*Workforce  
Innovation   
Technical   
Assistance   
Center*

**year four Evaluation report**

**dECEMBER 27, 2019**

# WINTAC Burton Blatt Institute Syracuse University

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# Introduction

The Workforce Innovation Technical Assistance Center (WINTAC) provides training and technical assistance (TA) to State Vocational Rehabilitation Agencies (SVRAs) and related agencies and rehabilitation professionals and service providers to help them develop the skills and processes needed to meet the requirements of the Workforce Innovation and Opportunity Act (WIOA) in five key areas: (1) Pre-Employment Transition Services, (2) Section 511, (3) Competitive, Integrated Employment, (4) Integration of VR into the Workforce Development System, and (5) Common Performance Measures, along with “pilot” projects in Customized Employment, SARA, The Career Index Plus, Peer Mentoring and Apprenticeships.

This report summarizes progress achieved as of the end of the fourth quarter of the fourth year presenting data and findings that have emerged since the mid-year report. The Quarterly Update Spreadsheet records and quantifies progress and evaluation worksheets completed by TA Teams document the stories behind the data. The report focuses on the progress and impact of activities and outcomes as well as the evolution of WINTAC’s intensive technical assistance (TA) scope and the TA model itself.

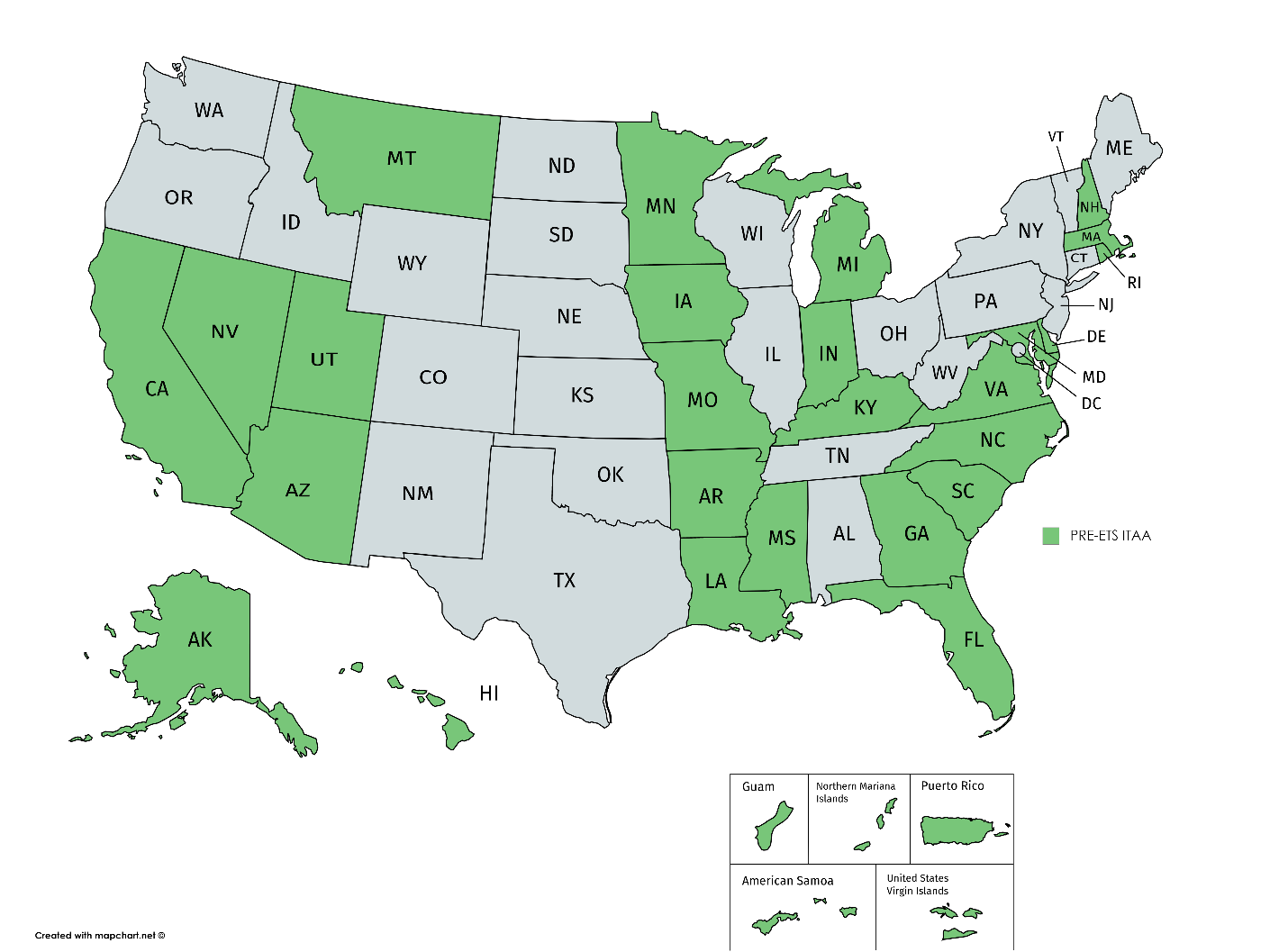
The below charts illustrate the progress of all intensive TA activities that have been articulated in agreements and logic models. Over half are completed, another 10% are 75-90% complete, and 24% more are well under way. With one year of TA remaining in this project, nearly two thirds of intensive TA activities are complete or nearing completion, with only 16% of activities not yet started. Outputs have corresponding levels of completion – not quite a 1:1 correspondence. Despite most ITAAs still being in a relatively “early” phase (under 4-5 years), the attainment of outcomes is impressive with half (51%) 75% or more complete. Details of this progress are discussed in the body of this report, with state-by-state data charted in Appendix A.

***Service and Systems Impact*** Across the varied subject matter areas, the nature of impact evidencing itself continues to relate to substantial systems change including changes to operating structures, policies, procedures, and mechanisms for interaction with partners, clients, and information systems. In addition, the impacts reported here begin to trend more toward strengthening state systems’ capacities to measure, expand on and sustain achieved gains heading into Year Five. There is even more compelling evidence that agencies are no longer operating in isolation. Clients are receiving services at earlier points in time and benefitting from longer and more seamless follow-up when served by more than one agency, with greater expertise and resources being shared to achieve client goals.

The report also looks at the impact of new or changing needs and resources in the VR community on the scope of WINTAC’s technical assistance and the TA delivery model itself. Topic areas have been added to WINTAC’s scope of work, or subdivided to create new areas or pilot projects that have taken on lives of their own. The TA model has evolved to address more serious and complex issues that require skilled, nimble and nuanced responses. WINTAC’s creativity and experience in TA design, structure, financing, delivery and evaluation have contributed new principles, practices and tools to the technical assistance field in general; for example, elevating collaboration to an art form, changing the traditional relationship between TA/training provider and recipient (not to mention between TA provider and funder), and driving the national conversation on ways to move the needle on long-standing challenges in the workforce system.

Area-by-area highlights of progress and impacts are captured in the following chapters.

# Pre -Employment Transition Services



## Pre-ETS – ITA Logic Model

|  |  |
| --- | --- |
| Activity | Output |
| 1. Review existing documentation, policies, procedures and internal controls for Pre-ETS, including the tracking and reporting of Pre-ETS | 1. Documented feedback on documentation, policies, procedures and internal controls for Pre-ETS, including the tracking and reporting of Pre-ETS |
| 1. Assist in the development of new or revised policies and procedures and internal controls for Pre-ETS including the expenditures, tracking and reporting of Pre-ETS | 1. Draft of new and/or revised policies and procedures and internal controls for Pre-ETS |
| 1. Review existing expenditures allocated to the reserved funds and determine if they are allowable costs | 1. Documented feedback on allowable expenditures |
| 1. Assist the agency in the development of processes and internal controls for accurate financial reporting of Pre-ETS | 1. Draft of written processes and internal controls provided to the agency |
| 1. Review current interagency agreement between VR and SEA that encompasses the required elements in WIOA | 1. Documented feedback on interagency agreement |
| 1. Assist in the development of an updated interagency agreement between VR and SEA that encompasses the required elements in WIOA to use as a model for LEA agreements | 1. Draft updated agreement with recommendations |
| 1. Assist agency in demonstrating that they have met the requirement for the provision of pre-employment transition services required and coordination activities before assigning authorized services to reserved funds | 1. Completion of RSA approved model of movement from required to authorized activities |
| 1. Provide training to VR staff regarding Pre-ETS and S. 113 of the Act as amended by WIOA | 1. The number of individuals that complete the training(s). |
| 1. Provide training to VR staff regarding Agency’s updated policies and procedures related to Pre-ETS | 1. The number of individuals that complete the training(s). |
| 1. Assist in the development of a strategy to explore and expand Pre-ETS service delivery including possible electronic/online options and modalities | 1. Disseminate Explore-Work.com to agency |
| **Short-Term Outcomes**   * There will be an increase in the number of students with disabilities that receive at least one of the five required services from year to year. * The agency will completely and accurately report on the expenditure of the 15% reserve * The VR program will increase the allocation of Pre-ETS expenditures towards the minimum 15% reserve until it is fully expended * Improved interagency coordination and collaboration regarding pre-employment transition services at a state-level (systems change) | |

## Pre-ETS: ACTIVITIES & OUTPUTS PROGRESS DASHBOARDS

Most activities are complete (60%) or moving to completion (9%). Below, thermometers demonstrate the level of completion for the different activities and outputs as defined in the logic model. A handful of idiosyncratic activities in the ITAAs not listed in logic models are captured together in their own thermometer.

