

Job Coach/Skills Trainer Project



Application and Scope of Work

March – June 30, 2026



**Department of
Education &
Workforce**

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March 2026 – June 30, 2026

The Department of Education and Workforce is pleased to announce a Fiscal Year 2026 opportunity to increase the number and capacity of job coaches who serve Ohio's students with disabilities ages 14-21 participating in work experiences.

Specifically, the Department will offer Secondary Transition Enhancement Funds to **build the capacity of new or current school personnel who are or will be acting as a job coach for a student with a disability while the student is working on a job site**. Funds cannot be used for career coaching, career advising, work-based learning coordination or other related roles.

Up to \$11,400 can be requested per application. Funding will be available for up to **10** Ohio educational agencies as defined in [Ohio Administrative Code 3301-51-01\(B\)\(18\)](#); this includes school districts, community schools, joint vocational school districts, educational service centers, county boards of developmental disabilities, and any other state or local agency that provides special education or related services to students with disabilities. Funds will be awarded on a first-come, first-served basis until the slots are filled.

Funds can be used by the educational agency in the following ways:

- **Hire a job coach** from a service provider or offset the cost to directly hire a job coach.
AND/OR
- **Cover the cost of professional development** for new or current staff who are or will be acting in the capacity of a job coach. For example, the educational agency may cover the cost to develop, provide, or purchase professional development in the use of instructional strategies such as job duty and task analysis, natural supports and cues, compensatory strategies, prompting procedures, reinforcers, self-management and fading supports. Options for this use of funds include:
 1. Provide stipends for school personnel to develop or provide professional development.
 2. Purchase services from an outside entity to provide professional development.
 3. Provide stipends for school personnel serving as job coaches to participate in professional development outside of contract hours.
 4. Provide funds toward the cost of out-of-pocket expenses incurred by job coaches who pursue professional development such as coursework or credentialing.

Please complete and return the **DIGITAL APPLICATION** and scope of work **by 5:00 P.M. on Friday, March 27, 2026**. Selected applicants will be contacted via email by 5:00 P.M. on Friday, April 4, 2026. The selected applicants will upload the approved scope of work into the educational agency CCIP once funds have been made available. Activities may begin after the substantially approved date has been established in the CCIP. The total amount requested may not exceed \$11,400. For questions, contact Chelsea.Canterbury@education.ohio.gov. Approved applicants must submit an [Impact Report](#) by May 30, 2026.

Job Coach/Skills Trainer Project Application and Scope of Work April 2026 – June 30, 2026

Educational Agency IRN: Educational Agency Name:

IRN for CCIP into which funds will be loaded.

Educational Agency Address:

Project Contact Name:

Project Contact Position:

Project Contact email address and phone number:

I attest that the educational agency treasurer is aware these funds must be budgeted in CCIP and **must be obligated by June 30, 2026.**

I attest that funds will be used to build capacity of new or current personnel to support students with disabilities while they are working on a job site.

I attest that I will upload this entire application into the CCIP system once approved.

I attest I will complete the quarterly progress reports.

Project Contact Signature and Date:

Please complete the table and accompanying budget grid below. Applicants might consider using the list of resources at the end of this document** when completing the Scope of Work. Activities may begin after the substantially approved date has been established in the CCIP. **Funds must be fully obligated by June 30, 2026.**

If the educational agency intends to hire a job coach from a service provider or offset the cost to directly hire a job coach, *please complete application Part A.* **AND/OR**

If the educational agency intends to cover the cost for the educational agency to develop, provide, purchase, or reimburse for professional development of job coaches, *please complete application Part B.*

PART A – Please demonstrate how the funds will be spent to hire a job coach.	
1. If the educational agency will hire a job coach from a service provider, please list the following in the boxes to the right:	
<p>If yes, please list the following:</p> <ul style="list-style-type: none"> <input type="radio"/> Provider name <input type="radio"/> Provider street address <input type="radio"/> Estimated hourly cost <input type="radio"/> Estimated number of hours <input type="radio"/> Number of students that will be served <p>Please write N/A if the educational agency intends to directly hire a job coach</p>	
SUBTOTAL: Note that the funds can only be used toward the cost of services rendered by the job coach from the substantially approved date in the CCIP – June 6, 2026.	Anticipated amount to hire a job coach from a provider: \$
2. If the educational agency will directly hire a job coach, please list the following in the boxes to the right:	
<ul style="list-style-type: none"> <input type="radio"/> What training will the job coach have? <input type="radio"/> Who will supervise the job coach? <input type="radio"/> Estimated hourly cost <input type="radio"/> Estimated number of hours <input type="radio"/> Number of students that will be served. <p>Please write n/a if the educational agency intends to hire a job coach from a service provider.</p>	
SUBTOTAL: Note that the funds can only be used toward the cost of services rendered by the job coach from the substantially approved date in the CCIP – June 6, 2026.	Anticipated amount to directly hire a job coach: \$

PART B – Please demonstrate how funds will be used to build the capacity of new or current personnel who are or will be acting as a job coach.

