

**DEPARTMENT ON DISABILITY SERVICES**  
**Rehabilitation Services Administration**  
**STATEMENT OF WORK**

**C.1 SCOPE:**

The Department on Disability Services (DDS) Office of Contracting and Procurement, on behalf of the Department on Disability Services, Rehabilitation Services Administration (RSA) is seeking Certified Vocational Evaluators (CVE), Professional Vocational Evaluators (PVE) or certified specialists in Neuropsychological Assessments that will be placed on a list of eligible Providers to provide consumers/applicants with the Vocational evaluations described in the Requirements.

The District may require up to 300 of various types of vocational needs assessment evaluations annually.

**C.1.1 Applicable Documents**

<b>Item No.</b>	<b>Title</b>	<b>Date</b>
<b>1.</b>	<b>Rehabilitation Act, Title I (P.L. 93-112)</b>	<b>1973</b>
<b>2.</b>	<b>Rehabilitation Act Amendments of 1992 (P.L. 102-569)</b>	<b>1992</b>
<b>3.</b>	<b>Workforce Investment Act (P.L.105-220)</b>	<b>1998</b>
<b>4.</b>	<b>Americans with Disabilities Act as Amended</b>	<b>1990</b>
<b>5.</b>	<b>Mayor's DC Language Access Act</b>	<b>2004</b>
<b>6.</b>	<b>Registry of Interpreters for the Deaf Certification (Code of Professional Conduct)</b>	<b>2005</b>

**C.2 BACKGROUND**

**C.2.1** Under the provisions of the Rehabilitation Act of 1973 as Amended and the Americans with Disabilities Act of 1990 as Amended (ADAAA), Federal and state agencies are required to provide reasonable accommodations for applicants and employees with disabilities, barring undue hardship. DDS/RSA focuses on employment, ensuring that consumers with disabilities achieve a greater quality of life by obtaining and sustaining employment, economic self-sufficiency, and independence. RSA achieves this through employment marketing and placement services, vocational evaluation, vocational rehabilitation, inclusive business enterprises and supports for the DC Center for Independent Living. RSA provides services for eligible consumers with physical or mental impairments. These services are designed to enable one to prepare for, obtain, maintain or regain employment.

- C.2.2** Vocational evaluation services are needed for consumers/applicants and employees of RSA. A vocational evaluator shall provide vocational evaluation services.

### **C.3 REQUIREMENTS**

- C.3.1** Clients will be referred by RSA Vocational Rehabilitation Counselors with specification on the type of vocational evaluation being requested, as shown in Table 3.A. The referral will also specify the exact amount for the service(s) and a copy of the RSA authorization for payment will be attached.
- C.3.2** The Providers shall complete each evaluation within two week after the receipt of the referral packet and forward the completed assessment report to the referring Vocational Rehabilitation counselor as soon as possible but not later than 20 business days.
- C.3.3** The Provider shall conduct vocational evaluations according to referrals received from RSA Vocational Rehabilitation Counselors.
- C.3.4** The Provider shall limit services provided to those services specified by the referring counselor in the referral packet.
- C.3.5** The Provider shall document, interpret, and summarize all assessment results in a comprehensive report.
- C.3.6** The evaluation must include, but not be limited to, vocational needs assessment that will identify employment barriers, including the level of the mental and physical capacity, and ways to overcome them for a specific career/job.
- C.3.7** The Provider's evaluation reports must answer questions asked by Vocational Rehabilitation Counselors and the Professional Vocational Evaluator.
- C.3.8** The Provider shall ensure that the evaluation reports lead to a clear vocational objective and suggests supports needed to insure success in rehabilitation services.
- C.3.9** The Provider shall determine if interests of RSA consumers/applicants served have been thoroughly explored and they understand the results of the evaluations;
- C.3.10** The provider shall suggest supports needed to insure success in rehabilitation services;
- C.3.11** Upon completion of the evaluation, the Provider will provide a comprehensive written report that provides information regarding the

assessment tools and strategies utilized in identifying vocational objectives and rehabilitation needs and supports and identification of obtainable vocational goals. The Provider is responsible for the interpretation of the results of these instruments. Some examples of the quality results expected to be included in the report interpretation include:

- C.3.11.1** Realistic vocational goals are explored and identified for individuals via market research which will include market demand, projected demand over the period of time appropriate for required training to be completed, average wages, and any other pertinent market information to help the client make an informed choice regarding vocational direction.
- C.3.11.2** Employment barriers are identified and ways to overcome these are suggested.
- C.3.11.3** Identification of assistive technology or other accommodations required for the client to be able to effectively perform the essential functions of each identified appropriate vocational goal.
- C.3.11.4** Interests of the client are thoroughly explored and matched with appropriate employment clusters to determine specific vocational goals.
- C.3.11.5** Evaluation reports lead directly to vocational goal identification.
- C.3.11.6** Transferable skills are identified and discussed in terms of transferability to each identified vocational goal.

