for payment.

4.2.2.9 Vendors shall include an estimated Budget with the Total Cost Bid amount. No Cost information shall be included in the Technical Proposal. The estimated Budget must be included with the Cost Proposal only. It is understood and agreed that the estimated Budget is for evaluation purposes only and may be revised as work progresses and Deliverables received. No increase to the contract total value will be allowed.

4.3. Qualifications and Experience: Vendor should provide information and documentation regarding its qualifications and experience in providing services or solving problems similar to those requested in this RFP. Information and documentation should include, but is not limited to, copies of any staff certifications or degrees applicable to this project, proposed staffing plans, descriptions of past projects completed (descriptions should include the location of the project, project manager name and contact information, type of project, and what the project goals and objectives where and how they were met.), references for prior projects, and any other information that vendor deems relevant to the items identified as desirable or mandatory below.

REQUEST FOR PROPOSAL

Division of Rehabilitation Services

WV Students with Disabilities Pre-ETS

4.3.1. Qualification and Experience Information: Vendor should describe in its proposal how it meets the desirable qualification and experience requirements listed below.

4.3.1.1. Experience developing programs for DRS under WIOA

4.3.1.2. Experience in special education with an emphasis on transition curriculum development and training in West Virginia

4.3.1.3. Experience developing career and college readiness standards, community-based work exploration programs, and program development and training with career and technical education centers

4.3.1.4 Experience in development of Pre-ETS materials and in training DRS and WVDE staff

4.3.1.4. Experience in non-profit social marketing and web and application development

4.3.1.5. Experience developing and maintaining educational/interactive web sites similar to the DRS' PathwaysWV.org website

4.3.2. Mandatory Qualification/Experience Requirements – The following mandatory qualification/experience requirements must be met by the Vendor as a part of its submitted proposal. Vendor should describe how it meets the mandatory requirements and include any areas where it exceeds the mandatory requirements. Failure to comply with mandatory requirements will lead to disqualification, but areas where the mandatory requirements are exceeded will be included in technical scores where appropriate. The mandatory qualifications/experience requirements are listed below.

4.3.2.1. Minimum four years of experience developing vocational rehabilitation programs under WIOA

4.3.2.2. Minimum four years of experience in special education with an emphasis on transition curriculum development and training

4.3.2.3. Minimum four years of experience developing career and college readiness standards, community-based work exploration programs, and program development and training with career and technical education centers

4.3.2.4. Minimum four years of experience in development of Pre-ETS materials

4.3.2.5. Minimum four years of experience in providing education and vocational rehabilitation program training

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Division of Rehabilitation Services

WV Students with Disabilities Pre-ETS

- 4.3.2.6. Minimum four years of experience in non-profit social marketing and web and application development**
- 4.3.2.7. Minimum four years of experience developing and maintaining a website similar to DRS' PathwaysWV.org website**
- 4.3.2.8. All vendor staff interacting with students with disabilities must pass a WV Department of Education approved background check**
- 4.3.2.9. Vendors must follow all federal, state, and local regulations (e.g., all project activities must be allowable and allocable with respect to Pre-ETS rules and regulations).**
- 4.3.2.10. All vendor staff must comply with DRS' federal and state confidentiality provisions.**
- 4.3.2.11. The vendor will be required to work with DRS administrative offices, currently located in Charleston, DRS field offices located throughout the state, the WV Department of Education (WVDE), the 55 county school systems, and the WV Schools for the Deaf and the Blind.**

- 4.4. Oral Presentations (Agency Option):** The Agency has the option of requiring oral presentations of all Vendors participating in the RFP process. If this option is exercised, it would be listed in the Schedule of Events (Section 1.3) of this RFP. During oral presentations, Vendors may not alter or add to their submitted proposal, but only clarify information. A description of the materials and information to be presented is provided below:

Materials and Information Requested at Oral Presentation:

- 4.4.1. N/A**
- 4.4.2. N/A**
- 4.4.3. N/A**

REQUEST FOR PROPOSAL

Division of Rehabilitation Services

WV Students with Disabilities Pre-ETS

SECTION 5: VENDOR PROPOSAL

- 5.1. Economy of Preparation:** Proposals should be prepared simply and economically providing a concise description of the items requested in Section 4. Emphasis should be placed on completeness and clarity of the content.
- 5.2. Incurring Cost:** Neither the State nor any of its employees or officers shall be held liable for any expenses incurred by any Vendor responding to this RFP, including but not limited to preparation, delivery, or travel.
- 5.3. Proposal Format:** Vendors should provide responses in the format listed below:
- 5.3.1. Two-Part Submission:** Vendors must submit proposals in two distinct parts: technical and cost. Technical proposals must not contain any cost information relating to the project. Cost proposal must contain all cost information and must be sealed in a separate envelope from the technical proposal to facilitate a secondary cost proposal opening.
 - 5.3.2. Title Page:** State the RFP subject, number, Vendor's name, business address, telephone number, fax number, name of contact person, e-mail address, and Vendor signature and date.
 - 5.3.3. Table of Contents:** Clearly identify the material by section and page number.
 - 5.3.4. Response Reference:** Vendor's response should clearly reference how the information provided applies to the RFP request. For example, listing the RFP number and restating the RFP request as a header in the proposal would be considered a clear reference.
 - 5.3.5. Proposal Submission:** All proposals must be submitted to the Purchasing Division prior to the date and time stipulated in the RFP as the opening date. All submissions must be in accordance with the provisions listed in Section 2: Instructions to Bidders Submitting Bids.

REQUEST FOR PROPOSAL

Division of Rehabilitation Services

WV Students with Disabilities Pre-ETS

SECTION 6: EVALUATION AND AWARD

- 6.1. Evaluation Process:** Proposals will be evaluated in two parts by a committee of three (3) or more individuals. The first evaluation will be of the technical proposal and the second is an evaluation of the cost proposal. The Vendor who demonstrates that it meets all of the mandatory specifications required, attains the minimum acceptable score and attains the highest overall point score of all Vendors shall be awarded the contract.
- 6.2. Evaluation Criteria:** Proposals will be evaluated based on criteria set forth in the solicitation and information contained in the proposals submitted in response to the solicitation. The technical evaluation will be based upon the point allocations designated below for a total of 70 of the 100 points. Cost represents 30 of the 100 total points.

Evaluation Point Allocation:

Project Goals and Proposed Approach (§ 4.2)

- Approach & Methodology to Goals/Objectives (§ 4.2.1) (30) Points Possible
- Approach & Methodology to Compliance with Mandatory Project Requirements (§ 4.2.2) (20) Points Possible

Qualifications and experience (§ 4.3)

- Qualifications and Experience Generally (§ 4.3.1) (15) Points Possible
- Exceeding Mandatory Qualification/Experience Requirements (§ 4.3.2) (5) Points Possible

(Oral interview, if applicable) (§ 4.4) (0) Points Possible

Total Technical Score: 70 Points Possible

Total Cost Score: 30 Points Possible

Total Proposal Score: 100 Points Possible

- 6.3. Technical Bid Opening:** At the technical bid opening, the Purchasing Division will open and announce the technical proposals received prior to the bid opening deadline. Once opened, the technical proposals will be provided to the Agency evaluation committee for technical evaluation.

REQUEST FOR PROPOSAL

Division of Rehabilitation Services

WV Students with Disabilities Pre-ETS

6.4. Technical Evaluation: The Agency evaluation committee will review the technical proposals, assign points where appropriate, and make a final written recommendation to the Purchasing Division.

6.5. Proposal Disqualification:

6.5.1. Minimum Acceptable Score (“MAS”): Vendors must score a minimum of 70% (49 points) of the total technical points possible in order to move past the technical evaluation and have their cost proposal evaluated. All vendor proposals not attaining the MAS will be disqualified.

6.5.2. Failure to Meet Mandatory Requirement: Vendors must meet or exceed all mandatory requirements in order to move past the technical evaluation and have their cost proposals evaluated. Proposals failing to meet one or more mandatory requirements of the RFP will be disqualified.

6.6. Cost Bid Opening: The Purchasing Division will schedule a date and time to publicly open and announce cost proposals after technical evaluation has been completed and the Purchasing Division has approved the technical recommendation of the evaluation committee. All cost bids received will be opened. Cost bids for disqualified proposals will be opened for record keeping purposes only and will not be evaluated or considered. Once opened, the cost proposals will be provided to the Agency evaluation committee for cost evaluation.

The Purchasing Division reserves the right to disqualify a proposal based upon deficiencies in the technical proposal even after the cost evaluation.

6.7. Cost Evaluation: The Agency evaluation committee will review the cost proposals, assign points in accordance with the cost evaluation formula contained herein and make a final recommendation to the Purchasing Division.

Cost Evaluation Formula: Each cost proposal will have points assigned using the following formula for all Vendors not disqualified during the technical evaluation. The lowest cost of all proposals is divided by the cost of the proposal being evaluated to generate a cost score percentage. That percentage is then multiplied by the points attributable to the cost proposal to determine the number of points allocated to the cost proposal being evaluated.

Step 1: $\text{Lowest Cost of All Proposals} / \text{Cost of Proposal Being Evaluated} = \text{Cost Score Percentage}$

Step 2: $\text{Cost Score Percentage} \times \text{Points Allocated to Cost Proposal} = \text{Total Cost Score}$

Example:

Proposal 1 Cost is \$1,000,000

Proposal 2 Cost is \$1,100,000

Points Allocated to Cost Proposal is 30

REQUEST FOR PROPOSAL
Division of Rehabilitation Services
WV Students with Disabilities Pre-ETS

Proposal 1: Step 1 – $\$1,000,000 / \$1,000,000 = \text{Cost Score Percentage of } 1 (100\%)$
Step 2 – $1 \times 30 = \text{Total Cost Score of } 30$

Proposal 2: Step 1 – $\$1,000,000 / \$1,100,000 = \text{Cost Score Percentage of } 0.909091 (90.9091\%)$
Step 2 – $0.909091 \times 30 = \text{Total Cost Score of } 27.27273$

6.8. Availability of Information: Proposal submissions become public and are available for review immediately after opening pursuant to West Virginia Code §5A-3-11(h). All other information associated with the RFP, including but not limited to, technical scores and reasons for disqualification, will not be available until after the contract has been awarded pursuant to West Virginia Code of State Rules §148-1-6.3.d.

By signing below, I certify that I have reviewed this Request for Proposal in its entirety; understand the requirements, terms and conditions, and other information contained herein; that I am submitting this proposal for review and consideration; that I am authorized by the bidder to execute this bid or any documents related thereto on bidder's behalf; that I am authorized to bind the bidder in a contractual relationship; and that, to the best of my knowledge, the bidder has properly registered with any State agency that may require registration.

Bloom Consulting

(Company)

Dr. James Williams / Chief Operating Officer

(Representative Name, Title)

512-537-1661 512-729-0404

(Contact Phone/Fax Number)

05/10/2021

(Date)

STATE OF WEST VIRGINIA
Purchasing Division

PURCHASING AFFIDAVIT

CONSTRUCTION CONTRACTS: Under W. Va. Code § 5-22-1(i), the contracting public entity shall not award a construction contract to any bidder that is known to be in default on any monetary obligation owed to the state or a political subdivision of the state, including, but not limited to, obligations related to payroll taxes, property taxes, sales and use taxes, fire service fees, or other fines or fees.