**Activity 1**: Review existing documentation, policies, procedures, and internal controls for Pre-ETS, including the tracking and reporting of Pre-ETS.

**Output A**: Documented feedback.

**Activity 2**: Assist in the development of new or revised policies and procedures and internal controls for Pre-ETS including the expenditures, tracking and reporting of Pre-ETS.

**Output B**: Draft of new/revised policies, procedures, internal controls for Pre-ETS.

**Activity 3**: Review existing expenditures allocated to the reserved funds and determine if they are allowable costs.

**Output C**: Documented feedback on allowable expenditures.

**Activity 4**: Assist the agency in the development of processes and internal controls for accurate financial reporting of Pre-ETS.

**Output D**: Draft of written processes and internal controls provided to the agency.

**Activity 5**: Review current interagency agreement between VR and SEA that encompasses the required elements in WIOA.

**Outupt E**: Documented feedback on interagency agreement.

**Activity 6**: Assist in the development of an updated interagency agreement between VR and SEA that encompasses the required elements in WIOA to use as a model for LEA agreements.

**Ouptut F**: Draft updated agreement with recommendations.

**Activity 7**: Assist agency in demonstrating that they have met the requirement for the provision of pre-employment transition services required and coordination activities before assigning authorized services to reserved funds.

**Output G**: Completion of RSA approved model of movement from required to authorized activities.

**Activity 8**: Provide training to VR staff regarding Pre-ETS and S. 113 of the Act as amended by WIOA.

**Output H**: The number of individuals that complete the training(s).

**Activity 9**: Provide training to VR staff regarding Agency’s updated policies and procedures related to Pre-ETS.

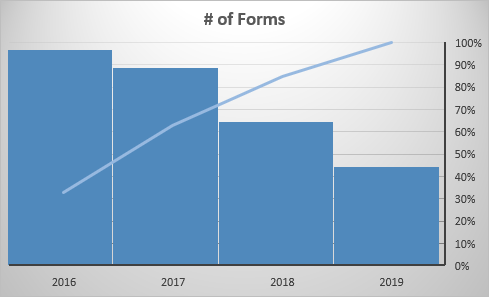
**Output I**: The number of individuals that complete the training(s).

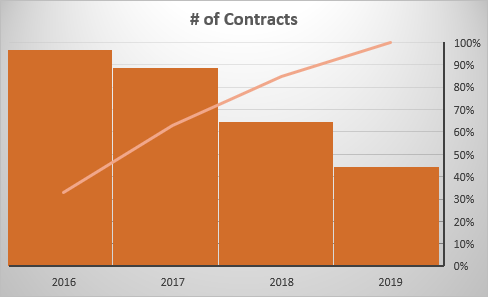
**Activity 10**: Assist in the development of a strategy to explore and expand Pre-ETS service delivery including possible electronic/online options and modalities.

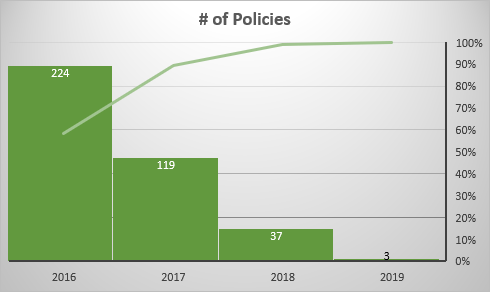
**Output J**: Disseminate Explore-Work.com to agency.

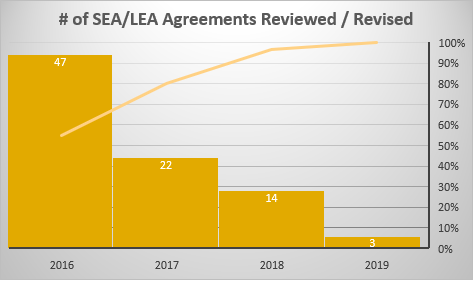
**Activities Unique:** In each state, there are unique activities not reflected in the logic model. For Pre-ETS, examples include outreach to blind and visually impaired populations, assistance with work-based learning programs, and a transition coordination institute.

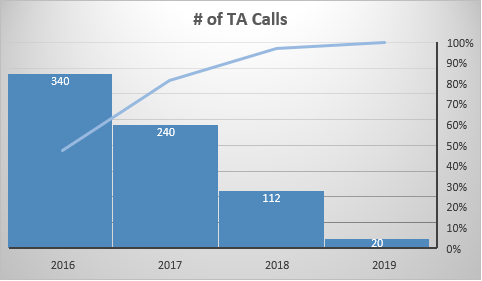
The following charts present the amount of technical assistance activities and outputs across both targeted and intensive categories. They present the TA provided by year when according to when the ITAA was signed (or the relationship with the state began) and by “type” of TA, according to whether the state has a formal ITAA in place or not. The columns represent the “amount” by year, while the line represents the cumulative amount over time. The need for TA in Pre-ETS has clearly been significant and the volume of measurable work and measurable results is nothing short of impressive. These outputs represent systems changes that are embodied in the policies and procedures of the agency and will go on to have lasting impact on client experiences, and ultimately, outcomes.

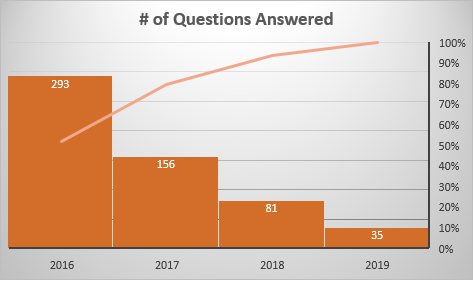


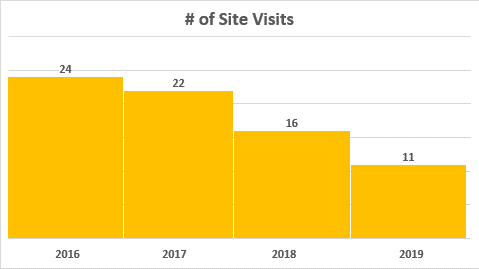


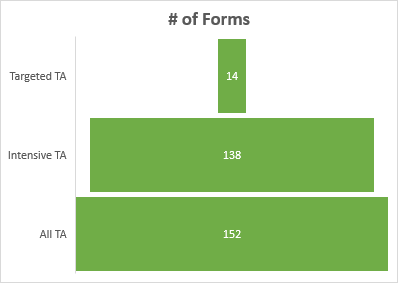
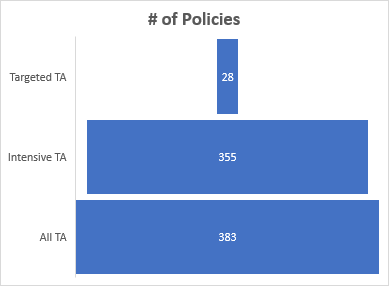
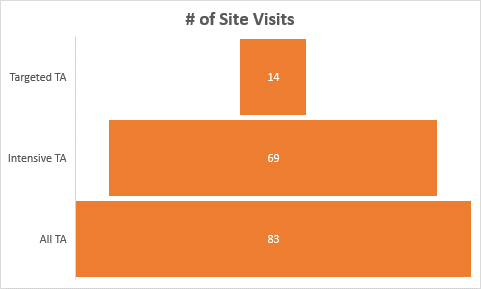
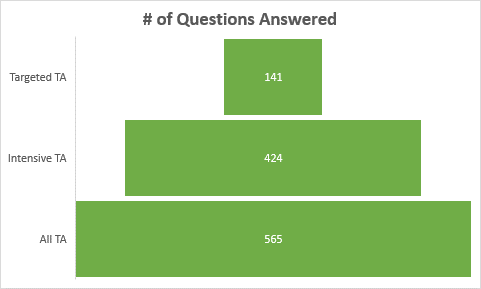
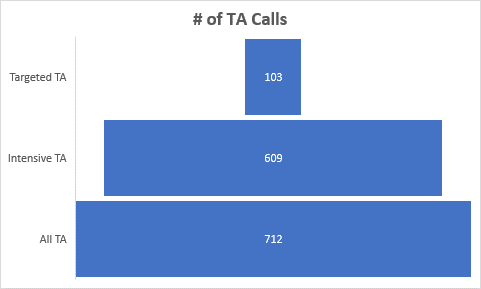
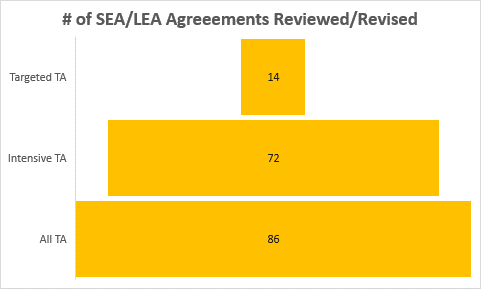
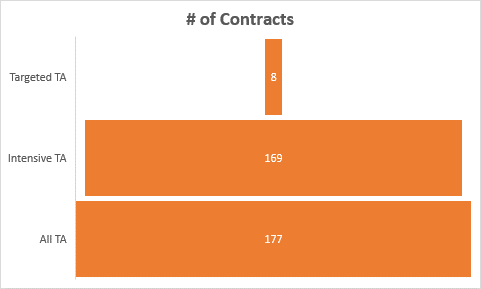










## Pre-ETS: OUTCOMES PROGRESS DASHBOARDS

Speedometer Graphic Depicting Pre-ETS Outcomes Progress:  
Overall Average 63% Complete.  
17% of outcomes have not started. 
9% of outcomes are 25% complete. 
17% of outcomes are 50% complete.
17% of outcomes are 75% complete. 
3% of outcomes are 90% complete. 
36% of outcomes are 100 complete.