**Table 3.A**

**ASSESSMENT OPTIONS**

Assessment Options	Assessment Components	Purpose/Questions Answered
<p>Level I Career Brief</p> <p><i>Used when basic/limited information is needed or when one needs to know if individual has skills for a specific career.</i></p>	<ul style="list-style-type: none"> <li>■ Interview</li> <li>■ 3 formal assessments</li> <li>■ Assessment in specific career area</li> <li>■ Hands-on experience with work samples specific to career goal (2)</li> </ul>	<p>Designed to answer a specific question about the individual or viability of a specific chosen career.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>-What is this person’s vocational interest?</li> <li>-What are this person’s vocational aptitudes?</li> <li>-What is this person’s academic level?</li> <li>-What is this person’s score on the practice GED?</li> <li>-What is this person’s typing speed?</li> <li>-Based on review of records would this person benefit from additional assessment?</li> <li>-Can this person learn or perform the duties of a _____ ?</li> </ul>
<p>Level II Career Exploration</p> <p><i>Used when specific information about an individual’s skills, education and training and the specifics of a career area are needed to make a (some final decision).</i></p>	<ul style="list-style-type: none"> <li>■ Interview</li> <li>■ Interest assessment</li> <li>■ Aptitude assessment</li> <li>■ Academic skills</li> <li>■ Barriers to employment success</li> <li>■ Career Exploration</li> <li>■ Some work samples</li> </ul>	<p>Assessment designed to provide individuals with information regarding education, training and out look of a participants chosen career path. Also designed to solidify career choice</p> <p>Example:</p> <ul style="list-style-type: none"> <li>-Is there a viable job market for the individual’s chosen career?</li> <li>-What are the skills, interests and aptitudes in the field?</li> <li>-What additional training or education is needed for this individual to pursue a particular career?</li> </ul>
<p>Level III Comprehensive</p> <p><i>Used when very little information is known about an individual and his/her career interest, skills and abilities.</i></p>	<ul style="list-style-type: none"> <li>■ Interview</li> <li>■ Academic Skills</li> <li>■ Interest assessment</li> <li>■ Aptitude Assessment</li> <li>■ Learning styles</li> <li>■ Values</li> <li>■ Temperament</li> <li>■ Hands-on work samples</li> <li>■ Career Exploration</li> <li>■ Individualized planning</li> </ul>	<p>An intensive process that uses paper-pencil assessments and simulated work samples and activities to answer questions that could not be answered from previous assessments or existing information. Examples:</p> <p>If individual does not appear to have any career interests or skills:</p> <ul style="list-style-type: none"> <li>-What are the individual’s interest and abilities?</li> <li>- What are the individual’s vocational strengths?</li> <li>- What can this person do?</li> <li>- Given this person’s poor work experience and poor academic levels, what career options are available?</li> </ul>

## ACADEMY OF HOPE ASSESSMENT TOOLS

### i. interest

Harrington O'Shea  
Self-Directed Search  
VRI Interest assessment  
Wide Range Interest and Opinion Test (reading free)  
Work interest inventory

### II. ACADEMIC

Adult Basic Learning Examination (ABLE)  
4 – Day Job writing prompt  
Basic Skills Locator test  
Brigance-inventory of Essential Skills  
Key Math  
Practice GED  
SRA – Math  
SRA – Reading  
Wide Range Achievement Test (WRAT)  
Woodcock Reading Mastery  
Woodcock Johnson Psycho-educational battery

### III. INTELLIGENCE

Slosson Intelligence Scale  
Kaufman Brief Intelligence

### IV. VOCATIONAL NEEDS/DECISION MAKING

My Vocational Situation  
Barrier to Successful Employment  
Job Search Attitude Inventory  
Magellan Career Planning & guidance –software  
Vocational Decision-making

### V. LEARNING STYLE/VALUES

COPES- Values inventory  
CITE Learning Style Inventory  
Learning/Working Styles Media Kit (video & comp)  
Personal Career Values inventory  
Vocational Temperament rating scale

### VI. PERSONALITY/TEMPERAMENT

Vocational Implication of Personality  
Vocational Temperament Rating Scale  
Self-Directed Search  
Work Mate worker style

### VII. APTITUDE

Career Ability Placement Survey  
Career Scope (computer)  
Crawford Small Parts (fine finger dexterity)  
Minnesota Paper Form board Test (spatial skills)  
Purdue Pegboard (Fine finger dexterity)Roeder  
Manipulative (small tool use)  
**Bennett Mechanical (Gross motor)**

### VIII. WORKSAMPLES FORMAL/INFORMAL

Electronics Technician (Homemade)  
OPAC – Office skills assessment  
VITAS # 13 – Calculation  
Electrical Wiring  
Web Page Design (Homemade)  
Rolodex reading  
Proofreading / Editing  
Blueprint reading  
Group Decision Making (Maureen Keenan)