- More than one method may be chosen.
- Use the boxes to the right to record your plan.
- Please write N/A if the option will not be utilized

1. Cover the cost for the educational agency to develop or provide professional development.

Briefly describe the professional development training plan that the educational agency will provide or develop.

Include:

- a. the names and titles of individuals who will give the professional development,
- b. training format (virtual, in-person)
- c. anticipated number and length of sessions.
- d. list the number of anticipated participants.
- e. list the anticipated materials and resources that must be purchased.

Explain the anticipated amount to cover the cost of developing or providing professional development. Specifically, list:

- a. the number and cost per trainer
- b. individual cost of any materials that will be purchased.
- c. include links to resources as applicable.

SUBTOTAL: Note that all activities must be completed by June 30, 2026.

Anticipated amount for option B1:
\$

2. Purchase services from an outside entity to provide professional development.

Please describe:

- a. the professional development topic(s)
- b. training format (virtual, in-person)
- c. anticipated number and length of sessions for the purchased professional development.
- d. the number of anticipated participants.
- e. the anticipated provider name.

SUBTOTAL: Note that all activities must be completed by June 30, 2026.

Anticipated amount for option B2:
\$

<p>PART B – Please demonstrate how funds will be used to build the capacity of new or current personnel who are or will be acting as a job coach.</p> <ul style="list-style-type: none"> ○ More than one method may be chosen. ○ Use the boxes to the right to record your plan. ○ Please write N/A if the option will not be utilized 	
<p>3. Provide stipends for job coaches to participate in professional development outside of contract hours.</p> <p>Please list the following:</p> <ul style="list-style-type: none"> a. Name/Title of individuals or agency providing PD. b. Type of PD. c. Who will monitor and approve hours outside of contracted hours. d. Training Format (in person, virtual). e. Briefly describe the PD training plan, including anticipated number of sessions and length. f. Also include the number of job coaches and the estimated amount of each stipend. g. Include links to resources as applicable. 	
<p>SUBTOTAL: Note that all activities must be completed by June 30, 2026.</p>	<p>Anticipated amount for option B3: \$</p>
<p>4. Provide funds toward the cost of out-of-pocket expenses incurred by job coaches who pursue professional development such as coursework or credentialing</p> <p>Please describe:</p> <ul style="list-style-type: none"> a. the coursework or credential that each job coach will pursue b. how you will confirm completion c. (3) approximate amount of funds provided per job coach. 	
<p>SUBTOTAL: Note that all activities must be completed by June 30, 2026</p>	<p>Anticipated amount for option B4: \$</p>
<p>Anticipated total amount, not to exceed \$11,400.00</p>	<p>Anticipated Total: \$</p>

*The Department of Education and Workforce reserves the right to change the number of programs that receive funds and the amount of funds granted. The Department also reserves the right to seek additional information before releasing funds or determining a proposal will not be accepted or funded as submitted.

**** Resources that applicants may consider for use with current and new job coaches. (Please note that the Department does not specifically endorse or promote any products, providers, or services mentioned below. Any reference to a product, provider, or service is for information only.)**