This chart shows over half of outcomes 75% or more complete, with less than one-fifth not yet started. Below, a Year 4, Quarter 4 snapshot of those outcomes in measurable terms is presented.

**Key Outcomes: Year 4 Quarter 4 Snapshot:**

infographic showing the outcome the number of students that are recorded as having received on of the five required services

## Pre-ETS ITAs: RESOURCES

Available on the WINTAC website, the Pre-ETS team has developed a number of resources to support TA and training and provide guidance to SVRAs as they meet their requirements for Pre-ETS under WIOA:

* [**Registered Apprenticeship Training RSA-911 Reporting**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/Registered-Apprenticeships-RSA911-Tracking-Final-cn2.pdf)  
  The WINTAC has developed a resource, [Registered Apprenticeship Training](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/Registered-Apprenticeships-RSA911-Tracking-Final-cn2.pdf), to assist State VR Agencies in accurately reporting Registered Apprenticeship Trainings in the RSA-911. This [guide](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/Registered-Apprenticeships-RSA911-Tracking-Final-cn2.pdf) includes information related to training service documentation, WIOA performance reporting and the RSA-911 Data Elements associated.
* [**Toolkit for Career Pathways**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/CP-checklist_CN_FINAL_2.pdf) This toolkit has been developed by the WINTAC as a resource to assist State VR Agencies in utilizing a career pathways framework for IPE development, strengthening common performance measures, and enhancing positive employment outcomes. This [checklist](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/CP-checklist_CN_FINAL_2.pdf) includes information related to utilizing pre-employment transition services as a first step in the career pathways process.
* [**Work Based Learning Measures Series**](https://ccrscenter.org/technical-assistance-networks/professional-learning-modules/work-based-learning-measures-series)available through The College and Career Readiness and Success Center A resource on measuring student learning while participating in work-based learning experiences
* [**WIOA Performance Indicators - IDEA Part B Transition Performance Indicator Crosswalk**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_PreETS/WIOA-IDEA_Indicator_Visual_Accessible.pdf)
* [**WIOA-IDEA - Perkins V Indicator Crosswalk**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta01-pre-ets/WIOA-IDEA-Perkins-Indicators-WINTAC19-1122.pdf)
* [**CRP Guidebook**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/crp-guidebook)**: This guide, developed by WINTAC and Transcen Inc., provides strategies for CRP’s to collaborate with SVRA’s on effective provision of Pre-ETS**
* **Presentations at CSAVR and NCSAB:**
  + [**On the Right Track: Tracking and Reporting Pre-Employment Transition Services**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_PreETS/CSAVR-Fall-2017-Pre-ETS-Tracking-and-Reporting-Outline-PPT.pptx)
* [**Pre-Employment Transition Services Implementation Checklist**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/pre-ets-implementation-checklist)
* [**Time Allocation Guide for Pre-Employment Transition Services**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/time-allocation-guide-pre-employment-transition-services)
* [**Process for determining if the agency can move from required pre-employment transition services to authorized activities**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/process-determining-if-agency-can-move-required-pre-employment-transition-services-authorized-activities)
* [**New: Review Instrument - Formal Interagency Agreements**](https://www2.ed.gov/policy/speced/guid/rsa/supporting/dear-director-letter-formal-interagency-agreements-between-state-vr-agencies-and-seas-07-15-2019.pdf) The U.S Department of Education’s Office of Special Education and Rehabilitative Services (OSERS), has provided states with a review instrument for the formal interagency agreement between SEAs and VR agencies, as required by Section 101(a)(11)(D) of the Rehabilitation Act of 1973, as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA), and 34 C.F.R. § 361.22(b). This [review instrument](https://www2.ed.gov/policy/speced/guid/rsa/supporting/dear-director-letter-formal-interagency-agreements-between-state-vr-agencies-and-seas-07-15-2019.pdf) offers strategies and resources to increase collaboration between the State and local agencies under these two programs, as well as program providers, so they may more effectively serve students and youth with disabilities.
* [**Updated 07/10/17: WINTAC-NTACT-Interagency Agreement Toolkit Guide**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/toolkit-guide)
* [**New: Introduction To Formal Interagency Agreement Toolkit**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/introduction-formal-interagency-agreement-toolkit)
* [**New: Discussion Prompts-Interagency Agreement Local Level**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/discussion-prompts-interagency-agreement-local-level)
* [**New: Discussion Prompts-Interagency Agreement State Level**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/discussion-prompts-interagency-agreement-state-level)
* [**New: Rehab Act and IDEA regs for Interagency Agreement**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/rehab-act-and-idea-regs-interagency-agreement)
* [**New: Interagency Agreement Language Examples**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/interagency-agreement-language-examples)
* **Pacer Resources**
  + **Check out Pacer's resource on**[**Free and low cost mobile apps**](https://www.pacer.org/transition/resource-library/publications/NPC-62.pdf)**available to support students with disabilities.**
  + [**“Mental Health, Anxiety and Vision Loss”**](https://www.pacer.org/about/programs/ssb/mental-health-and-vision-loss.asp)
  + [**“Preparing Youth with Vision Loss for Careers and Success: What Parents Can Do”**](https://www.pacer.org/about/programs/ssb/transition-to-employment.asp)
  + [**“Disability Laws and Rights: What Youth with Vision Loss Need to Know”**](https://www.pacer.org/about/programs/ssb/disability-laws-and-rights.asp)
* **Resources for the Required Pre-ETS Activities  
  These resources are intended to provide transition planning programming support for students and youth with disabilities. They can be used by vr professionals, educators, service providers, family members and individuals with disabilities.**
  + [**Job exploration counseling**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/resources-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**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/resources-work-based-learning-experiences)
  + [**Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/resources-counseling-comprehensive-transition-or-pse-programs)
  + [**Workplace readiness training to develop social skills and independent living**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/resources-workplace-readiness-training)
  + [**Instruction in self-advocacy**](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/resources-instruction-self-advocacy)
* **RSA presentation from the 2016 CSAVR conference:**
  + [**Overview and Discussion of Federal Regulations on Transition Services and Pre-Employment Transition Services**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_PreETS/csavr-2016-transition-services-and-pre-employment.pdf)
  + [**Overview and Discussion of Federal Fiscal Regulations, including fiscal accountability for pre-employment transition services**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_PreETS/csavr-2016-fiscal-regulations-1.pdf)
* **Federal Resources & Information**
  + [**Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities**](https://sites.ed.gov/idea/files/increasing-postsecondary-opportunities-and-success-09-17-2019.pdf)
  + [**RSA Technical Assistance Circular (TAC) 18-02 titled "Submission Procedures for Prior Written Approval Requests under the State Vocational Rehabilitation (VR) Services Program."**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_PreETS/tac-18-02.pdf)
  + [**Technical Assistance Audio Program on Pre-Employment Transition Services Expenditures**](https://ncrtm.ed.gov/SearchResults.aspx?st=audio+program)
  + [**A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities**](https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-may-2017.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)
  + [**Auxiliary Aids and Services for Students with Disabilities In the Provision of Pre-Employment Transition Services**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_PreETS/AuxiliaryAids_and_Services_for_Students_with_Disabilities_In_the_Provision_of_Pre-EmploymentTransitionServices.docx)
  + [**What to Know About Work-Based Learning Experiences for Students and Youth with Disabilities**](http://www2.ed.gov/about/offices/list/osers/transition/products/fpt-fact-sheet--work-based-eperiences--11-5-15.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)
  + [**What to Know About Transition Services for Students and Youth with Disabilities**](http://www2.ed.gov/about/offices/list/osers/transition/products/fpt-fact-sheet-transitionservices-swd-ywd-3-9-2016.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)
  + [**The 2020 Youth Transition Plan: A federal Interagency Strategy**](http://www.dol.gov/odep/pdf/20150302-FPT.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)
  + [**RSA: Period of Performance for Formula Grant Awards FAQs**](https://www2.ed.gov/about/offices/list/osers/rsa/formula-period-of-performance-faqs.html)
  + [**PD-16-04 - "Revision of Policy Directive (PD) 14-01 instructions for the completion of the Case Service Report (RSA-911) for the State Vocational Rehabilitation Services Program and the State Supported Employment Services Program"**](https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/pd-16-04.pdf)
  + [**Guidelines: Supporting Documentation for Case Service Report (RSA-911)  
    Revised June 14, 2017 (PDF, 1MB)**](https://www2.ed.gov/rschstat/eval/rehab/supporting-documentation-for-case-service-report.pdf)
  + [**TAC-17-01 - "Performance Accountability Guidance for Workforce Innovation and Opportunity Act Title I, Title II, Title III and Title IV Core Programs"**](https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/tac-17-01.pdf)
  + [**RSA Webinar on New FY 2015 GAN Attachment for Pre-Employment Transition Services, Supported Employment, and Maintenance of Effort**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_PreETS/newfy2015ganattachments100714-PreETS-SE.pptx)
  + [**Transcript for RSA Webinar on New FY 2015 GAN Attachments for Pre-ETS, Supported Employment, and Maintenance of Effort**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_PreETS/Transcript-RSA-GAN-Attachments-PreETS-SE.docx)
* **The Department of Labor's has the following e-laws resources regarding the Fair Labor Standards act and volunteers and school to work designations.**
  + [**elaws - Fair Labor Standards Act Advisor: Volunteers**](http://webapps.dol.gov/elaws/whd/flsa/docs/volunteers.asp)
  + [**elaws - Fair Labor Standards Act Advisor: School-to-Work**](http://webapps.dol.gov/elaws/whd/flsa/scope/ee15astw.asp)
  + [**elaws - Fair Labor Standards Act Advisor: Trainees**](https://webapps.dol.gov/elaws/whd/flsa/docs/trainees.asp)
* **The Department of Labor, Wage and Hour Division (WHD) has the following Fact Sheets regarding the Fair Labor Standards Act:**
  + [**#71: Internship Programs Under The Fair Labor Standards Act**](https://www.dol.gov/whd/regs/compliance/whdfs71.htm)
  + **This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).****National Technical Assistance Centers Focused on Youth, Disability, and Transition**
* [**JYTAC Snapshot**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_PreETS/JYTAC_Snapshot.docx)