ALL CONTRACTS: Under W. Va. Code §5A-3-10a, no contract or renewal of any contract may be awarded by the state or any of its political subdivisions to any vendor or prospective vendor when the vendor or prospective vendor or a related party to the vendor or prospective vendor is a debtor and: (1) the debt owed is an amount greater than one thousand dollars in the aggregate; or (2) the debtor is in employer default.

EXCEPTION: The prohibition listed above does not apply where a vendor has contested any tax administered pursuant to chapter eleven of the W. Va. Code, workers' compensation premium, permit fee or environmental fee or assessment and the matter has not become final or where the vendor has entered into a payment plan or agreement and the vendor is not in default of any of the provisions of such plan or agreement.

DEFINITIONS:

"Debt" means any assessment, premium, penalty, fine, tax or other amount of money owed to the state or any of its political subdivisions because of a judgment, fine, permit violation, license assessment, defaulted workers' compensation premium, penalty or other assessment presently delinquent or due and required to be paid to the state or any of its political subdivisions, including any interest or additional penalties accrued thereon.

"Employer default" means having an outstanding balance or liability to the old fund or to the uninsured employers' fund or being in policy default, as defined in W. Va. Code § 23-2c-2, failure to maintain mandatory workers' compensation coverage, or failure to fully meet its obligations as a workers' compensation self-insured employer. An employer is not in employer default if it has entered into a repayment agreement with the Insurance Commissioner and remains in compliance with the obligations under the repayment agreement.

"Related party" means a party, whether an individual, corporation, partnership, association, limited liability company or any other form or business association or other entity whatsoever, related to any vendor by blood, marriage, ownership or contract through which the party has a relationship of ownership or other interest with the vendor so that the party will actually or by effect receive or control a portion of the benefit, profit or other consideration from performance of a vendor contract with the party receiving an amount that meets or exceeds five percent of the total contract amount.

AFFIRMATION: By signing this form, the vendor's authorized signer affirms and acknowledges under penalty of law for false swearing (W. Va. Code §61-5-3) that: (1) for construction contracts, the vendor is not in default on any monetary obligation owed to the state or a political subdivision of the state, and (2) for all other contracts, that neither vendor nor any related party owe a debt as defined above and that neither vendor nor any related party are in employer default as defined above, unless the debt or employer default is permitted under the exception above.

WITNESS THE FOLLOWING SIGNATURE:

Vendor's Name: Bloom Consulting

Authorized Signature: [Signature] Date: 05/13/21

State of Texas

County of Williamson, to-wit: James Williams

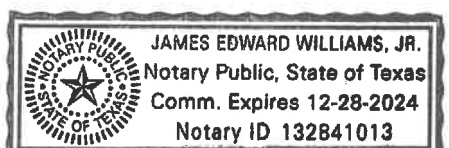
Taken, subscribed, and sworn to before me this 13 day of May, 2021.

My Commission expires December 28, 2024.

AFFIX SEAL HERE

NOTARY PUBLIC

[Signature]
Purchasing Affidavit (Revised 01/19/2018)





Department of Administration
 Purchasing Division
 2019 Washington Street East
 Post Office Box 50130
 Charleston, WV 25305-0130

State of West Virginia
 Centralized Request for Proposals
 Service - Prof

Proc Folder: 837808			Reason for Modification: Addendum 1 issued per the attached documentation.
Doc Description: ADDENDUM 1 - TO PROVIDE REHABILITATION SERVICES			
Proc Type: Central Contract - Fixed Amt			
Date Issued	Solicitation Closes	Solicitation No	Version
2021-05-04	2021-05-18 13:30	CRFP 0932 DRS2100000001	2

BID RECEIVING LOCATION

BID CLERK
 DEPARTMENT OF ADMINISTRATION
 PURCHASING DIVISION
 2019 WASHINGTON ST E
 CHARLESTON WV 25305
 US

VENDOR

Vendor Customer Code:
Vendor Name : Bloom Consulting
Address :
Street : 3001 Joe Dimaggio Blvd, Bldg 800
City : Round Rock
State : TX **Country :** USA **Zip :** 78665
Principal Contact : Dr. James Williams
Vendor Contact Phone: 512-537-1661 **Extension:**

FOR INFORMATION CONTACT THE BUYER

Linda B Harper
 (304) 558-0468
 linda.b.harper@wv.gov

Vendor
 Signature X

FEIN# 45-4798799

DATE 05/10/2021

All offers subject to all terms and conditions contained in this solicitation

SOLICITATION NUMBER: CRFP DRS210000001
Addendum Number: 1

The purpose of this addendum is to modify the solicitation identified as ("Solicitation") to reflect the change(s) identified and described below.

Applicable Addendum Category:

- Modify bid opening date and time
- Modify specifications of product or service being sought
- Attachment of vendor questions and responses
- Attachment of pre-bid sign-in sheet
- Correction of error
- Other

Description of Modification to Solicitation:

Addendum 1 issued for the following reasons:

1. To delete the last sentence of paragraph three, Section 4.2 of the specifications, "It is desired that the vendor be located in West Virginia" per the response to Question 3 and 4 as attached.
2. To publish a copy of vendor questions with responses.
3. To publish a copy of the pre-bid sign-in sheet.

No other changes

Additional Documentation: Documentation related to this Addendum (if any) has been included herewith as Attachment A and is specifically incorporated herein by reference.

Terms and Conditions:

1. All provisions of the Solicitation and other addenda not modified herein shall remain in full force and effect.
2. Vendor should acknowledge receipt of all addenda issued for this Solicitation by completing an Addendum Acknowledgment, a copy of which is included herewith. Failure to acknowledge addenda may result in bid disqualification. The addendum acknowledgement should be submitted with the bid to expedite document processing.

ADDENDUM ACKNOWLEDGEMENT FORM
SOLICITATION NO.: DRS210000001

Instructions: Please acknowledge receipt of all addenda issued with this solicitation by completing this addendum acknowledgment form. Check the box next to each addendum received and sign below. Failure to acknowledge addenda may result in bid disqualification.

Acknowledgment: I hereby acknowledge receipt of the following addenda and have made the necessary revisions to my proposal, plans and/or specification, etc.

Addendum Numbers Received:

(Check the box next to each addendum received)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Addendum No. 1 | <input type="checkbox"/> Addendum No. 6 |
| <input type="checkbox"/> Addendum No. 2 | <input type="checkbox"/> Addendum No. 7 |
| <input type="checkbox"/> Addendum No. 3 | <input type="checkbox"/> Addendum No. 8 |
| <input type="checkbox"/> Addendum No. 4 | <input type="checkbox"/> Addendum No. 9 |
| <input type="checkbox"/> Addendum No. 5 | <input type="checkbox"/> Addendum No. 10 |

I understand that failure to confirm the receipt of addenda may be cause for rejection of this bid. I further understand that any verbal representation made or assumed to be made during any oral discussion held between Vendor's representatives and any state personnel is not binding. Only the information issued in writing and added to the specifications by an official addendum is binding.

Bloom Consulting

Company



Authorized Signature

05/10/2021

Date

NOTE: This addendum acknowledgment should be submitted with the bid to expedite document processing.

Revised 6/8/2012

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4.2 Project Goals and Mandatory Requirements:

4.2.1 Goals and Objectives:

4.2.1.1 Increase awareness of DRS and Pre-ETS among students with disabilities, parents and guardians of students with disabilities, teachers, guidance counselors, school administrators, and other staff.

Through the use of outreach materials, newsletters, social media, PathwaysWV.org, conferences, transition fairs, and virtual lunch and learn presentations, Bloom Consulting will engage all identified stakeholders throughout the state to increase awareness about Pre-ETS, WIOA, and the services provided through DRS. As a national leader in high-quality Pre-ETS, Bloom Consulting will engage in targeted outreach and resource delivery, to not only foster awareness, but also to empower educators, counselors, and parents to implement Pre-ETS in the way that is most effective for their student and centered around their specific needs and goals. With effective education on Pre-ETS, Bloom Consulting can ensure that these essential services reach more students, in more areas to grow the Pre-ETS footprint in the state of West Virginia.

4.2.1.2 Increase collaboration between DRS, VW DOE, and the 55 local school systems across the state.

Bloom Consulting will use surveys, focus groups, newsletters, and a strategic planning process, managed by our two Regional Pre-ETS Coordinators, to engage DRS, DOE, and school districts in the planning, implementation and evaluation of all Pre-ETS services. The goal will be to develop specific stakeholder feedback/focus groups that collaborate with our leadership team and DRS to ensure the services remain responsive, evidence-based, and student-centered at all times, across all 55 local school systems.

4.2.1.3 Increase referrals to DRS.

Over the last 14 years, Bloom Consulting has worked with the states of Texas, Nevada, and Wyoming to implement high-quality Pre-ETS programs and provided technical assistance through workgroups, focus groups, and surveys to enhance existing Pre-ETS and Employment Service policy and roll out new Pre-ETS and Employment Service policy. Similar to West Virginia, Bloom Consulting entered the state as new provider, but within 12 months was able to develop a Pre-ETS referral network and deliver services on a statewide level. We believe we can easily do the same in West Virginia with our national, state, and regional team members.

For this project, in partnership with DRS, Bloom Consulting will follow a strategic marketing plan to deliver information to all 55 school districts across the state. A full-time, dedicated outreach

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coordinator will utilize our various tools to foster engagement throughout the school year and during the summer. In addition, our two full-time, regional coordinators will focus on actual service delivery and increasing the number of students coming through the referral pipeline from each district by collaborating with counselors on a local level. Lastly, specific referral goals will be established, in partnership with DRS and any areas struggling to reach their goal will be addressed with solutions and strategies designed to overcome that specific area's barriers to increase Pre-ETS referrals.

4.2.1.4 Cross train and educate DRS and WV Department of Education staff on each agency's respective services for students with disabilities.

In addition to regularly scheduled lunch and learn virtual sessions, Bloom Consulting will be providing specific ongoing education to DRS and DOE staff throughout the year. This effort will utilize methods such as targeted outreach materials, newsletters, social media posts, PathwaysWV.org updates, virtual/in-person conferences, and other creative opportunities. In addition, the stakeholder meetings will be used to not only collaborate, but also educate about Pre-ETS. Unlike most providers in our industry, we have a team of co-certified Certified Rehabilitation Counselors and Certified Special Educators which provides us the unique ability to provide cross-training and Pre-ETS services using both sets of ethics and core values from our respective fields.

4.2.1.5 Expand Community-based work exploration programs for students with disabilities.

With the support of NTACTION guidance and research-based interventions, Bloom Consulting believes work experience is a crucial method for providing students the skills they need to become an effective future/current employee. Bloom Consulting will develop targeted internship programs with cooperating local school districts, based on the local job markets and trends. The services will, of course, be designed to supplement, but not supplant, a school's obligation to provide transition services under IDEA. In addition, our two week summer internship program, designed to be paired with our summer Pre-ETS camps, provides significant time for each student to gain experience in a competitive work environment by practicing the skills they learned at the camp.

4.2.1.6 Update and expand PathwaysWV.org, DRS' online resource for students with disabilities, parents and guardians of students with disabilities, teachers, guidance counselors, school administrators, DRS counselors, and other stakeholders. Vendor will be responsible for transitioning maintenance of the website from the existing maintenance vendor.