Employment Specialist Trainings

1. DODD MyLearning- Register and enroll in online trainings through DODD by creating a MyLearning account <https://mylearning.dodd.ohio.gov/>
 - a. Employment First
 - b. [Orientation to Supported Employment](#) – This course provides an introduction to the competencies for effective “Supported Employment” (term referring to supports a person needs to obtain and maintain employment in the community, not as the previous waiver service called supported employment)
 - c. [Integrated Employment Services](#) – This training introduces integrated employment services, through covering the topics of the Plan, Match, Support model; customized employment; the discovery process; social capital; the elements of job analysis; the role of a job coach; employer engagement, including establishing relationships; keys to successful communication; and best practices.
 - d. [Getting to Work: Transportation and Coordination of Supports](#) – This course describes how Opportunities for Ohioans with Disabilities, the Ohio Department of Transportation, and the Ohio Department of Developmental Disabilities work together to support the needs of people the agencies support. It also discusses how to find local resources for transportation needs.
 - e. [Employment First Resources](#) – This resource book contains documents, links and other materials to help develop a southwest Ohio regional community of practice around transformation and building innovative supports around employment, community engagement and Career Discovery. This is not a course.
2. [Employment First Website](#)- There are many training resources located throughout the Employment First website (see below). It is also a good resource to obtain and share information related to the Employment First initiative for an overview and state policy information.
 - a. [Resources > Provider Support](#)- There are many training materials that can be found on this tab.
 - i. Provider Trainings- Access to recordings and presentation materials of trainings that have been offered throughout Ohio.
 1. Augmentative Communication Devices as Employment Supports
 2. Employment Supports for those with IDD and Autism
 3. Employment Supports for those with Physical or Sensory Involvement
 4. Employment using Mobile Technology to Improve Employment Outcomes
 5. Mobile Technology as Employment Supports
 6. Task Analysis for Job Coaches
 7. The Job Matching Process
 8. The Role of the Occupational Therapist in Supported Employment
 9. The Role of Rehab Engineering and the Assistive Technology Centers in Supporting Employment
 10. Video Resumes and Professional Portfolios
 11. Worksite Analysis for Job Coaches

- ii. Provider Support Tools
 - 1. Work Experience Guide
 - 2. Volunteering, Internships and Unpaid Work Experiences: Legal and Practical Guidelines
 - 3. Career Discovery: Exploring what it takes for Employment Success
 - a. Career Discovery Guide
 - b. Career Discovery Tools
 - c. Employment First Fact Sheet
 - 4. Soft Skills to Pay the Bills: Mastering Soft Skills for Workplace Success
 - a. Curriculum developed by the Office of Disability Employment Policy (ODEP) focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. Created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14 to 21 in both in-school and out-of-school environments. The basic structure of the program is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.

- 3. [DirectCourse](#) – DODD has a contract with DirectCourse to offer more than 130 hours of free, online training for Direct Service Providers - Here are some of the courses that are specific to Employment Specialists:
 - i. Supported Employment Overview Courses
 - a. Foundations of Employment Services (4 lessons)
 - 1. Evolution of Employment Services
 - 2. Values and Expectations of Work
 - 3. The Employment Services Professional
 - 4. Partners in Employment Services
 - b. Funding Employment Services (2 lessons)
 - 1. Where Funding comes From
 - 2. Social Security and Additional Funding Sources
 - c. Ticket to Work (1 lesson)
 - ii. Career Planning/Job Development Courses
 - a. Business Perspective (4 lessons)
 - 1. Serving the Employer Customer: Fostering Responsive, Timely and Business-Driven Customer Services
 - 2. Understanding and Using Labor Market information to meet workforce needs.
 - 3. Shifting Perspectives: The View of Business Customers on Hiring and Retaining Workers with Disabilities
 - 4. Building Strong Business Partnerships
 - b. Employment for People with Disabilities and Criminal Histories (2 lessons)
 - 1. Working with People with Disabilities and Criminal Histories
 - 2. Disclosing to employers and Accessing Supports
 - c. Job Creation (3 lessons)
 - 1. Using Job-Seeker Skills to Target Employers