* **[Introduction of External Websites](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/introduction-external-websites" \t "_blank)**

## Pre-ETS ITAs: PROGRESS NARRATIVE

### National Lens

The Workforce Innovation and Opportunities Act (WIOA) requires states to reserve 15 percent of their Vocational Rehabilitation federal funds to provide pre-employment transition services (Pre-ETS) to students with disabilities, in a recognition that services will facilitate meaningful opportunities to obtain training and supports which ultimately facilitate employment (GAO, 2018). WINTAC’s Pre-ETS team provides intensive technical assistance (TA) to state vocational rehabilitation agencies (SVRA) as they comply with WIOA regulations governing the implementation of Pre-ETS related mandates issued by the Rehabilitation Services Administration (RSA).

Reviews of Pre-ETS implementation provide insight into how SVRAs and partners are working towards effective models of service delivery to improve transition and employment outcomes, and how their early experiences shaped WINTAC’s TA approach. In 2016, the National Council on Disability conducted a survey with follow-up interviews of SVRAs and TA providers to examine Pre-ETS service delivery two and a half years after WIOA (NCD, 2017). As might be expected at such an early stage of implementation with regulations and guidance still being issued, agencies were experiencing challenges with requirements pertaining to the 15 percent reserve rules, allowable costs, and tracking services (NCD). In addition, partnerships between SVRAs and education entities to support effective implementation were still being formalized to facilitate needed access to information, and when applicable, parental involvement and consent (NCD). Similar findings from SVRA surveys and interviews in 2017 by the Government Accountability Office (GAO) showed states working on spending their 15 percent reserve but needing further guidance on allowable costs and interagency agreements, and looking for examples of best practices.

At the same time, successful partnership examples were emerging. In a presentation at the Office of Special Education Program’s Leadership Conference, TA centers supporting SVRAs (including WINTAC) presented examples of interagency collaboration between SVRAs and state and local education agencies to provide Pre-ETS (Haley, Unruh, & Johnson, 2017). They found one state implemented agreements with common terminology which facilitated uniformity and consistency in language, but not necessarily the improved communication required for consistent mutual understanding or implementation. In another state cross-agency leadership teams facilitated shared understanding, goals, and plans. Other states were developing curricula, policies, procedures, resource guides, and creating formal referral mechanisms for Pre-ETS.

Studies of the emerging landscape of Pre-ETS from the perspective of particular stakeholders demonstrated that extending SVRA partnerships to qualify services as PreETS is one successful way to meet program goals. Pollard, Traugott, Thelin, and Grigal (2018) examined Pre-ETS provision involving collaboration with higher education settings – specifically Transition and Postsecondary Programs for Students with Intelllectual Disabilities (TPSIDs), which are demonstration projects that receive initial funding from the U.S. Department of Education, but look to additional sources of funding for sustainability. They found 22 TPSIDs partnering with SVRAs, 119 dually enrolled students who received Pre-ETS, resulting in 51% of those students being employed and 41% in career development.

In 2016 and 2017 Luecking and Fabian (2019) conducted a national survey and follow-up interviews after WIOA’s passage but prior to regulations being fully implemented, similar to the GAO and NCD, directly surveying VR Counselors (VRCs) to understand their perspectives. VRCs reported improved relationships with schools, increased outreach to families, earlier engagement with youth, and increased invitations to join IEP meetings. They also noted some challenges, including increased reporting requirements, larger caseloads, inadequate community provider resources, and the perennial challenge of transportation. In terms of specific services, most respondents noted directly providing post-secondary and job exploration counseling, but contracting out work readiness training and work-based learning. Local challenges affecting service delivery also included being in order of selection, having a large rural population, and reliance on large national providers for Pre-ETS (e.g., Project Search). Strategies were already being implemented to manage some of these common issues, including creating specialized caseloads or roles of transition counselors, adapting existing transition partnerships, collocating programs for seamless access, and “creative” transportation solutions such as ride-sharing programs or stipends. Luecking and Fabian conclude that existing positive relationships and addition of specialized roles to meet increased demands facilitated meeting requirements more easily, that resource and community challenges such as transportation and capacity were differentiators between rural and urban settings and that use of Pre-ETS as a pathway to VR was emerging.

### WINTAC Lens

Pre-ETS is one of WINTAC’s most in-demand subject areas for which all levels of technical assistance is requested, as demonstrated by the high number (36) of formal intensive technical assistance agreements (ITAAs) in place (4 more than mid-year 4). These ITAAs draw from a menu of activities identified in the logic model, which each have an associated output and contribute to a set of defined short-term outcomes expected to be achieved within this funding cycle.

***TA Progress.*** Across the topic area of Pre-ETS (first dashboard), we see that the majority of activities (69%) are nearing or have reached completion (representing a completion rate of 75% or more). Below the average activity progress bar, using “thermometer charts,” the progress rate is broken out by specific activity with the linked outputs’ progress rates provided side-by-side. For the most part, we see a one-to-one correspondence between the rate of completion for an activity and its associated output, but in a few cases, we see fewer completed outputs than activities. This is true for activities two, five, and six to a slight degree – activities which represent developing policies and agreements and may be delayed due to engagement of multiple parties inside and outside the agency, such as partner organizations or agency and state leadership.

The first set of “thermometer” charts demonstrate the success of the Pre-ETS team in making significant headway with most of their activities and outputs. These include activities related to reviewing existing policies and procedures related to tracking and reporting expenses, reviewing past expenditures, training staff on WIOA requirements for Pre-ETS, establishing an RSA-approved model for Pre-ETS spending, and supporting partnerships and agreements with LEAs and SEAs. Activities 4, 9, and 10 (and linked outputs) show the lowest “temperatures,” reflecting slower progress. Activities 4 and 9 correspond to internal controls and training regarding agency protocols and are activities that must necessarily come after policies are reviewed, revised, and approved. Activity 10 is the Pre-ETS team’s engagement with Peer Mentoring Pilots and is a more recent development. As such, it is not surprising to find these activities at earlier stages of completion.

In a comprehensive accounting of all Pre-ETS activities for Year 4 (including Targeted TA), the Pre-ETS team tabulated the services they’ve provided to all states across four years in terms of the number of: policies, forms, contracts, SEA/LEA agreements, TA calls, questions answered, and site visits. This data is reflected in the bar charts and funnel charts presented above. As expected, reviewing forms and contracts started earlier on; a trend also seen with the review and revision of SEA/LEA agreements, TA calls, and questions. The need for site visits has been more consistent over the years. The line above the bars demonstrates the cumulative total of activity as the years progress, demonstrating the high rate of activity by the Pre-ETS team over the years. Across categories, the bulk of services was provided to states with ITAAs, with a fair amount of TA calls and questions answered for “Targeted” states.