Bloom Consulting will use surveys and focus groups to collect feedback from students, parents, providers, teachers, and DRS/DOE staff about the current functionality, useability, and scope of the current website design. This data will be compiled and used to build/update a new PathwaysWV.org website with a fresh, modern design, responsive mobile-optimized page layout, and fully-integrated conference/networking tools powered by Accelevents and Zoom. With a similar structure to the current site, each identified Pre-ETS stakeholder will have specific areas on the website with information customized specifically for them and delivered in a way they can fully understand and get excited about.

4.2.1.7 Promote and deliver Pre-ETS to schools, students and parents -virtually and in-person.

Utilizing local and remote staff, Bloom Consulting will provide comprehensive Pre-ETS services, including all 5 domains, to over 1000 West Virginia students each year with a goal of increasing student participation every year through word of mouth, student referrals, and outreach. These services will be conducted primarily through the use of in-person live instruction during the summer and school year, but also through virtual live Zoom breakout room instruction. Bloom Consulting will use our comprehensive On The Right Track curriculum, along with any other WV state resources, to deliver Pre-ETS instruction across all 5 domains. These services will be delivered in small groups of between 4-8 students per staff member to ensure personal attention is provided and allow the students the opportunity to build strong rapport with their Pre-ETS Facilitators.

As a provider of Pre-ETS services across 3 states for the last 4 years, Bloom Consulting has been able to partner with schools and VR agencies to increase VR referrals by as much as 300% in some areas simply by accessing more rural areas of the state through the development of close relationships with both local VR and the rural school district. In addition to referral growth, we have also seen a strong positive response from students who we have served with 92% of all students saying they enjoyed the services and 87% of all students saying they felt the service would help them get a job. Given this history of growth and high quality services, we are extremely confident in our ability to provide the required services to at least 1000 students, but with a higher average goal of 1200 students served across each calendar year.

4.2.2 Mandatory Project Requirements:

4.2.2.1 Plan and host four virtual conferences and one transition fair each year.

Bloom Consulting will plan, coordinate, and host the required four fully-virtual conferences for DRS, WVDE, and vendor staff, as well as at least one transition fair during the first and subsequent years of the project for high school students with disabilities, teachers, parents, and other stakeholders in West Virginia. Alternatively, if allowed by DRS, these events may also be done in a hybrid or in-person format to increase engagement. For the fully-virtual conferences and transition fair, Bloom Consulting will utilize the Accelevents platform (accelevents.com) which will allow for the registration and virtual conference to be fully integrated into the actual pages of the PathwaysWV.org website for the attendees ease of access. This will allow attendees to go to one website for all WV Pre-ETS resources, events, guidance, and technical assistance. Also, in addition to the required transition fair each year, Bloom Consulting would be willing to work with local school districts to provide technical assistance/technology to support their own district-based transition fairs as needed. Bloom Consulting believes both of these particular items exceed the project's mandatory requirement, but will be best-practice to maximize engagement of stakeholders at all times throughout the project.

4.2.2.2 Research, Develop, and Deliver Outreach Materials

Bloom Consulting will research, develop, and deliver, DRS approved, digital and paper-based outreach materials with our dedicated outreach coordinator and graphic design/outreach team. These materials will be researched through the use of surveys and focus groups to collect feedback from students, parents, providers, teachers, and DRS/DOE staff about the functionality, useability, and scope of the current materials available.

4.2.2.3 Research, Expand, and Update PathwaysWV.org

Bloom Consulting will research, expand, and update the PathwaysVR.org website with our dedicated outreach coordinator, graphic design/outreach team, and contracted web designer. We will use surveys and focus groups to collect feedback from students, parents, providers, teachers, and DRS/DOE staff about the current functionality, useability, and scope of the current website design. This data will be compiled and used to build/update a new PathwaysWV.org website with a fresh, modern design, responsive mobile-optimized page layout, and fully-integrated conference/networking tools powered by Accelevents and Zoom. With a similar structure to the current site, each identified Pre-ETS stakeholder will have specific areas on the website with information customized specifically for them. In addition, Bloom Consulting will remove/replace all Adobe Flash elements with modern, more secure alternatives. Lastly, Bloom Consulting would like to utilize Google Drive file storage system to enable materials to be shared more easily and safely through the website and shared file resource drives. We believe

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this exceeds the current project requirements, but, with DRS approval, we are confident it will enhance the security, infrastructure, and accessibility of the resource information.

4.2.2.4 Jointly Develop Lessons for Life Curriculum

Bloom Consulting will research, expand, and update the Lesson for Life curriculum so the materials in the curriculum are easily differentiated to meet the varying needs of all students served in West Virginia. The curriculum development specialist employed by Bloom Consulting will meet with stakeholders including teachers, DOE leadership, and DRS staff to review the current curriculum, identify needed adjustments and create a working timeline for revisions. Using evidence based practices for curriculum design, Bloom Consulting will revise the curriculum using our three tiered approach (college, career, and foundational levels) providing lessons tailored for all students served including those on an alternative diploma track.

Our foundational level curriculum uses modifications such as limited reading, videos, hands on activities, and visual guides to help support students on alternative diploma tracks. With a focus of skill acquisition and retention the curriculum will be developed so that teachers and DRS staff have the tools needed to use specifically with this population.

Once the curriculum is modified and approved by DRS, Bloom Consulting will host both virtual and in-person training sessions on the newly revised Lessons for Life Curriculum. As well at each of the conferences hosted by Bloom Consulting specific presentations will be given overviewing the curriculum and implementation strategies. Throughout the entire year and subsequent years, Bloom Consulting staff will provide an email address for questions specifically about the curriculum and its implementation as well as virtual and technical support as needed.

4.2.2.5 Jointly Develop School-Based Work Exploration Readiness Activities

Jointly with the WV Department of Education and the Office of Special Education, Bloom Consulting will establish stakeholder meetings to examine the career and college readiness standards and to determine how those standards for Work Exploration Activities and Pre-ETS will be implemented at the school level such as through Vocational Adjustment Classes (VAC) or through Career and Technical Education Classes (CTE).

Bloom Consulting will schedule conference sessions to present to teachers, schools, transition staff, special education leadership, etc. regarding Pre-ETS opportunities and how to develop Work Exploration opportunities for their students.

Bloom Consulting will also develop a community-based work exploration program offered by high schools in the form of a Summer Internship Program over the course of 2 weeks for up to 20 hours of Work Based Learning. In addition, Bloom Consulting can engage students in brief

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career exploration opportunities and work with local school districts to develop work sites based on student interests that connect to our Summer Internship Program.

4.2.2.6 Leverage Agency Partnerships-Particularly Juvenile Justice & Foster Care

Bloom Consulting sees and recognizes the significant need to partner with the Bureau for Children and Families as well the WVDE Juvenile Justice division to serve those students who are underrepresented and underserved. Representatives from both agencies will be included in all of our stakeholder meetings to help ensure a better understanding of the partnership needs between them and DRS. Specific outreach will take place to the leaders in both state agencies to explain Pre-ETS and how it can positively impact the children they support.

Bloom Consulting leadership will work with the BCFS, WVDE and DRS to develop a plan to get services to the students they support and build a safety net procedure to ensure consistency across their time being supported through these agencies. Bloom Consulting will set a goal of services, specifically 200 students, who are under the care of either BCFS or WVDE Juvenile Justice in the first year and subsequent years. Specific sessions dedicated to partnerships with these agencies will be provided at each conference to ensure consistent training and collaboration is a priority.

4.2.2.7 Provide Pre-ETS to 1000 or More Students In-Person/Virtually

Bloom Consulting will provide comprehensive Pre-ETS services, including all 5 domains, to over 1000 West Virginia students each year with a goal of increasing student participation every year through word of mouth, student referrals, and outreach. These services will be conducted primarily through the use of in-person live instruction during the summer and school year, but also through virtual live Zoom breakout room instruction. Bloom Consulting will use our comprehensive On The Right Track curriculum, along with any other WV state resources, to deliver Pre-ETS instruction across all 5 domains. These services will be delivered in small groups of between 4-8 students per staff member to ensure personal attention is provided and allow the students the opportunity to build strong rapport with their Pre-ETS Facilitators. In addition, as CRC vocational evaluators, Bloom Consulting will conduct brief vocational evaluations with each student who attends are services through virtually accessible testing protocols that will provide information to their teachers, parents, and themselves on potential career pathways.

For the first summer, Bloom Consulting will set a goal of hosting 8 summer, 40 hour day camps (4 in the Northern Region & 4 in the Southern Region). Most camps will have a general Pre-ETS focus by covering all 5 domains through a differentiated instruction learning model targeting 3 levels:

- A career track for students with limited reading ability and more significant disabilities who intend to enter the workforce directly after high school with significant support. This track is referred to as our Foundational Level Curriculum.

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- A career track for students who plan to enter the workforce directly after high school.
- A college track for students who are intellectually higher functioning and who plan to pursue a college degree before entering the workforce.

Each camp would be in partnership with local school districts, colleges, and universities (such as Marshall University or West Virginia University) as well as the DRS staff and counselors. Each camp would have a goal of serving 25+ students or more with a total goal of serving 200+ students during the summer and the rest of the students during the school year. An example of the hourly breakdown for the summer camps by Pre-ETS Domain is listed below as well as a sample schedule and curriculum outline.

Summer Camp Pre-ETS Hours:

- Work Readiness: 15 hours
- Counseling on Job Exploration: 10 hours
- Self- Advocacy: 5 hours
- Work- Based Learning: 5 hours
- Counseling on Post-Secondary Skills: 5 hours

Typical Summer Camp Schedule:

On The Right Track Daily Schedule

8:30am- 9:00am	Student Drop Off
9:00am- 9:45am	Whole Group Briefing and Social Skills Activity – focus on social skills in the workplace (following directions and asking for help)
9:45am-10:30am	First Lesson/Assessment
10:30am-10:45am	Break
10:45am-11:15am	Small Group Activity – focus on social skills in the workplace (communication)
11:15am-12:00pm	Second Lesson/Assessment/Community Experience
12:00pm-1:00pm	Lunch/Student Break
1:00pm-1:30pm	Small Group Activity – focus on social skills in the workplace (teamwork)
1:30pm-2:15pm	Third Lesson/Assessment/Community Experience
2:15pm-2:30pm	Break
2:30pm-3:15pm	Fourth Lesson/Assessment/Community Experience
3:15pm-4:00pm	Small Group Debrief/Goal Setting and Activity – focus on social skills in the workplace (problem solving skills)
4:00pm-4:30pm	Student Pick Up

Curriculum Outline:

1 WEEK 'ON THE RIGHT TRACK' CAMP CURRICULUM - Career Track

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<p style="text-align: center;">1 WEEK 'ON THE RIGHT TRACK' CAMP CURRICULUM Career Track</p> <p>Week 1: Day 1 Domains: Career Exploration Goals Introduction:</p> <ol style="list-style-type: none"> Greet customers and parents, assist them in finding their camp facilitator/teacher. <ol style="list-style-type: none"> Ask parents if they have the Remind101 app, get them signed up. Get customers a name tag. Provide whole-group orientation and ensure all customers sign off on orientation acknowledgement (form in binder). Facilitators give these acknowledgement forms to your camp coordinator. Provide whole group 'housekeeping': <ol style="list-style-type: none"> Expectations about snacks Notify of social events and make sure customers have the calendar of events. Notify of lunch times and that each group facilitator will give their group breaks at their discretion (except for lunch) Notify about expectations for the space (where customers can and cannot go, expectations with use of equipment or materials, etc.) <p>Opening Activities:</p> <ol style="list-style-type: none"> Camp Coordinator leads the Career Cards group (may need to split into 2 groups depending on size of camp) <p>BREAK—"When doing your small group work, take breaks as needed."</p> <p>Afternoon Activities: Career Assessment Tools and Begin Career Exploration</p> <ol style="list-style-type: none"> Transition back whole group—Hand out student binders, have students put name on their binder and that they have a pencil/pen and technology for career assessments. Introduce career assessments. Customers take career assessments. <p>LUNCH</p> <p>Afternoon/Closing Activities:</p> <ol style="list-style-type: none"> Review Article How to Decide Which Career is Right for You: binder reading - watch career videos. Customers continue with their career exploration and understanding their report from assessment. Small Group discussion <ul style="list-style-type: none"> ■ What is one thing you found surprising or interesting in your interest inventory? ■ What is one thing you that didn't surprise you in your interest inventory? 	<ul style="list-style-type: none"> ■ What are the names of three careers you rated as highest for yourself on your assessment? ■ Which career do you find the most interesting? <ol style="list-style-type: none"> Small Group Instruction: <ol style="list-style-type: none"> Complete the career cluster activity for 'The Doer', 'The Thinker', 'The Creator', etc. and assist in filling out information in binder as needed. Explore Career Pathways and job market data related to choice career path. Closing Activity/Announcements—Led by Coordinator <p>Week 1: Day 2 Domains: Career Exploration Goals & Work Readiness Goals Introduction:</p> <ol style="list-style-type: none"> Greet customers and make any announcements (address any issues reported from facilitators, etc.) Coordinator—lead group activity (or appoint facilitator to do so; look at Social Games 'bank' for ideas) <p>Opening Activities: Facilitator Leads *remember to take brain breaks as needed*</p> <ol style="list-style-type: none"> Review Job Readiness Skills: May need to revisit this if students have gross/fine motor skills and you (facilitator) may need to observe these on a site visit (e.g. Visiting Target, have your group fold shirts; Practice rolling silverware with plastic utensils and napkins, etc.) <ol style="list-style-type: none"> Assist students with setting up a typing.com account (build your teacher account and add students so you can see their results—it's free!) Assist students in practicing money skills with thatquiz.org Remember—if there is a major discrepancy between a student's ability to do a skill and the job they are wanting; they will need to be proactive in improving that skill or explore other options (e.g. if a student wants to be a cashier, but cannot identify money or give change, they will likely not be a successful cashier) Interpersonal Skills: <ol style="list-style-type: none"> Cover 'Dealing with Conflict': binder activity. Cover 'Getting Along with Others': binder activity. Video: YouTube—"Assertive Communication During Potential Conflict": World of Work by Complete 'Oh Puh-leeeeeze' Activity (will need to cut up emotions and place in bag or box to scramble them) Review the 7 types of non-verbal communication (Extension of 'Oh Puh-leeeeeze') <p>LUNCH</p> <p>Afternoon/Closing Activities</p> <ol style="list-style-type: none"> Group Game/Activity: Led by Coordinator or appointed Facilitator. Continue with Interpersonal Skills: Facilitator Leads <ol style="list-style-type: none"> Accepting Criticism: binder activity/ group discussion
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<ol style="list-style-type: none"> Identifying Praise Criticism or Feedback (choice—cut out labels of 'Praise, Criticism, Feedback' and have students move to them to identify statements, or, have students vote with a sticky or hand gesture to show what they think of the statement) Video: YouTube—"Accepting Constructive Criticism" World of Work by TAY Collaborative Anger Management Strategies: binder activity Controlling Emotional Reactions: binder activity Voice Volume: binder activity <ol style="list-style-type: none"> Cleanup and Closing Activity: Led by Coordinator or appointed Facilitator. Prepare for Social Activity/Remind Students of Pickup Times and Locations Media in the workplace: Group Facilitator <ol style="list-style-type: none"> Cell Phone rules at work activity Social Media/ Electronic Rules for work: binder activity Discuss as a group: inappropriate social media post and appropriate social media posts. Discuss different social media platforms and how they should be used/their purpose (Ex. Snapchat vs. Linked in; Snapchat may be used for some work sites but not others, some people have a company Facebook and a personal, etc.) Rules for using Cell Phones at Work: binder activity. Closing Activity/Announcements—Led by Coordinator <p>Week 1: Day 3 Domains: Work Readiness Goals & Work Based Learning Goals & Self-Advocacy</p> <ol style="list-style-type: none"> Greet customers and make any announcements (address any issues reported from facilitators, etc.) Coordinator—lead group activity (or appoint facilitator to do so; look at Social Games 'bank' for ideas) <p>Opening Activities: Facilitator leads *remember to take brain breaks as needed*</p> <ol style="list-style-type: none"> Appropriate Workplace Behaviors: Group Facilitator <ol style="list-style-type: none"> Discuss topics that would be inappropriate at work – sex, politics, religion, partying/drugs and anything TMI (ex. if you are sick, don't go into detail about your diarrhea and barfing) Relationships: Group Facilitator <ol style="list-style-type: none"> Types of Relationships: binder activity Am I Mature and Ready for a Romantic Relationship: binder activity Relationships: Stepping Stones, Sexual Harassment, and the 'Relationship Bank' All About Consent Workplace Readiness <ol style="list-style-type: none"> Workplace Readiness: binder reading Turnover Process: binder reading and discussion Getting Fired: binder activity Punctuality Questions and Being Punctual: binder activity 	<ol style="list-style-type: none"> Have the student write out their typical day routine—evaluate for ways they can adjust their schedule to increase productivity <ol style="list-style-type: none"> Time Management <ol style="list-style-type: none"> What is Time Management: binder activity Allotting Adequate Time: binder activity Video: YouTube—"Making Time Management Work for You: Crash Course Business <p>LUNCH</p> <p>Afternoon/Closing Activities</p> <ol style="list-style-type: none"> Professionalism: Putting it all Together—review the list of qualities that come together to make a professional Self-Advocacy <ol style="list-style-type: none"> Knowing What You Will Do After High School: binder activity Making Decisions: binder activity Decisions and Informed Consent: binder activity Self-Advocacy <ol style="list-style-type: none"> Complete Unit 1: binder activity As you read through with your group, point out the underlined vocabulary words that the group defines Complete What Is Disclosure: binder activity as well as A Few Thoughts on Disclosure and vocabulary—point out underlined words that will be defined Video—YouTube: "411 Disability Disclosure (Full Version) Complete Self-Advocacy Script, Integrated Self-Advocacy/ISA: binder activity Closing Activity/Announcements—Led by Coordinator <p>Week 1: Day 4 Domains: Work Readiness Goals & Self-Advocacy Goals</p> <ol style="list-style-type: none"> Greet customers and make any announcements (address any issues reported from facilitators, etc.) Coordinator—lead group activity (or appoint facilitator to do so; look at Social Games 'bank' for ideas) <p>Opening Activities: Facilitator Leads *remember to take brain breaks as needed*</p> <ol style="list-style-type: none"> Work Readiness Activities <ol style="list-style-type: none"> Complete Unit 4—The Sensory Scan: binder reading Complete Unit 6—The Social Scan: binder reading Complete Unit 11—Understanding How ADA Works in Your Life: binder activity Disclosure—In this section, there is a lot of reading so feel free to invite students to read (granted they feel comfortable doing so—be sure to ask ahead of time or give them time to review their section or read independently if they prefer) <ol style="list-style-type: none"> Video—YouTube 'Disclosing a Disability to an Employer' by CFH VCU
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<p>b. Complete Unit 2: Disclosure, What is it and Why is it So Important?: binder activity</p> <p>c. Complete Unit 3: Weighting the Advantages and Disadvantages of Disclosure: binder activity</p> <p>d. Unit 5: Accommodations: binder activity</p> <p>e. Video—YouTube 'Asking for Accommodation—World of Work' by TAY Collaborative Published October 12, 2016</p> <p>LUNCH <u>Afternoon/Closing Activities</u></p> <p>f. Unit 7: Disclosure on the Job—When, Where, Why and How: binder activity</p> <p> i. Complete vocabulary</p> <p> ii. Complete disclosure script</p> <p>g. Video—YouTube '10 Steps to Self-Advocacy' by Disability Rights FL</p> <p>1. Post-Secondary Choices</p> <p>a. Discuss/Complete Post-Secondary Choices: binder activity.</p> <p>b. Remind students of the Index cards and pathways they explored on day 1 of camp. to refresh their memory regarding various pathways and how careers can start from different paths.</p> <p>c. Complete Resources for School and Living: binder activity.</p> <p>d. Complete/Discuss Requesting Adaptations/Accommodations: binder activity.</p> <p>e. Complete: Post-Secondary Education Outcomes: binder activity</p> <p>f. Complete: Applying and Enrolling in Post-Secondary Choices</p> <p>g. Complete What's Happening in Your State: binder activity.</p> <p>h. Complete Accommodations and Modifications: binder activity</p> <p>i. Complete Asking for Accommodations: binder activity</p> <p>2. Closing Activity/Announcements—Led by Coordinator</p> <p>Week 1: Day 5 <u>Domains: Work Readiness Goals</u> <u>Introduction:</u></p> <p>1. Greet customers and make any announcements.</p> <p>2. Coordinator—lead group activity (or appoint facilitator to do so; look at Social Games 'bank' for ideas)</p> <p><u>Opening Activities</u></p> <p>3. Networking for a Job: binder activity</p> <p> a. Discuss networking with students.</p> <p> b. Complete It's a Small World: binder activity.</p> <p>4. Job Applications</p> <p> a. Complete a practice paper application—remind students when they do paper applications, they should pick up at least 2 copies in case they mess up.</p> <p> b. Discuss different types of applications (online, paper, kiosk—ex. Target has a cubicle in the front of their stores, Kohl's has a 'station' for you to complete an application in their</p>	<p>store), some smaller establishments will ask you to come in and drop off your resume and cover letter; larger businesses have online applications, but they may be a 1-time submittal.</p> <p>5. Interviews</p> <p>a. Review Mechanics of the Interview: binder reading.</p> <p>b. Review Job Interview Questions: binder reading.</p> <p>c. Complete Preparing for an Interview—Preparing Your Answers: binder activity.</p> <p>d. Review the STAR Formula: binder reading.</p> <p>e. Review Pre-Evaluation Interview Checklist 1: binder reading.</p> <p>f. Video—YouTube: 'Best Way to Answer Tell Me About Yourself—Career Interview Tips'</p> <p>LUNCH</p> <p>g. Complete Elevator Speech: binder activity</p> <p>h. Have students practice answering top 5 interview questions.</p> <p>i. Complete Get Ready to Complete a Practice Interview: binder activity.</p> <p>j. Review Preparing for an Interview—Research the Business: binder activity.</p> <p>k. Complete A Job Interview for Julie: binder activity.</p> <p>l. Review Interview Follow-Up Thank You Note: binder activity.</p> <p>6. Resumes</p> <p>a. Review Various Resumes (Bloom simple resume, chronological, combination, functional resumes)</p> <p>b. Review Build the Perfect Cover Letter: binder reading.</p> <p>7. Complete paperwork/Closing</p>
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School Year Pre-ETS Service Examples:

College Prep Fridays - Each Friday for two hours students will participate in a college prep class. The classes will include goal setting, study habits, disability services in college, intro to financial aid, and self-advocacy. Each student would have 30 hours of Counseling on Post-Secondary, totaling 15 weeks of service @ 2 hours per week. This would be ideal for students who are in Special Education with LD in specific areas, ED, and 504 students who plan to attend community colleges and universities.