### IX. Valpar Worksamples

Valpar 2 –Size Discrimination  
Valpar 3 – Numerical Sorting  
Valpar 4 – Upper Extremity Range of Motion  
Valpar 5 – Clerical Comprehension and Aptitude  
Valpar 6 – Independent Problem Solving  
Valpar 9 –Whole Body Range of Motion  
Valpar 10- Tri-level Measurement  
Valpar 11 – Eye- hand- foot Coordination  
Valpar 12 –Soldering and Inspection  
Valpar 14 – Integrated Peer Performance  
Valpar 15- Electric Circuitry/Print reading  
Valpar 16 – Drafting  
Valpar 203R- Mechanical Reasoning  
Valpar 205R- Independent Perception

### X. New Concepts

#### **Medical Services**

Household & Industrial Wiring  
Heating Ventilation and Air Conditioning  
Land Transportation  
Electronics Assembly

### Career Assessment Tools and Methods

Target Area	Assessment Tools and Methods
Background Information	Interview Resume Supporting Documentation
Interests and Self-Awareness	Interview Picture Interest Career Survey Career Decision Making System Revised (Level 1) Transition to Work Inventory Transferable Skills Scale Career Scope JIST Career Exploration (CD) Envision Your Career (CD) Occupational Videos Career Clues About Me Occupational Outlook Handbook Online O*NET Interest Profiler Talent Search activity
Personality, Temperaments, and Values	Interview Career Priorities Profile O*NET Work Importance Profiler Vocational Temperament Rating Scale Values (Inventory) Work Values Inventory Informal Index Cards Activity Personality Type Inventory (Myers Briggs Short Version) Personality and Attitudes Locus of Control
Academics	Test of Adult Basic Education (TABE ) Wide Range Achievement Test 4(WRAT)
Aptitudes	Career Ability Placement Test Career Scope
Work Readiness, Job Seeking and Keeping Skills, Barriers to Employment	Interview Job Searching Activity Sample Application Sample Interview Questions Job Search Knowledge Scale Job Readiness Quiz Job Seeking and Keeping Skills Quiz Employment: How Ready Are You? Barriers to Employment Success Inventory Assessing Barriers to Education Career Planning Scale

Valpar Assessment systems work	Uses a time standard derived from industrial engineering discipline known as methods-time measurement (MTM) to determine whether the work sample's Worker qualifications profile has been met
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### C.3.1 Monitoring Plan

<b>C.3.1 PERFORMANCE MONITORING PLAN</b>		
<b>Performance Requirements</b>	<b>Performance Standards</b>	<b>Surveillance Method &amp; Frequency</b>
Provide Vocational evaluations that are clearly understood	100% of standard met	Observation by CA, DDS/RSA Staff, and clients

### C.4 Compliance with Service Rates

District shall only pay, in accordance with the service fees shown in Section 1 of the cover page and Part 9, Price Schedule for Option Years, of the BPA upon acceptance of deliverable as required. If any overpayment occurs, the provider shall repay the District the full amount of the overpayment. The provider shall be bound by its budget submitted as a part of the BPA and approved by the District as a provider's best and final offer.

### C.5 FAILURE TO PROVIDE SERVICE

The Provider is not obligated to accept a referral. For referrals that the Provider does accept, an appointment must be scheduled with the client within a reasonable time, usually within 10 business days of referral acceptance. The appointment may be scheduled over the phone with the initial contact from the referring Vocational Rehabilitation counselor. If the Provider fails to provide the required evaluation as in the specified terms and conditions, the client may be referred to another provider.

### C.6 DELIVERABLES:

<b>CLIN</b>	<b>Deliverable</b>	<b>Quantity</b>	<b>Format and Method of Delivery</b>	<b>Due Date</b>
	Evaluation report and the invoice, as separate attachments,	1	Mail and E-mail to the RSA Vocational Rehabilitation Counselor and mail a hard copy to the Contract Administrator on page 2, in Paragraph 3 of the BPA,.	Within two weeks after the receipt of the referral

## **C.7 AWARD CRITERIA**

- C.7.1** The provider must submit evidence of qualification to provide the services.
- C.7.2** Providers may Professional Vocational Evaluator or a Certified Vocational Evaluator. Certified providers are preferred. Credentials must be submitted with the BPA Price list and signed cover page.
- C.7.3** The Provider and must have a minimum of two years of professional experience in working with individuals with mental illness, preferably with autism spectrum disorders.
- C.7.4** As a condition of the District's determination of eligibility to perform under this Agreement, the Provider shall comply with all applicable District, Federal and other State and local governmental laws, regulations, standards, or ordinances and, where applicable, any other applicable licensing and permit laws, regulations, standards, or ordinances as necessary for the lawful provision of the services required of the Provider under the terms of this Agreement.
- C.7.5** The District's Standard Contract Provision, current DOL Wage Determination and Living Wages, found on the Office of Contracting and Procurement website, ocp.dc.Gov.

### **CONTRACT AMINISTRATOR INFORMATION:**

The Contract Administrator is the representative responsible for the general administration of this Agreement and advising the Contracting Officer as to the compliance or noncompliance of the Provider with this Agreement. In addition, the Contracting Officer's Representative is responsible for the day-to-day monitoring and supervision of this Agreement. The Contracting Officer's Representative is not authorized or empowered to make amendments, changes, or revisions to this agreement. The COTR for this agreement is:

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