***Challenges Overcome.*** As with much of WIOA, the Pre-ETS area required SVRAs to implement new internal systems for tracking and reporting data related to performance and to provide new types of services. These requirements meant SVRAs had to implement all new processes, train (and often hire new) staff, originate or renegotiate partnership agreements, and conduct rigorous outreach to newly defined eligible customers. The Pre-ETS team successfully developed template agreements, processes, materials, and trainings and worked intensively one-on-one with each state to customize the TA approach and templates. This involved reviewing and revising hundreds of policies (383), forms, 152) contracts (177), and agreements with partners (86) and conducting hundreds of TA calls (712), site visits (83), and answering individual questions from SVRAs (565) – both targeted and intensive states.

Other challenges included those common across the VR system nationally: administrative and staff turnover and in many states, significant restructuring of agencies including and up to combining general agencies and agencies for the blind. In states where agencies were still separate, but both were in need of Pre-ETS assistance, the team was consistently able to overcome long-standing barriers to collaboration and bring parties together to achieve mutual and synergistic benefits to each. This relationship building in other states could also involve bringing fiscal and data sides of organizations together, or VR and Education or other state parties.

Island territories were affected by hurricanes which impacted their progress and compounded other particularized challenges they face such as general lack of resources and employment opportunities in their remote locations and/or language barriers when interpreting federal guidance. And, across many states, antiquated or inadequate case management systems were not able to track data as required and needed significant updating or complete shifts to new systems. Handling these challenges required significant, intense, and highly customized and specialized TA by the Pre-ETS team, often outside the specific areas articulated in the ITAAs.

Similarly, the need to start delivering a high volume of new services meant restructuring and developing anew a set of relationships with third-party entities old and new and setting reasonable expectations and rates – another area not articulated in the language of ITAAs per se, but needed in many states. It may be an activity worth including in future versions of the logic model/menu for ITAAs.

***Impact****.* The assistance of the Pre-ETS team has systemically changed youth services through intensive work with 36 SVRAs and targeted assistance to 37 other SVRAs. Dedicated funds are being spent on specific, qualifying training and services for eligible youth as they transition between secondary and post-secondary life and begin education and career shifts that will set them on a path to success. Collaborations with state and local education agencies are being originated and/or revised substantially to ensure definition and separation of roles and responsibilities and accurate tracking of expenses. In some cases interagency council meetings and data sharing agreements that include Education and VR are being established as well, ensuring ongoing partnership and collaborations over time. These developments are systems changes which directly impact SVRA customers – in this case, students with disabilities. The infographic on the outcomes dashboard page provides a quarter four snapshot of students served overall, receiving at least one Pre-ETS service, potentially eligible for services, and who applied for VR services. Although the numbers are impressive, they currently lack context in terms of change over time and percentage of students overall.

Because of requirements to track spending on new Pre-ETS services and the numbers of students served and potentially eligible for services, fiscal analyses of cost for services or per student, and return-on-investment/cost-benefit analyses are possible. As all states move towards improved and accurate spending and reporting and students complete transitions after receiving services, these enhanced analyses will make clear the full extent of impact locally and any national trends. Some agencies have already begun to work with the CPM team to understand how to make connections between services agencies are providing and outcomes they are reporting.

Impacts have been made systemically to support the interpretation and application of Pre-ETS by the TA Team in collaboration with RSA as the Team works with states to implement mandates and contradictory or unexpected obstacles are encountered. The subject matter expertise of the TA Team and their ability to understand ground-level details and its connection to tree-top level regulatory intent is considerable and directly meaningful: “*Upon completion of the review, RSA provided additional guidance that clarified the importance of how states project funds remaining for authorized, their supporting documentation for showing how they are making the services available to swd who need them, and that this was not a fiscal forecast but a “set-aside determination”. With this additional clarifying guidance from RSA, the Pre-ETS team worked very closely with NC regarding changes in determining which students needed Pre-ETS services, and recommended North Carolina strengthen their written processes to reflect how they will reasonably identify the number of students with disabilities that either want, need, or are already receiving the required Pre-ETS services, so that they can then move from required to authorized activities, if they have funds remaining. As a result of this guidance,* ***the WINTAC Pre-ETS team also worked with RSA to issue clarifying guidance for all states regarding this type of methodology; and began working diligently with NC to review and revise their existing methodology****. Since it is much easier for the blind agency to get to the authorized, it is conceivable that the blind agency might be able to get to the authorized however the general agency may not be able to when using a combined forecast in looking at the cost per student. Therefore,* ***we recommended considering developing two separate set aside determinations, and the Pre-ETS team suggested once finalized they then submit to their RSA liaison for review****. This was a very intensive and impactful activity.”*

*Counseling on psed options has taught many clients about the support services provided at colleges and universities. They did not know these were available until they attended pre-ets classes. Students who participate in pre-ETS now have a solid direction/plan when they exit high school. They feel pre-ETS help students “connect the dots” for post-high school planning. Counselors reported that they are seeing students who were on a Special Education Certificate track enroll in adult education courses after high school and work towards obtaining their high GED or equivalency.*

*We have always worked with kids but the difference now is that bc we are working with students earlier, whether it is Pre-ETS or another VR service, we are able to start addressing their goals and subsequently their individual needs so much earlier because we can begin work experiences much sooner****, and the teachers love being able to partner on ideas.*** *[emphasis added]*

***[State contact] has stated it is hard to put into words but for her the biggest impact has been our encouragement, our support, and our guidance/feedback of all of their documents and policies and procedures. Wintac has been her team in successfully implementing all of these changes as a result of WIOA. [Context: State Administrator has been disengaged internally and with TA Team. Implementation falls to state contact.]***

*Pre-ETS team has always been there for us - a support for us not only in the big picture, but also give feedback on the little things we were doing - having someone review our work and support always available to us and the support provided was so good to share our questions and concerns and then share that information with staff with a level of confidence we would not have had without WINTAC. Support down to the little details has been really helpful.*

*Working with the students earlier has raised expectations for families, students themselves, vr counselors, and the school staff in ways we have never seen before. Because we are working with the kids earlier, they are identifying solutions to potential barriers much sooner, which opens up many more career options then would have ever been discussed before, especially prior to hs graduation.*

*The relationships we built ha[ve] gotten us through all of these issues - our communication with the schools are totally different now and true partners now - it was all surface level before-two separate systems that hung out ever[y] once in awhile and [are] now really in it together.*

*[State] ha[s] updated over 114 Third Party Cooperative Arrangements and provided training to those TPCAs regarding service delivery updates, reporting procedures and allowable costs to be charged and supporting documentation requirements.*

*Increasing number of swd applying for vr and they are getting pulled off the waiting list right when they graduate hs! If it wasn’t for pre-ets they would have just been sitting there! All of that upfront work has been done - rapid engagement now with vr!*

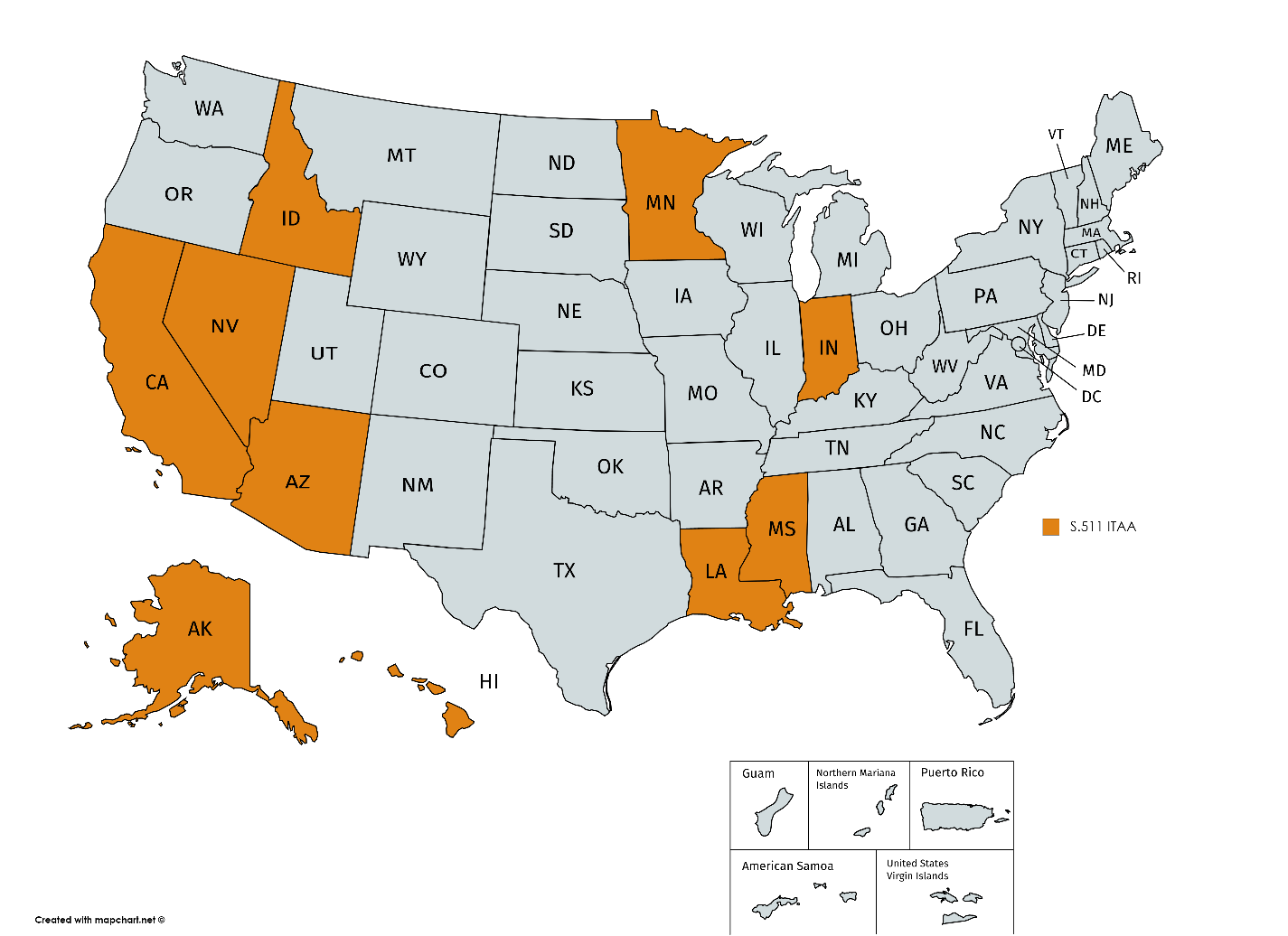
*“With this meeting, I am re-thinking the structure of the whole agency”.*