Self-Advocacy & Work Readiness - Designed for Self-Contained students and those with more significant disabilities, this service teaches students the basics of self - advocacy and prepares them for their first job. With an emphasis on communication, following rules, and getting a job, this service is the perfect gateway for employment.

Each student would have 30 hours of Self-Advocacy and 30-hours of Work Readiness, for a total of 6 weeks of services @ 10 hours per week. This would

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be ideal for students who are in Special Education with an Intellectual or Developmental Disability including Autism who want to work.

The Right Job for Me? - A 30-hour program designed to help the student explore career options. This is great for students who are not sure what career they want or which direction to look. Students will participate in career assessments and then explore all avenues based on their strengths and preferences. With a strengths-based approach, students will learn about career options and how to plan for their future employment. Each student would have 30 hours of Career Exploration and meet 3 hours per week for 10 weeks. This would be ideal for students at all levels (special ed and 504), those who plan to go to college, and those who are ready to work.

Mastering the Interview & Landing the Job - This service focuses on the basics of the application process as defined by our very technical world. Once the application is mastered the service will use hands-on activities and role-play to help each student master the interview process. Each student would have 30 hours of Work Readiness and 30 hours of Self Advocacy, totaling 6 weeks of service @ 10 hours per week This would be ideal for students (special ed and 504) at all levels, those who plan to go to college and those who are ready to work.

Winning Wednesdays - This service will provide the students with a look into what every employee wishes they knew. With special guests from a range of backgrounds, students will learn about different career options and what employers really want their employees to know. Students will develop resumes and portfolios to help them in their employment search. Each student would have 10 hours of Work-Based Learning and 30 hours of Work Readiness totaling 4 weeks of service @ 10 hours per week. This would be ideal for all students in special education and for 504 students.

4.2.2.8 Monthly Invoices

Bloom Consulting will submit monthly invoices in compliance with WV DRS auditing and state purchasing guidelines.

4.2.2.9 Budget with Cost Proposal

Bloom Consulting will submit an estimated budget with a detailed cost proposal upon request.

4.3 Staff Qualifications and Experience

- Pre-ETS Team Qualifications and Experience Summary:
 - **Dr. James Williams**
 - Title: Chief Operating Officer/Vocational Expert/National Pre-ETS Director
 - Certifications: Certified Rehabilitation Counselor, Advanced Certified Autism Specialist, Certified Special Education Teacher, Certified Birkman Consultant, Certified Supported Employment Specialist, and Vocational Adjustment Trainer
 - Degrees: B.S. in Special Education, M.A. in Rehabilitation Counseling, Ed.D. in Educational Leadership
 - Dissertation: Parental Factors Related to Autism and Employment
 - Professional Experience: Over 15 years of experience in the fields of Special Education, Vocational Rehabilitation, Soft Skills/Pre-ETS Curriculum Development, Vocational Evaluation, Developmental Disability Services, Mental Health Services, Autism Spectrum Disorders, and Management.
 - Personal Experience: Former TX VR Customer/Self-Advocate
 - State VR Committees: Neurodevelopmental Disorders Provider Taskforce, Supported Employment Redesign Provider Taskforce
 - **Bruce Bloom**
 - Title: Chief Executive Officer/Vocational Expert
 - Certifications: Certified Rehabilitation Counselor, Certified Vocational Evaluator, Certified Autism Specialist, International Psychometric Evaluator, Certified Supported Employment Specialist, and Vocational Adjustment Trainer
 - Degrees: B.A. in Political Science, M.Ed. in Vocational Rehabilitation Counseling, Post-Graduate Certificate in Forensic Rehabilitation Counseling
 - Professional Experience: Over 32 years of combined experience in the fields of Vocational Rehabilitation, Vocational Evaluation, Forensic Rehabilitation, Brain Injury Rehabilitation, Human Resources, Operations Management, Autism Spectrum Disorders, and Management.
 - Personal Experience: Former TX VR Customer/Self-Advocate
 - State VR Committees: Neurodevelopmental Disorders Provider Taskforce
 - **Roni Jo Frazier**
 - Title: Regional Director/National Pre-ETS Coordinator/Trainer
 - Certifications: Certified Special Education Teacher, Certified Autism Specialist, Certified Employment Support Professional, Certified Supported Employment Specialist, and Vocational Adjustment Trainer, Leadership Institute on Developmental Disabilities Trainee
 - Degrees: B.S. in Business Administration, M.Ed. in Curriculum Design
 - Professional Experience: Over 20 years of experience in the fields of Special Education, Vocational Rehabilitation, Soft Skills/Pre-ETS Curriculum Development, Developmental Disability Services, UCEDD Coordination, Mental Health Services, 18+ Education Programming, Autism Spectrum Disorders, and Management.

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- Personal Experience: Parent of a Child with Autism Spectrum Disorder/ADHD/LD
- **Natalie Hulsey**
 - Title: Regional Director/National Pre-ETS Coordinator/Trainer
 - Certifications: Certified Special Education Teacher, Certified Supported Employment Specialist, and Vocational Adjustment Trainer
 - Degrees: B.A. in English, M.Ed in Special Education-Autism
 - Professional Experience: Over 12 years of experience in the fields of Special Education, Vocational Rehabilitation, Soft Skills/Pre-ETS Curriculum Development, Mental Health Disorders, Behavior Disorders, Autism Spectrum Disorders, and Management.
 - Personal Experience: Former TX VR Customer/Self-Advocate
 - State VR Committees: Neurodevelopmental Disorders Provider Taskforce
- **Dr. DeAnn Lechtenberger**
 - Title: Post-Secondary Education Consultant/Technical Assistance Expert
 - Certifications: Certified Special Education Teacher, Certified Birkman Consultant
 - Degrees: B.S. in Special Education, M.S. in Special Education, Ph.D in Special Education Leadership in Emotional/Behavioral Disorders
 - Dissertation: Educational Placement of Preschool EC-SPED Students
 - Professional Experience: Over 45 years of experience in the fields of Special Education, Higher Education, College Disability Support Services, Mental Health Services, Wraparound Planning, Teacher Preparation, Emotional/Behavioral Disorders, Collaborative Partnerships, and Autism Spectrum Disorders.
 - Personal Experience: Parent of a Child with Mental Health Disorder
 - State VR Committees: Neurodevelopmental Disorders Provider Taskforce
- **Dr. Susan Upshaw**
 - Title: K-12 Education Consultant/Technical Assistance Expert
 - Certifications: Certified Special Education Teacher
 - Degrees: B.S. in Special Education, M.Ed in Administration, Ph.D. in Continuous School Improvement
 - Dissertation: Intellectual Disabilities and Meaningful Lives
 - Professional Experience: Over 21 years of experience in the fields of Special Education, 504 Services, Teacher Preparation, Emotional/Behavioral Disorders, 18+ Education Programming, Autism Spectrum Disorders, and Management.
 - Personal Experience: Parent of a Child with Mental Health Disorder
- West Virginia Pre-ETS Proposed Staff Structure
 - **Dr. James Williams-National Pre-ETS Director (Current)**
 - Roni Jo Frazier-National Pre-ETS Coordinator/Trainer (Current)
 - Natalie Hulsey-National Pre-ETS Coordinator/Trainer (Current)
 - Dr. DeAnn Lechtenberger-Post Secondary Ed Consultant (Current)

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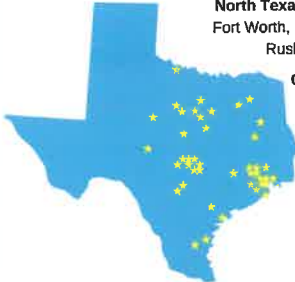

- Dr. Susan Upshaw-K-12 Ed Consultant (Current)
 - WV Northern Regional Pre-ETS Coordinator (Future)
 - Pre-ETS Facilitators (Future)
 - WV Southern Regional Pre-ETS Coordinator (Future)
 - Pre-ETS Facilitators (Future)
 - WV Statewide Outreach/Conference Coordinator (Future)
 - Graphic Design/Marketing Assistant (Future)
 - WV Statewide Curriculum Coordinator (Future)
- State VR/Local Education Agency References:
 - **Texas Workforce Solutions-Vocational Rehabilitation Services (TWS-VRS)**
 - Erin Wilder-Statewide Transition/Pre-ETS Program Manager
 - Email: erin.wilder@twc.state.tx.us
 - Jennifer Hines-Statewide Neurodevelopmental Program Specialist
 - Email: jennifer.hines@twc.state.tx.us
 - Mary Ellen Pate-Transition VR Counselor (San Angelo)
 - Email: maryellen.pate@twc.state.tx.us
 - Kristin Evans-Special Education Transition Designee (San Angelo ISD)
 - Email: Kristin.Evans@saisd.org
 - Shannon Long-Taylor-Transition VR Counselor (Weatherford)
 - Email: shannon.long-taylor@twc.state.tx.us
 - Kari Reed-Special Education Transition Designee (Weatherford ISD)
 - Email: kari.reed1@att.net
 - **Nevada Bureau of Vocational Rehabilitation (BVR)**
 - Daphne Deleon: Statewide Transition/Pre-ETS Coordinator
 - Email: d-deleon@detr.nv.gov
 - Molly McGregor-Regional Transition/Pre-ETS Specialist
 - Email: mpmcgregor@detr.nv.gov
 - In addition to our executive leadership team's CRC credentials, all of our staff have been trained to provide all services in a manner consistent with the best practices of Rehabilitation Counseling and the CRCC Code of Ethics including:
 - Autonomy: To respect the rights of clients to be selfgoverning within their social and cultural framework.
 - Beneficence: To do good to others; to promote the well-being of clients.
 - Fidelity: To be faithful; to keep promises and honor the trust placed in rehabilitation counselors.
 - Justice: To be fair in the treatment of all clients; to provide appropriate services to all.
 - Nonmaleficence: To do no harm to others.
 - Veracity: To be honest.

4.3.1 Qualifications and Experience Information

4.3.1.1 Experience developing programs for DRS under WIOA

Below are examples of specific programs and services Bloom Consulting has developed to meet the needs of Pre-ETS in various states.

On the Right Track (OTRT) Camp- this summer program offers students 40 hours of Pre-ETS curriculum. This day time camp provides students the opportunity to not only learn essential employment skills but time to practice social skills, explore career pathways, visit local businesses, speak with hiring managers, and have fun. This highly interactive 5 day camp provides students with varying learning styles and needs an opportunity to really take the first step towards finding employment. This program is provided on three educational levels: Foundational Level for those students within limited to no reading skills but plan to work after school with support, Career Track for those students with some reading who are wanting to work directly after high school, and a College Track for those students will good academic skills that may enter into the world of work or attend some sort of college.