- 2. Identifying Employers' Unmet Needs
- 3. Self-Employment
- d. Networking (2 lessons)
 - 1. The Hidden Market
 - 2. Elevator Pitches and Informational Interviewing
- e. Principles of Career Development (6 lessons)
 - 1. Everyone Can Work
 - 2. Person-Centered Career Planning
 - 3. Assisting with Barriers to Career Development
 - 4. Tools and Assessment Strategies for Career Discovery
 - 5. Using Conventional Approaches
 - 6. Earnings, Benefits, and Career Choice
- f. Strategies for Job Development Part 1 (4 lessons)
 - 1. Disclosure, Resumes and Interviewing
 - 2. Matching Job-Seeker Skills to Jobs
 - 3. Marketing Materials for Job Development
 - 4. Using Social Media to Market Job Seekers
- g. Strategies for Job Development Part 2 (4 lessons)
 - 1. Employer as the Customer
 - 2. Identifying Employer Needs
 - 3. Online Applications and Personality Tests
 - 4. Negotiating the Hire, including Accommodations
- h. Using Work Incentives to Increase Self-Sufficiency (6 lessons)
 - 1. Why Work? An overview of Work Incentives
 - 2. Proactive Planning: Staying on Track with Work Incentives
 - 3. Incentives for People receiving SSDI
 - 4. Key Incentives for people receiving SSI
 - 5. There's more to Benefits: Health Care and other Subsidies
 - 6. The PASS: Helping People with Disability Benefits Create Careers
- i. Employment Supports for People with Disabilities: Exploring Individual Preferences for Job Attainment (5 lessons)
 - 1. Applying, Interviewing and Making Accommodations for Work
 - 2. Identifying Individual Employment Preferences, Interests, Strengths and Support Needs
 - 3. Introduction
 - 4. Introduction to Employment Supports
 - 5. Job Opportunities and Job Searching
- iii. On-the-Job Supports/Job Coaching Courses
 - a. Supporting Jobs and Career in the Community (2 lessons)
 - 1. Employment Supports and Volunteering
 - 2. Successful Community Employment & Retention
 - b. Performance Coaching and Support Part 1 (5 lessons)
 - 1. The Role of the Job Coach Outside of the Workplace
 - 2. The Role of the Employer
 - 3. The First Days of Work and the Employment Support Plan
 - 4. Legal Rights at Work and Self-Advocacy
 - 5. Preparing for Emergencies in the Workplace
 - c. Performance Coaching and Support Part 2 (4 lessons)

1. The Role of the Job Coach in the Workplace
 2. Developing a plan to sustain employment and starting the job
 3. Supporting Employees' Learning Styles
 4. Developing a Task Analysis
4. [Association for Persons in Supported Employment \(APSE\)](#)
 - i. [APSE Online Learning: Supporting](#)
 - a. Live monthly webinars for those who want to support Employment First. Recorded library available, some free.
 - b. APSE Universal Competencies include information on best practices for job supports.
 - c. eLearning Course available for purchase
 1. Financial Literacy: Increasing your Knowledge to Take Charge of Your Finances: Designed for direct support professionals, individuals with disabilities and their families—offers four separate lessons that describe the options available to a person who receives SSI and for a person who receives SSDI. If the individual receives both, then the information in the lesson for people on SSI would be the one to explore. Viewers may be surprised to learn there are actually a number of options available to people who receive Social Security Disability benefits.
 - ii. [Certified Employment Professional Credential](#)
 - iii. [Pre-Approved Continuing Education Directory](#) – Directory of events and trainings that have been pre-approved for CE toward the Certified Employment Support Professional Recertification
5. [Training Resource Network \(TRN\)](#): TRN offers over a dozen on-demand certificate training of 2-4 hours on various topics, such as Person-Centered Planning, Task Analysis, Employment First and more. They also have visual resume templates, electronic employment planning forms and other resources. Available for purchase.
 6. [LEAD Center](#) has several live and recorded webinars and events that are geared towards employment and workforce development staff at the state and local level.
 7. [Virginia Commonwealth University's Rehabilitation Research and Training Center \(VCU-RRTC\)](#): Resources and training geared to advance evidence-based practices to increase the hiring and retention for individuals with disabilities. VCU-RRTC has several projects that provide research briefs, journal articles, resources and online training:
 - i. [Disability and Rehabilitation Research Project on Customized Employment](#): Project overall objective is to test the effectiveness of customized employment as an intervention to facilitate employment for youth with disabilities.
 - ii. [Employment of Persons with Intellectual and Developmental Disabilities](#): The project goal is to help reduce the continuing high levels of unemployment among people with intellectual and developmental disabilities.
 - iii. [Employment of Transition-age Youth with Disabilities](#): Project goal is to generate evidence-based interventions to assist youth to enter competitive integrated employment.

8. OCALI (Ohio Center for Autism and Low Incidence) resources:

- i. [What Works for Work: Evidence-Based Transition Practices and Predictors](#) – Users develop a foundational understanding of evidence-based practices as the first steps. This is accomplished by completing the recommended introductory session. However, there is no “correct” order to view the material. Some experienced users may choose to skip around and sample sessions out of order.
- ii. [Autism Internet Modules](#) – A set of free modules and courses on working with youth on the autism spectrum. When you View All Modules, you can filter to different categories, including “Autism in the Workplace.”
- iii. [Assistive Technology Internet Modules](#) – Technology can be crucial to building independence. Find various modules like “AT for Workplace Accommodations” or “AT Transitions” to find ways to incorporate technology into transition planning and services.

9. Office of Disability Employment Police (ODEP) resource: [Customized Employment](#)

10. [ACRE](#) (Association of Community Rehabilitation Educators) online resources