*Students are developing a “solid” vocational goal due to the pre-ets classes and their participation in summer internships. The Summer Transition Camps for students who are deaf is a great time to provide pre-ETS services to students. This resolves the issue of having to pull students out of class during the school year to attend pre-ETS.*

***Evaluation Recommendations.*** As seen in the dashboards, the Pre-ETS team has made considerable progress in initiating and completing key activities to ensure agencies come into compliance with the Pre-ETS related mandates of WIOA. State VR agencies are serving students, tracking and reporting expenses, and collaborating with Departments of Education to eliminate gaps in service and reach all students. As we move into Year 5, the data being provided by states will benefit from context. In terms of students served in various reported categories (e.g., receiving at least one Pre-ETS, potentially eligible, applying for services), total numbers and trends over time will facilitate understanding the significant changes taking place. In terms of dollars expended, understanding the increase over time relative to states without ITAs (or even targeted TA interaction) in addition to as a function of the state’s overall budget, expenditures, and population of youth with disabilities will also provide needed context. As noted earlier, further analyses can also break down cost per student and cost per outcome with continued effective tracking of costs and sharing of data. In some cases, it seems the TA Team is able to access this information and presents it in narratives. The TA Team has identified the potential in additional data collection as time proceeds and further outcomes will become evident, including for example measurable skills gains, credential attainment, CIE outcomes – and we agree! One challenge sometimes noted is that case management systems or agencies are not set up to collect this data. As it relates specifically to the intended impact of WIOA and Pre-ETS mandates, it is of national interest to consistently have agencies track and report this data. Similarly, it is noted that some youth being served are of age ranges or in categories of service that do not fall into that which requires reporting. Therefore, their long-term trajectories may not always be considered or “counted” unless they continue in services. It would be worthwhile to expand tracking those receiving all services to understand impacts comprehensively.

In addition to contextualizing the services provided and their costs based on expenditures, the systems changes and impacts can continue to be explored. What are the types of Pre-ETS services being provided by the states across the nation? Are these services effectively reaching underserved populations? What are the barriers to outreach and services and what promising or innovative approaches are agencies using to remove those barriers? What services or characteristics predict ongoing student engagement with VR and application for services? And fundamentally, as time passes: what are the outcomes of students receiving Pre-ETS? In some states, the TA Team noted that as more students receive services, more and more funds are expended and less may be available for adult services – nationally, this should be examined. This challenge was noted thusly in one case: *“Right now, they are spending more than their 15% and are looking at how they may be able to take another look at how they are making pre-ets available to ensure that the model they are using is sustainable to their program. They have been operating under an OOS for more than 20 years and with the reservation requirement, their wait list continues to grow. As they continue to serve more students every year, their expenditures for pre-ets continues to grow. They are concerned that there are less resources for adults with disabilities as a result. Since you cannot limit access to potentially eligible students for pre-ets once you expend the 15%, there is no way to ensure sufficient funds are available to all other eligible individuals to be served.”*

# Section 511



## Section 511 – ITA Logic Model

| Activity | Output |
| --- | --- |
| 1. Identify the number of individuals employed in subminimum wage employment (SMW) by employer or CRP in the State. | 1. A complete list of individuals working in a given State by CRP. |
| 1. Assist the VR program to understand their responsibilities under Section 511. | 1. A strategic plan to identify an effective and efficient response to Section 511. |
| 1. Assist the VR program to understand their responsibilities to youth prior to them entering into SMW. | 1. Number of youth receiving required services, information and documentation prior to entering SMW. |
| 1. Assist the VR program to identify ways to provide career counseling, and information and referral to the individuals entering in, or currently in SMW. | 1. Percent of individuals entering into, or currently in SMW that receive CC&I&R. |
| 1. Assist the VR program to develop policies and procedures that will ensure they are compliant with all of the requirements of Section 511. | 1. Completed policies and procedures that address documentation requirements of Section 511. |
| 1. Assist the VR program to develop documentation processes that include completion of Pre-ETS, receipt of transition services, CC&I&R and self-advocacy training opportunities. |
| 1. Assist in the development of career counseling, and information and referral services to be provided to youth and adults prior to entering into SMW jobs, and those currently employed in SMW jobs at the prescribed time intervals. | 1. Number and type of CC&I&R resources developed and the number and percentage of youth and adults that receive this information at prescribed intervals. |
| 1. Assist the VR program to identify and provide information on self-advocacy, self-determination and peer mentoring training opportunities that can be made available to individuals working in SMW for employers with less than 15 people. | 1. Percent of individuals that receive information on self-advocacy, self-determination and peer mentoring opportunities available in their geographic area at prescribed intervals. |
| 1. Assist the VR program to develop partnerships with SEAs, LEAs, IL programs, and others that are essential for effective implementation. | 1. Number of partnerships developed with the intent of effectively responding to Section 511 and the number of MOUs completed with partner agencies. |
| 1. Assist the VR program to identify whether a work site or environment is considered to be competitive integrated employment. | 1. Number of sites evaluated to determine if they meet the definition of CIE. |
| 1. Assist the VR program to develop its SE and CE programs to promote CIE rather than SMW. | 1. Number of individuals referred to SE and CE rather than SMW. |
| **Short-Term Outcomes**   * An increase in the number of individuals with the most significant disabilities that obtain CIE rather than SMW employment. * A decrease in the number of youth that enter SMW employment. * A decrease in the number of adults that choose to remain in SMW jobs. * An increase in the number of employers that are willing to provide supported or customized employment opportunities in a given State. * An increase in the number of individuals with the most significant disabilities that are able to effectively advocate for themselves. * An increase in the number of individuals that utilize the services of partner agencies to pursue CIE rather than SMW jobs.   **Long-Term Outcomes**   * An increase in the earnings and level of self-sufficiency of individuals with the most significant disabilities. * A decrease in the number of SMW employment opportunities in a given State. | |

## Section 511 ACTIVITIES & OUTPUTS PROGRESS DASHBOARDS

Across the Section 511 topic area, we see that all ITAA activities are complete.

In the following “thermometer charts,” the progress rate is broken down by specific activity with the linked outputs’ progress rates provided side-by-side. As is evident here, all Section 511 activities resulted in completed outputs. The majority of these outputs include completion of a strategic plan (7), development of CC&I&R resources (5), and development or improvement of policies and procedures (4). The thermometers for three of the activities (#1, #3 and #6) show no progress because they are not included in any ITAAs. The other five activities account for the overall progress illustrated in the previous chart.

**Activity 1**: Identify the number of individuals employed in subminimum wage employment (SMW) by employer or CRP in the State.

**Output A:** A complete list of individuals working in a given State by CRP.

**Activity 2:** Assist the VR program to understand their responsibilities under Section 511.

**Output B:** A strategic plan to identify an effective and efficient response to Section 511.

**Activity 3**: Assist the VR program to understand their responsibilities to youth prior to them entering into SMW

**Output C:** Number of youth receiving required services, information and documentation prior to entering SMW.

**Activity 4:** Assist the VR program to identify ways to provide career counseling, and information and referral to the individuals entering in, or currently in SMW.