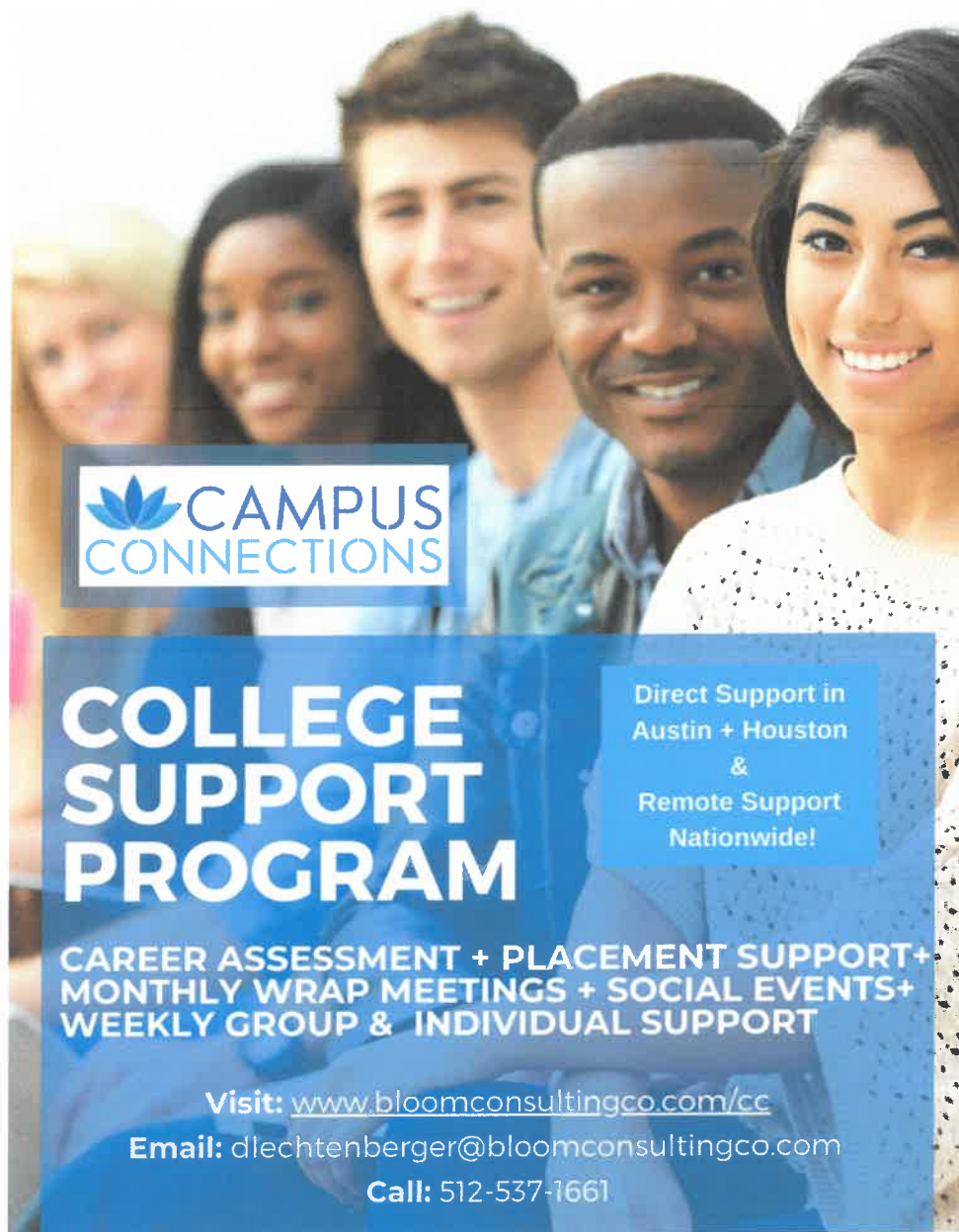
 <p><i>The Experts Where Disability & Employment Meet</i></p> <h3>ON THE RIGHT TRACK CAREER AND COLLEGE PRE-ETS PROGRAM</h3> <p>CAREER AND COLLEGE EXPLORATION & SOFT SKILLS TRAINING PROGRAM FOR STUDENTS WITH DISABILITIES AGES 16-22</p> <p>Including:</p> <ul style="list-style-type: none"> • Student-Focused Career Exploration Assessment • Unique Tracks for College-Bound & Career-Bound Students • Small Groups Based Upon Career Interest, Functioning, & Age • Employability-Focused Postsecondary Education & Training Exploration • Engaging Hands-On Activities Focused on Soft & Hard Skills • Dynamic Guest Speakers & Career Professionals • Authentic Mock Interview Training & Practice • Professional Resume Development <p>CALL: 512-537-1661 OR VISIT: BLOOMCONSULTINGCO.COM/OTRT IF YOU ARE INTERESTED IN BRINGING OUR PROGRAM TO YOUR AREA DURING THE SCHOOL YEAR OR SUMMER!</p>	 <h3>"ON THE RIGHT TRACK" CAREER AND COLLEGE PRE-ETS PROGRAM</h3> <p>IN COLLABORATION WITH VR AGENCIES AND SCHOOLS, WE HAVE SERVED OVER 350 STUDENTS ACROSS THE FOLLOWING AREAS IN TEXAS AND NEVADA!</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  </div> <div style="width: 45%;"> <p>North Texas: Glen Rose, Springtown, Weatherford, Fort Worth, Everman, Midlothian, Dallas, Edgewood, Rusk, Crockett, Abilene, San Angelo</p> <p>Central Texas: Leander, Georgetown, Taylor, Lago Vista, Round Rock, Austin, Manor, Del Valle, San Antonio, Schertz-Cibolo</p> <p>Houston Area: Chappel Hill, Tomball, Cypress, Rosenberg, New Caney, Humble, Crosby, Aldine, Bellaire, Baytown, Klein, Sharpstown, Dickinson, La Marque</p> <p>South Texas: Corpus Christi, Bishop, Victoria, Bay City</p> </div> </div> <div style="border: 2px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Call: 512-537-1661 or Visit: bloomconsultingco.com/otrt If you are interested in bringing our Program to your Area During The School Year or summer!</p> </div> <div style="text-align: right; margin-top: 20px;">  <p>Nevada: Las Vegas, Carson City, and Reno</p> </div>
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Campus Connections - Our innovative program is designed to support neurodiverse college students with various disabilities as they attend the post-secondary institution of their choice

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through either in-person or virtual support. Our team uses the Wraparound Planning Process and the Birkman Method Assessment to build an individualized support team, which pairs each student with a Connections Coach who provides mentoring, guidance, and navigational support. This relationship empowers students to problem solve their concerns more effectively and efficiently while also fostering informed choice and greater self-advocacy.

- Our program model includes:
 - Initial and Ongoing Career Assessment focused on Student Strengths, Interest, and Career Goals
 - Monthly Wraparound Meetings with their coach which may include their parents, VR Counselor, DRC staff, other university support staff, and really any other support person the student chooses to invite
 - Group Skills Training/Activities will be offered each week via in-person or virtual delivery focused on Soft Skills, Team Building, Time Management, Organization, Planning, and Career Development.
 - Weekly 1-on-1 Scheduled Support Session with Coach
 - Additional As-Needed Support at Student Request Delivered In-Person or Via Phone, Text, or Video Call
 - Ongoing Service and Support Coordination designed to foster Self-Advocacy and Informed Choice
 - Work Experience Training Opportunity in their degree area arranged by our staff
 - Internship Opportunity in their degree area arranged by our staff
 - Post-Graduation Job Placement Referrals and Support
- Support can be provided virtually nationwide and in-person support is available depending on student location
- Available for Undergraduate College Freshman through Graduate School Completion



CAMPUS CONNECTIONS

COLLEGE SUPPORT PROGRAM


Direct Support in Austin + Houston & Remote Support Nationwide!

CAREER ASSESSMENT + PLACEMENT SUPPORT+
MONTHLY WRAP MEETINGS + SOCIAL EVENTS+
WEEKLY GROUP & INDIVIDUAL SUPPORT

Visit: www.bloomconsultingco.com/cc
Email: dlechtenberger@bloomconsultingco.com
Call: 512-537-1661

Workplace Relationships Pre-ETS Class - this class was developed from an identified need for VR customers. This class was developed to focus on workplace relationships, sexual harassment, extortion, and self-advocacy at work related to social relationships. The service was developed in 2020 and has since its development served over 200 VR customers across the state of Texas.

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BLOOM CONSULTING

January 2021

2-week class @ 90 minutes for each class. Classes meet 3 times a week both weeks.


4:20pm - 6pm

Female & Males Classes

Virtual Classroom Using Encrypted Zoom Class

Our trainer, Rori Jo Frasier, has a Master's Degree in Education and has been working in the disability field for over 25 years. She has a passion for educating and seeing individuals gain the skills they need to be successful in their lives and at work. Rori Jo has taught individuals with all types of disabilities and has the ability to meet the students where they are in terms on knowledge and understanding.

Bloom Consulting will be offering classes focused on healthy interpersonal relationship in the work setting for individuals with disabilities. The classes focus on sexual harassment/extortion at the workplace (recognizing and reporting), self-advocacy, abuse prevention, abuse reporting, and expected social behaviors. The classes will also discuss internet safety, social media and dating at the work place.



The curriculum used is designed specifically for individuals with disabilities to allow for individualized learning and extra time for questions and discussion. Following each class - emails will be sent to parents outlining the information covered in the class.

Class Dates:
January 19th, 20th, 21st, 26th, 27th, 28th

For More Information Please contact:
Bloom Consulting Co.
Rori Jo Frasier @ 832-477-6363
rofrasier@bloomconsultingco.com
www.bloomconsultingco.com

Pre-ETS School Based - Building off of our summer camps success we moved the Pre-ETS curriculum and services to a school year service allowing us to provide more hours of curriculum to students during and directly after the school day. This service uses three levels of curriculum providing instruction to individuals with all disability levels. The development of these services have allowed us to provide services to over 30 different school districts across the state of Texas.

On the Right Track Camp for Visually Impaired Students - this camp replaced the traditional 'Job Opportunities for Blind Students' Camp held at the University of Texas at Austin in 2018. This summer program offered students 40 hours of Pre-ETS curriculum. This day time camp was combined with an overnight program that allowed students to stay in the dorms at UT Austin and practice their orientation and mobility skills in navigating the campus to come to class daily and to access their meals. The camp provided students the opportunity to not only learn essential employment skills but time to practice social skills, explore career pathways, and have face time with their transition counselors to assess their technology needs. This highly interactive 5 day camp provided campers with a baseline of work expectations that they could then implement over the following weeks in their internships.

Partnership with Houston ISD and The Houston Food Bank - this service was developed in conjunction with two community partners to bring the Pre-ETS curriculum to the students while they did internships at the Houston Food Bank. We developed a Work Readiness and Self Advocacy Curriculum to teach to each intern at the Food Bank and move them towards their goal for employment.

Project Genius - this service was developed in partnership with Texas' Workforce Vocational Rehabilitation and a puzzle/teaser game creation company called 'Project Genius' to provide

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Vocational Adjustment (VAT) training to transition aged youth, coupled with a Work Experience component and job skills training on-site. Students participated in multiple VAT modules including money management, soft skills, expectations for safety at work, and career exploration. Students were paid a competitive hourly wage and were tasked with various warehouse type jobs such as documenting inventory, repackaging games, building shelving, cleaning, unloading pallets of inventory, and getting inventory ready to be shipped out to stores.