**Output D:** Percent of individuals entering into, or currently in SMW that receive CC&I&R.

**Activity** **5:** Assist the VR program to develop policies and procedures that will ensure they are compliant with all of the requirements of Section 511.

**Output E:** Completed policies and procedures that address documentation requirements of Section 511.

**Activity 6:** Assist the VR program to develop documentation processes that include completion of Pre-ETS, receipt of transition services, CC&I&R and self-advocacy training opportunities.

**Output E:** Completed policies and procedures that address documentation requirements of Section 511.

**Activity 7:** Assist in the development of career counseling, and information and referral services to be provided to youth and adults prior to entering into SMW jobs, and those currently employed in SMW jobs at the prescribed time intervals.

**Output F:** Number and type of CC&I&R resources developed and the number and percentage of youth and adults that receive this information at prescribed intervals.

**Activity 8:** Assist the VR program to identify and provide information on self-advocacy, self-determination and peer mentoring training opportunities that can be made available to individuals working in SMW for employers with less than 15 people.

**Output G:** Percent of individuals that receive information on self-advocacy, self-determination and peer mentoring opportunities available in their geographic area at prescribed intervals.

progress  section 511 outcomes.
83% completed 100%, 11%  completed 75%, 6% completed 25% 

This infographic shows that fully 83% of Section 511 short term outcomes were achieved. Most of these outcomes involved periodic provision of CC&I&R to all individuals in subminimum wage production employment or measurable decreases in the number of individuals with disabilities who choose subminimum wage employment.

## Section 511 ITAs: RESOURCES

Available on the WINTAC website, the TA team has developed a number of resources to support SVRAs as they continue to meet the Section 511 requirements.

* **Change in SMW employment:** WINTAC completed a study that spans from January, 2016 through July, 2018 on the change in the number of 14c certificate holders and the change in the number of individuals with disabilities working in subminimum wage employment. This information is based on data from the Wage and Hour Division of the Department of Labor.
  + [Click here to see a summary of the change by State](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_511/Summary-of-changes-14c-holders-Jan2016-July2018.xlsx)
  + [Click here to see the specific State by State according to the tabs at the bottom of the spreadsheet](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_511/All-States-through-July2018.xlsx)

Phase Two of the project will examine what happened to the 14c holders who let their certificates expire without renewing.

* **Career Counseling and Information and Referral (CC&I&R) Examples**

*Hawaii's Section 511 Documents*

* + [CC&I&R Presentation](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_511/CCIR_Presentation_for_Hawaii-5.24.17.pptx)
  + [Hawaii Information and referral form](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_511/Hawaii_Information_and_Referral.docx)
  + [Hawaii self-advocacy, self-determination and peer mentoring form](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_511/Hawaii_Self_Advocacy_SelfDetermination_Peer_Mentoring-Oahu.docx)
  + [Hawaii subminimum wage letter to employee and parent/guardian](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_511/SubWage_Letter_to_Employee_Parent_Guardian.doc)

*Examples of CC&I&R Presentation Materials:* Each of these presentations is being conducted at the work site. The 14(c) employer is allowing the VR program or contracted staff to come in to the work site and present to an established number of individuals. The required documentation is completed on-site when the presentation is over.

* + [Idaho Division of Vocational Rehabilitation](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_511/CCIR-Presentation-forIdaho.pptx)
  + [Hawaii Division of Vocational Rehabilitation](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_511/CCIR-Presentation-forHawaii.pptx)

*Examples of CC&I&R Presentation Materials:* RSA reviewed the CC&I&R forms developed by Indiana and has recommended them for adaption and use by other VR programs. You can access these forms by clicking on the links below:

* + [CC&I&R Participation and Refusal Cover Sheets](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_511/CCIR_Participation_and_Refusal_Cover_Sheet_Forms.xlsx)
  + [Youth Participation or Refusal Cover Sheets](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_511/Section_511_Youth_Participation_or_Refusal_Cover_Sheet.xlsx)

*Common elements of career counseling:* Although the Final Rule for Section 511 does not specify what the content of CC&I&R should be, WINTAC identified [**common elements of career counseling and agencies**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_511/Elements_of_CareerCounseling_and_ID_of_OtherAgencies.docx) to include when providing information and referral services, as well as common State, Federal and other programs that may provide opportunities for competitive integrated employment for individuals with disabilities.

## Section 511 ITAs: PROGRESS NARRATIVE

### National Lens

Section 511 of the Rehabilitation Act places limitations on the payment of subminimum wages by entities holding special wage certificates under Section 14(c) of the Fair Labor Standards Act.  The purpose of Section 511 is to ensure that individuals with disabilities have access to information and services that will enable them to achieve competitive integrated employment.  Section 511 includes requirements for State VR agencies, subminimum wage employers and local and/or State educational agencies, including specific requirements for youth prior to their participation in subminimum wage employment.

In a paper examining disability employment from a sociological inquiry perspective, Gardiner (2018) notes the importance of using data to demonstrate whether and how sheltered workshops negatively impact the employment outcomes of individuals with disabilities, particularly those with intellectual disabilities. Doxey, Jaehning, McMillan, Vandagriff, and Winsor (2017) call for the same and identify ways to access and review data in their brief such as using the monitoring authority of state-level Protection and Advocacy agencies, Freedom of Information Act requests, and examining VR data on career counseling and information and referral services. States also have various reporting requirements that yield information on employment outcomes related to subminimum wage and in their example on Alaska they point out that employers must identify the work category of their employees; unfortunately, in Alaska the main categories are janitorial, clerical, maintenance, and food-related jobs that may demonstrate the pervasive “low expectations and stereotypes of individuals with disabilities in the workforce. (Doxey et al.)” Ultimately, WIOA communicates how “contemporary U.S. federal disability policy has heightened expectations that youth with disabilities…can and should be prepared to work in integrated workplaces (Novak, 2015).”

In 2018, NCD submitted a report to the President, updating its 2012 one examining subminimum wage and supported employment, finding that 321,131 individuals with disabilities who lived in the community still earned subminimum wage in sheltered workshops. Citing Wage and Hour Division (WHD) data, NCD acknowledges that 14 (c) certificates are down from 2,540 applications in fiscal year 2008 to 1,089 applications in fiscal year 2017. The same data indicates that 95% of certificate holders are “work centers.” Because of challenges with the nature of the data, NCD noted being skeptical of WHD data for the number of 14 (c) workers, but recognized that declines have taken place over a seventeen year period since the GAO had previously been presented this information. Importantly, they point out that these declines are not paralleled by a corresponding and consistent rise in integrated employment, in part due to lack of consistent funding for demonstrably effective practices such as supported employment which were bolstered by federal investments and strong TA supports. Among the recommendations in the report are a call for enhanced availability of intensive TA resources, expansion of customized employment, and support for business engagement strategies - - all areas of focused work by WINTAC.

### WINTAC Lens

***TA Progress*** Section 511 technical assistance was requested by 11 SVRAs. Their ITAAs draw from a menu of activities identified in the logic model, which each have an associated output and contribute to a set of defined short-term outcomes to be achieved within this funding cycle.

WINTAC’s Section 511 TA has moved from initial implementation (helping to develop CC&I&R materials and P&P) and compliance (especially for youth), to ongoing tracking and impact measurement. As an outgrowth of the measurement of impact, there has been a heightened focus on the responsibilities of Blind VR programs, where WINTAC has been helping Blind agencies understand their role in ensuring that CC&I&R is accessible, even if the vast majority of it is provided by the General agency. VR programs have been examining how CC&I&R is affecting the pursuit of CIE, and this begins with an honest assessment of whether the CC&I&R is delivered in an understandable format to all individuals. It will be increasingly important for Blind and General agencies to work in partnership to ensure that CC&I&R has the maximum impact for all individuals.

WINTAC continues to ask RSA questions for VR programs related to 511. Demand for more than this review and ad hoc consultation is quickly diminishing but WINTAC will help SVRAs maximize the impact of their services in response to 511, and provide examples of best practices. WINTAC also conducted a study of 14c holders.

As of the end of Year 4 of the WINTAC, there are 22 activities identified across the 11 ITAAs. As documented in terms of metrics in the dashboards presented above, all 22 activities resulted in completed outputs. The majority of these outputs include completion of a strategic plan (7), development of CC&I&R resources (5) and development or improvement of policies and procedures (4).

***Challenges Overcome*** WINTAC’s TA focused on helping states respond to the Section 511 requirements, with some SVRAs contending with longstanding traditions and significant investments in subminimum wage employment for individuals with disabilities. Many had little or no infrastructure for coming into compliance, resources to inform current or potential SMW workers and their families about the merits of competitive integrated employment, and/or no service alternatives to assist them in achieving it. WINTAC’s technical assistance provided the supports to turn this around and help states plan and establish infrastructures, develop resources and explore or even adopt new practices giving individuals new avenues to employment.