Vocational Evaluations - Our vocational evaluation team has conducted hundreds of vocational evaluations across the country in the states of Texas, Nevada, California, Iowa, Connecticut, and Florida. In some cases, these are one on one transition evaluations funded by VR or the school district and, in other cases, they are group evaluations done with several students from one high school or program as a part of a larger project.

4.3.1.2 Experience in special education with an emphasis on transition curriculum development and training in West Virginia

Bloom Consulting has several staff including PhD-level staff certified as special education teachers. While no specific services have been performed in West Virginia, the Bloom Consulting staff have provided over 50 cumulative years of curriculum development and instruction in the special education and transition area. With a focus on the specific West Virginia requirements for transition as they relate to Pre-ETS, Bloom Consulting feels very confident in developing and providing these services. Example curriculum which we have used in other states is provided below to show the level and type of curriculum developed frequently used by Bloom Consulting in providing our Pre-ETS services.

Current curriculum resources used include: James Stanfield Transition Curriculum, Attainment Pre-ETS curriculum, 411 on Disability Curriculum, Transition Tennessee, Zarrow Center and NTACT. Bloom Consulting uses these tools to develop a comprehensive curriculum that provides variety, engagement and skills acquisition for all levels of students we support.

*Bloom Consulting - Sample Lesson -
Work Readiness Skills*

*Bloom Consulting - Sample Lesson -
Work Readiness Skills - Virtual Instruction*

Calling into work – at some point we may all have to call into work sick. It is important that we understand how and when we should call in.

Review the following article with your group and have a discussion on when and how to call in. Remember to explain to them that it is important that they know the rules at their specific job location as each employer has their own procedure.

[How to Call in Sick at Work](https://www.enr.com/career-development/acceptable-reasons-to-call-in-sick)
<https://www.enr.com/career-development/acceptable-reasons-to-call-in-sick>

After watching the video, hand out the specific scenarios and role play each one with the group. Be sure to have each student practice what they would say, how to say it and when to call.

Being late for work! Being late is not acceptable when it comes to having a job and for most things in life. It is important that the students understand that being late for work should be avoided!

You may have talked about this some when you discussed time management, this is a good time to revisit the time management procedures to ensure they understand the importance of being on time. Here are some videos to watch that will help them understand.

[How to Avoid Being Late for School or Work - 10 Tips to Be On Time](#)

[Workplace Punctuality](#)

After watching the videos review with them general ideas about being on time for work. Be sure to allow enough time for traffic or if you are using public transportation to plan ahead for this. Allow enough time to eat before work. Make sure you arrive about 15 minutes before you shift starts so you will be ready to clock in when it's time.

Go over specific strategies to help them stay on track: setting alarms on their phones, using smart watches to help remind them, setting up a calendar so they can check it often, then ask them for some ideas that would work with their family?

COMMUNICATION

COMMUNICATION: VIDEO REFLECTION

- You always leave before the end of your shift — Blaming language using YOU and ALWAYS**
- What could Sarah and Steve have done to make the vet BEING better for manager (or customer)?**
- Do you agree with how the manager responded?**
- How could Sarah or Steve have used active participation (using strategies to better understand work context) What concrete ideas that have been making a huge head about the other person?**
- How could Sarah or Steve have used active participation (using strategies to better understand work context) What concrete ideas that have been making a huge head about the other person?**

4.3.1.3 Experience developing career and college readiness standards, community-based work exploration programs, and program development and training with career and technical education centers.

Bloom Consulting has been working as Community Rehab Partner for over 13 years. Through this time we have worked with State VR agencies to provide job skills training, job placement, supported employment, vocational adjustment training, worksite evaluations and supported employment. Bloom Consulting has been a part of the State of Texas - Summer Earn and Learn work-based learning program and provided direct coordination of the program with job coaches.

Bloom Consulting has also developed an extensive college support program that is a partnership between local colleges and technical education centers, Bloom Consulting and the Texas and Nevada departments of Vocational Rehabilitation. This program will provide support for students on the Post Secondary journey as well as employment support following their education.

4.3.1.4 Experience in development of Pre-ETS materials and in training DRS and WVDE staff

Bloom Consulting has several staff including PHD-level staff certified as special education teachers. While no specific services have been performed in West Virginia, the Bloom Consulting staff have provided over 50 cumulative years of curriculum development and instruction in the special education and transition area. With a focus on the specific West Virginia requirements for transition as they relate to Pre-ETS, Bloom Consulting feels very confident in developing and providing these services.

The Bloom Consulting staff have presented over 50 times in the last three years at local, state and national level conferences and webinar series about Pre-ETS, Curriculum design, Transition, College Success for students with disabilities, and our Summer Programs. We have experience using various platforms for teaching stakeholders about programs, services and resources offered through our company. This experience will prove essential as we line out a comprehensive program to develop and train the staff at DRS and WVDE.

Examples of presentations our team has done include, but are not limited to:

Employment and Relationship Strategies for ASD

Vocational Assessment for Individuals with Disabilities

Post-College Employment Services for Students with Disabilities

Employment Strategies for Students with Disabilities

Vocational Assessment for Individuals with ASD

Social Security Income Basics for Adults with Disabilities

Transition Basics for Students

Pre-ETS Collaborations: Strategies for Success at the State, Regional, & Local Level

Examples of Pre-ETS marketing materials developed by Bloom Consulting for use in other states is below to provide examples of our work:

TWC & BLOOM CONSULTING PRESENT

2021 UNLOCKING YOUR BOSS POTENTIAL

COME LEARN HOW TO START YOUR OWN BUSINESS, AND SELL YOUR ARTS AND CRAFTS AND BE YOUR OWN BOSS!

JAN. 7, 9, 16, 23, & 30TH

ALL CLASSES WILL BE HELD OVER ZOOM

BLOOM CONSULTING
Presents:

HOUSTON ISD SUMMER PRE-ETS CAMP

TOPICS & GOALS INCLUDE:
CAREER EXPLORATION, JOB READINESS SKILLS, EMPLOYMENT INTERVIEW, SOCIAL SKILLS IN THE WORKPLACE, FLEXIBILITY IN THE WORKPLACE AND MORE!

PLUS GIVEAWAYS FOR PERFECT ATTENDANCE! PRIZES INCLUDE SAMSUNG CHROMEBOOK!

DATE AND TIME:
JUNE 16TH-18TH, JUNE 21ST-25TH & JUNE 29TH-JULY 1ST
8:00AM-3:30PM DAILY

LOCATIONS (STUDENTS WILL PICK ONE):
WESTBURY HIGH SCHOOL 11911 CHIMNEY ROCK RD. HOUSTON, TEXAS 77035
WHEATLEY HIGH SCHOOL 4801 PROVIDENCE ST. HOUSTON, TEXAS 77002

To register visit www.bloomconsulting.com/hoi/

BLOOM CONSULTING
THE EXPERTS WHERE DISABILITY AND EMPLOYMENT MEET PRESENT:

MASTERING THE INTERVIEW & LANDING THE JOB VIRTUAL PRE-ETS CLASS

January 2021

Tuesday, Wednesday & Thursday
2 times are being offered - pick one
2pm - 4pm or 4pm - 6pm
Starting January 5th
Ends January 28th

Topics Include:
Interview Skills
Answering Behavior Related Questions
Interview Introduction Skills
60 Second Speech
Personal Strengths and Weaknesses
How to follow up from an Interview
Next Steps

Location:
Virtual using Zoom (With Encryption)

Invitations and calendars sent to customers after SA and referral is received

For further information or to make referrals, please contact:
Ruth Jo Frazier
832-477-6361
rfrazier@bloomconsulting.com

BLOOM CONSULTING

Pre-Employment Transition Services (Pre-ETS) Step by Step Checklist

1. A school Transition/PTSD representative and/or VR counselor/PTSD representative progress toward offering the service to their students.
2. To assist everyone in the same page and in agreement with moving forward with the service, a conference will occur, or in-person meeting with one or more school Transition/PTSD representatives, the VR counselor(s), and the Bloom Consulting Regional Director who covers their region should be scheduled...
 - o Meet in Person, All-Ed-Ed, or via Zoom Meeting
 - o rfrazier@bloomconsulting.com or 832-477-6361
 - o Reach out to RuthJoFrazier@bloomconsulting.com or 832-477-6361
3. At the meeting, the following important points should be discussed...
 - o What is Pre-ETS and how can it benefit students with disabilities between 16-22 years old?
 - o What dates, times, and physical location/Zoom will the service take place?
 - o What times will the service use Summer 21 Week to Summer Camp, Summer 21 Week Virtual Camp, or School Year classes?
 - o Fall dates about what dates your Pre-ETS might look like, see the next page
 - o What Pre-ETS domains will be covered and how many hours of each (date of 30 hours each)?
 - o Job Exploration Counseling
 - o Work-based Learning
 - o Counseling on Post-Secondary Opportunities
 - o Workplace Readiness Training
 - o Self-Advocacy
 - o How many eligible or potentially eligible students are going to be served?
4. Once the dates, times, and location are confirmed, Bloom Consulting Regional Director will create a customized flyer of needs, that can be used by VR counselors and school Transition/PTSD representatives to inform parents/students about the service and sign-up interest.
5. VR counselor and school Transition/PTSD representatives will work together to sign up interested students and obtain contacts, including those already receiving VR services and those who may be potentially eligible to receive VR services.
 - o This can be done in many different ways, but there are some ideas from previous services...
 - o Informational parent evening at school or VR office
 - o Presentation at a Transition event
 - o Occasion during an AHEAD Meeting
 - o Making Email flyer to parents
 - o Leaving student's materials individually or back to back at school or VR Office
 - o Calling families/counselors individually
 - o Counselor requests a list of potentially eligible students from the school
6. For Transitioned services, VR counselor completed referral paperwork and sends to Bloom Consulting...
 - o TWC/MS LEAD pre-ETS Referral Form for Each Student
 - o TWC/MS Service Authorization for Pre-ETS Services (include domain hourly by domain)
7. Student completed Registration Form at <https://www.bloomconsulting.com/hoi/> (in-person Camp only)
8. To ensure Bloom Consulting has adequate staff and space to comply with VR policy and provide high-quality services, VR Counselor and school Transition/PTSD representatives should communicate regularly with Bloom Consulting Regional Director to ensure student paperwork and registration forms have been received.
 - o Bloom Consulting Regional Director may periodically request an updated list of students to ensure the 6 to 1 staff to student ratio is maintained at all times
9. Bloom Consulting will follow up with families/students as the service nears to provide reminder and additional information specific to their service.
10. With all of the previous steps completed, Bloom Consulting can move forward with providing the service!

What Does Good Pre-ETS Look Like?

- Considers Student Survey Data and Feedback (Summer 2019-262 Students)
 - 91% of Students Who Attended OIRT Said They Enjoyed It!
 - 86% of Students Who Attended OIRT Said They Felt It Would Help Them Get a Job!
 - We believe in our high-quality services, based upon the data we've collected, and we will share our data with anyone!
- Individualizes the Curriculum and Activities to Meet Student Needs
 - It's the reason we offer 3 different functioning tracks
- Collaborates with Other Entities to Make it Happen
 - Schools, VR, Providers, Navigators, Non-Profits, and Other Agencies
- Focuses on More Than 1 Pre-ETS Domain as They Overlap Significantly
 - Work Readiness is a very broad domain that encompasses many skills
- Provided by Educators & Professionals Who Actually Understand the Connection Between Disability and Competitive Employment
 - We are very selective with hiring staff as that makes a tremendous difference in service quality

<h3>How is OTRT Different From VAT?</h3> <p>OTRT is a completely different service from VAT as OTRI is considered a Contracted Pre-ETS Service with unique billing and paperwork.</p> <ul style="list-style-type: none"> OTRT-Contracted Pre-ETS <ul style="list-style-type: none"> Uses 5 Broad Domains with provider created curriculum and goals approved by TWS-VRS State Office Billed at \$34.25 per hour, per student with no group rate Provider bills for the exact number of hours a student attends Requires 1823 Form and Invoice for Billing Hours/Curriculum are flexible to a student's needs, the referral, and can vary based on agreed upon format by counselor, provider, and school Provider staff must meet qualifications of Pre-ETS staff, but do not require URT Training Provider must have an approved Pre-ETS curriculum checked and contract with TWS-VRS VAT-Vocational Adjustment Training <ul style="list-style-type: none"> Uses 8 Unique TWS-VRS Provided and Defined Modules Billed at a whole dollar amount per module, per student Provider bills the whole amount to missed hour credits need to be made up Requires specific VAT module Form and Invoice for Billing Hours/Curriculum are prescriptive and must be fully completed by each student for provider to bill and invoice to customer Provider staff must be qualifications of VAT Trainer and must complete URT Training Any provider that has VAT in their contract with VAT certified partners can provide this service 	<h3>What is Our 360 Customer Service Promise?</h3> <ul style="list-style-type: none"> The goal of this promise is simply to ensure that everyone involved in our services, including VR counselors, school staff, students, and parents, are completely satisfied at all times and have the opportunity to share candid positive and negative feedback with our team.
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4.3.1.4 Experience in non-profit social marketing and web and application development

Dr. James Williams, our National Pre-ETS Director and lead on this project, has operated non-profit websites, applications, and social media for the last 12 years. This experience includes running our websites bloomconsultingco.com and bloom-career.com for the last 4 years, supporting the Autism Society of Texas as a board member with their website/social media for the last 7 years, and maintaining his own non-profit, free resource website, transitionmatters.org, for the previous 5 years. His current and previous experience with website development has centered around Wordpress and Wix and his social media experience includes Facebook, LinkedIn, Instagram, Twitter, Yahoo Groups, Google Groups, Youtube and various other platforms.

4.3.1.5 Experience developing and maintaining educational/interactive web sites similar to the DRS' PathwayWV.org website

As mentioned above, Dr. James Williams, our National Pre-ETS Director and lead on this project, has operated a non-profit, free resource website called transitionmatters.org up until 2 years ago when it was merged with the bloomconsultingco.com resource page to consolidate resources and make it easier for families to find them. Similar to pathwayswv.org, the purpose of the website was to educate different stakeholders about transition resources across the country and foster informed choice and decision making for families and their students with disabilities. Dr. Williams was also involved in the modernization and update of the Autism Society of Texas as a volunteer board member. Given this experience, Dr. Williams is very confident that he could lead the effort with updating and revising the pathwayswv.org website, which has great resources, but could improve in the areas of functionality, design, and the modernization of elements.

4.3.2 Mandatory Qualification/Experience Requirements

4.3.2.1 Minimum four years experience developing vocational rehabilitation programs under WIOA.

As a company, Bloom Consulting has over 19 years of experience developing programs for our vocational rehabilitation partners. We use evidence based practices and data to create programs under WIOA that meet the identified needs of the customers. Dr. James Williams - 5 years of experience, Bruce Bloom - 5 years of experience, Roni Jo Frazier - 5 years of experience, and Natalie Hulsey - 4 years of experience.

4.3.2.2 Minimum four years of experience in special education with an emphasis on transition curriculum and development training.

As a company, Bloom Consulting prides itself in hiring experts in the field of special education and transition. Our staff have developed a transition curriculum, managed special education school based transition programs and helped develop state policy related to transition and Pre-ETS.

Dr. James Williams is a Certified Rehab Counselor and Certified Special Education Teacher with 4 years of experience in special education where he developed proposals for transition programs, developed curriculum for said programs, and provided training on the curriculum and best practices for delivery of curriculum and staff training for implementing the curriculum.

Roni Jo Frazier has a Master's Degree in Curriculum Development and is a Certified Special Education Teacher as well as a Certified Autism Specialist She has 11 years of experience transition curriculum and running transition programming with Humble ISD.

Natalie Hulsey has a Master's Degree in Special Education with a focus on Autism and is a Certified Special Education Teacher. She has 4 years of experience developing curriculum for transition camps, classes, and programs conducted at Bloom for the state of Texas and Nevada.

Dr. Susan Upshaw has 20+ years of experience in special education, including her experience as a Transition Coordinator for Georgetown ISD.

Dr. DeAnn Lechtenberger also has over 25 years of experience working in special education, most recently in developing the CASE Program at Texas Tech University, a program for students with autism at Texas Tech to have wraparound support to ensure success in finishing their college degree.

4.3.2.3 Minimum four years of experience developing career and college readiness standards, community-based work exploration programs, and program development and training with career and technical education centers

Bloom Consulting has been working as Community Rehab Partner for over 13 years. Through this time we have worked with State VR agencies to provide job skills training, job placement, supported employment, vocational adjustment training, worksite evaluations and supported employment. Bloom Consulting has been a part of the State of Texas - Summer Earn and Learn work based learning program and provided direct coordination of the program with job coaches.

Bloom Consulting has also developed an extensive college support program that is a partnership between local colleges and technical education centers, Bloom Consulting and the Texas and Nevada departments of Vocational Rehabilitation. This program will provide support for students on the Post Secondary journey as well as employment support following their education.

Specifically Dr. James Williams and Bruce Bloom have worked directly with these various programs for the last 4 years.

4.3.2.4 Minimum four years of experience in development of Pre-ETS materials

As a company, Bloom Consulting prides itself in hiring experts in the field of special education and transition. Our staff have developed a transition curriculum, managed special education school based transition programs and helped develop state policy related to transition and Pre-ETS. Bruce Bloom is a Certified Rehab Counselor and has 4 years of experience developing Pre-ETS materials and ensuring compliance with Pre-ETS goals and objectives. Dr. James Williams is a Certified Rehab Counselor and Certified Special Education Teacher with 4 years of experience developing and implementing Pre-ETS and transition curriculum. Roni Jo Frazier has a Master's Degree in Curriculum Development and is a Certified Special Education Teacher as well as a Certified Autism Specialist with 10 years of experience developing and implementing transition and Pre-ETS materials. Natalie Hulseley has a Master's Degree in Autism and is a Certified Special Education Teacher with 4 years of experience developing and implementing Pre-ETS curriculum and programming.

4.3.2.5 Minimum four years of experience in providing education and vocational rehabilitation program training

Combined, Bloom Consulting staff has about 50 years of experience providing education and vocational rehabilitation program training.

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Dr. James Williams has 11 years of experience providing education and vocational rehabilitation training and conducting vocational evaluations across the country.

Bruce Bloom has 14 years of experience as a Director of Vocational Rehabilitation services for Bloom, as well as providing supported employment and job placement services, work experience training and placement, and job coaching to customer in Texas' Vocational Rehabilitation state program as well as conducting vocational evaluations in the state of Texas and across the country including California, Iowa, Pennsylvania, and New Jersey.

Roni Jo Frazier has 20 years of experience providing education and vocational rehabilitation training including providing supported employment services and vocational training, including Vocational Adjustment Training courses, Autism Spectrum Disorder supports, and job coaching and work experience training.

Natalie Hulsey has 4 years of experience providing various training for vocational rehabilitation such as Vocational Adjustment Training classes, Autism Spectrum Disorders Supports, Job Placement training (including resume writing, written correspondence training, interview preparation, job acceptance training, and soft skills for work success). She has also served as a job coach and case manager to vocational rehabilitation customers in Texas.

4.3.2.6 Minimum four years of experience in non-profit marketing and web and application development

As mentioned above, Dr. James Williams, our National Pre-ETS Director and lead on this project, has operated non-profit websites, applications, and social media for the last 12 years. This experience includes running our websites bloomconsultingco.com and bloom-career.com for the last 4 years, supporting the Autism Society of Texas as a board member with their website/social media for the last 7 years, and maintaining his own non-profit, free resource website, transitionmatters.org, for the previous 5 years. His current and previous experience with website development has centered around Wordpress and Wix and his social media experience includes Facebook, LinkedIn, Instagram, Twitter, Yahoo Groups, Google Groups, and various other platforms.

Roni Jo Frazier has helped various organizations establish and maintain their web-based presence. Skills include setting up a website, establishing a Facebook account, maintaining frequent posts for events on social media platforms and on the website. Networking with other non-profit agencies for connections. Examples include the State of Louisiana AAIDD chapter website, Texas DKG Chapter - Lambda Delta website and Facebook platform. She has worked in the non-profit arena for more than 18 years and understands the complexities of non-profit organizations and their need to reach potential customers through inexpensive social media and web platforms.

4.3.2.7 Minimum four years experience developing and maintaining a website similar to DRS' Pathway'sWV.org website

As mentioned above, Dr. James Williams, our National Pre-ETS Director and lead on this project, has operated a non-profit, free resource website called transitionmatters.org up until 2 years ago when it was merged with the bloomconsultingco.com resource page to consolidate resources and make it easier for families to find them. Similar to pathwayswv.org, the purpose of the website was to educate different stakeholders about transition resources across the country and foster informed choice and decision making for families and their students with disabilities. Dr. Williams was also involved in the modernization and update of the Autism Society of Texas as a volunteer board member. Given this experience, Dr. Williams is very confident that he could lead the effort with updating and revising the pathwayswv.org website, which has great resources, but could improve in the areas of functionality, design, and the modernization of elements.

4.3.2.8 All vendor staff interacting with students with disabilities must pass a WV Department of Education approved background check.

Bloom Consulting will require all staff hired to provide services in West Virginia to clear a background check using a vendor approved by WV DOE.

4.3.2.9 Vendors must follow all federal, state, and local regulations (e.g. all project activities must be allowable and allocable with respect to Pre-ETS rules and regulations)

Bloom Consulting will stay abreast of all policies, rules and regulations for Pre-ETS services in West Virginia. Specific quarterly and annual training will be conducted with all staff to ensure compliance with such policies, rules and regulations.

4.3.2.10 All vendor staff must comply with DRS' federal and state confidentiality provisions

Bloom Consulting will comply with all confidentiality provisions and currently utilizes software and physical security methods that meet or exceed federal recommended protocols and security standards:

- Email Security Encrypted
- HIPAA compliance
- Google Workspace and BAA
- FERPA - requirements
- Securing paper documents

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4.3.2.11 The vendor will be required to work with DRS administrative offices, currently located in Charleston, DRS field offices located throughout the state, the WV Department of Education (WVDE), the 55 County school systems, and the WV schools for the Deaf and Blind.

While these two offices will serve as regional hubs for our staff, we will provide services across the state, including in rural areas such as the central and eastern mountain areas.

- Northern Regional Office in Morgantown
- Southern Regional Office in Charleston