***Impact*** SVRAs have met or are making significant progress in meeting short term outcomes and implementing Section 511 effectively as a result of the trainings and TA they received from WINTAC. Out of a total of 16 short term outcomes, 13 have been met or completed, with two nearing completion and one underway at 25% complete. Six states (with 7 SVRAs) showed a decrease in individuals entering subminimum wage, and six now routinely offer CC&I&R services, with the expectation that more individuals will avail themselves of VR services to seek competitive integrated employment (CIE). So far increases in SMW workers opting for VR and CIE have not been appreciable (1-2%) although one state that developed an extremely comprehensive CC&I&R process had a 10-20% jump. Most VR data systems do not have a means of tracking whether potential SMW workers (typically youth) are instead applying for VR services.

Many SVRAs that sought TA in this area also requested assistance in adopting Customized Employment as a service alternative for the current and potential SMW population seeking CIE. They have since undertaken CE pilots with WINTAC’s assistance (see Customized Employment chapter), and are developing capacity to provide CE services. Numbers of individuals receiving CE services are as yet small, and SVRA tracking systems do not routinely collect data on subpopulations such as this, so it is unknown how many SMW workers (or potential workers) have found CE to be a satisfactory alternative.

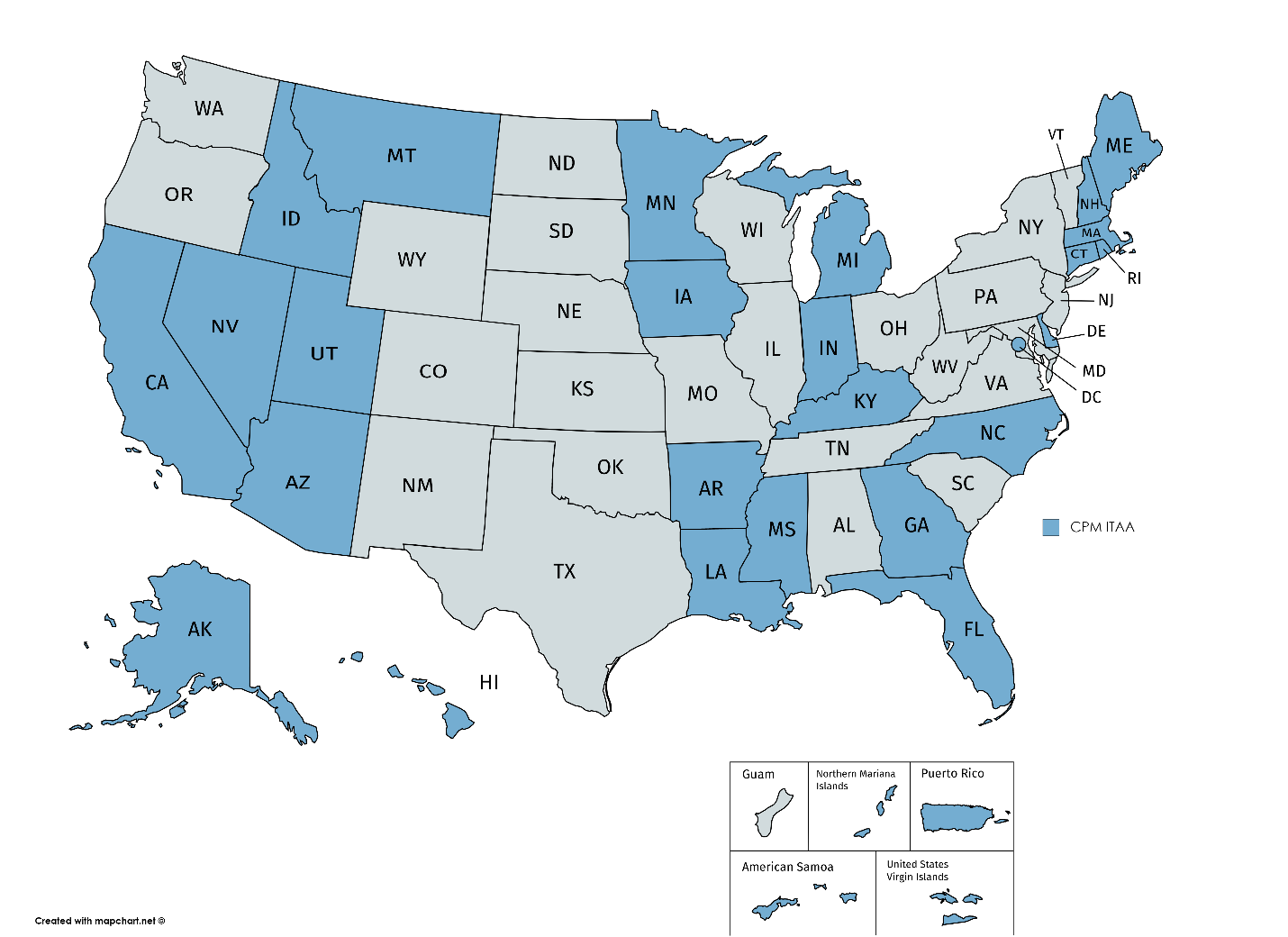
Interestingly, a CRP in one state receiving WINTAC TA in both Section 511 and Customized Employment areas voluntarily shifted its focus from SMW to CIE resulting in a reduction of more than 300 in SMW workers; they also sent staff to CE training to improve their skills in serving workers leaving the sheltered workshops.

***Evaluation Recommendations*** With the preponderance of activities and outputs completed, and even many outcomes achieved, WINTAC assistance is no longer as intensive as at the outset. Special reports on the area have already captured significant results of this effort. As noted above, there are additional inquiries under way, e.g., at the state level, looking at how CC&I&R is affecting the pursuit of CIE, and assessing whether the CC&I&R is delivered in an understandable format to all individuals and is having the maximum impact for all individuals.

If time and resources permit, it would be valuable to create mechanisms to explore other questions in further depth. These include tracking whether Section 511 activities have diverted individuals (youth and those with vision impairments, in particular) from the SMW employment path to seeking VR services and if so, the numbers and outcomes. Also of interest, whether any of them are recipients of Customized Employment services. The singular success of one state in increasing the percentage of CC&I&R recipients applying for VR services might warrant a closer look at cause and effect, costs, etc. By extension, study might be done on other replicable or innovative measures or protocols. In addition to special tracking systems, evaluation mechanisms could include case studies and targeted interviews or surveys, offered in interested states that are willing and able to collaborate with WINTAC. These could be developed and conducted in coordination with the Customized Employment pilot projects, with WINTAC’s Evaluation Team assuming primary responsibility.

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# Common Performance Measures



## CPMs – ITA Logic Model

|  |  |
| --- | --- |
| **Activities** | **Output** |
| 1. Analyze VR agency readiness and capacity to collect and report CPMs | 1. Completed assessment with identified implementation strategies and timelines necessary to accurately track and report the RSA-911 data elements and the Common Performance Measures |
| 1. Review and/or develop/revise as needed policies and procedures for the tracking and reporting of 911 data elements and CPMs. | 1. Completed draft policies and procedures for tracking and report. |
| 1. Review, develop and/or revise, as needed, internal controls necessary for WIOA, RSA-911, and CPMs | 1. Completed draft internal controls written procedures |
| 1. Review and/or develop/revise as needed work performance standards for staff evaluation reflecting CPMs | 1. Completed draft policies and procedures for staff evaluations |
| 1. Assist VR leadership in the development of a program improvement plan in response to the transition to the CPMs | 1. Completed plan with identified future implementation needs, as they relate to Common Performance Measures |
| 1. Provide training to agency staff, with regard to CPM and 911 definitions and connections between 911 quarterly reports, CPM requirements, and impacts on the rehabilitation process and systems | 1. Number of people trained. |
| **Short-Term Outcomes**   * SVRA accurately report the RSA 911 data elements necessary for the common performance measures * SVRA successfully collects and reports data required for baseline year information and future target negotiations * SVRA successfully meet or exceed Common Performance Measure targets | |

## CPMs: ACTIVITIES & OUTPUTS PROGRESS DASHBOARDS

Two-fifths of activities are complete or more than 75% complete; the rest of the activities are split into one-fifths as 50% complete, 10-25% complete, and not yet started.

**Activity 1:** Analyze VR agency readiness and capacity to collect and report CPMs

**Output A:** Completed assessment with identified implementation strategies and timelines necessary to accurately track and report the RSA-911 data elements and the Common Performance Measures.

**Activity 2:** Review and/or develop/revise as needed policies and procedures for the tracking and reporting of 911 data elements and CPMs.

**Output B:** Completed draft policies and procedures for tracking and report.

**Activity 3:** Review, develop and/or revise, as needed, internal controls necessary for WIOA, RSA-911, and CPMs.

**Output C:** Completed draft internal controls written procedures.

**Activity 4:** Review and/or develop/revise as needed work performance standards for staff evaluation reflecting CPMs.

**Output D:** Completed draft policies and procedures for staff evaluations.

**Activity 5:** Assist VR leadership in the development of a program improvement plan in response to the transition to the CPMs.

**Output E:** Completed plan with identified future implementation needs, as they relate to Common Performance Measures.

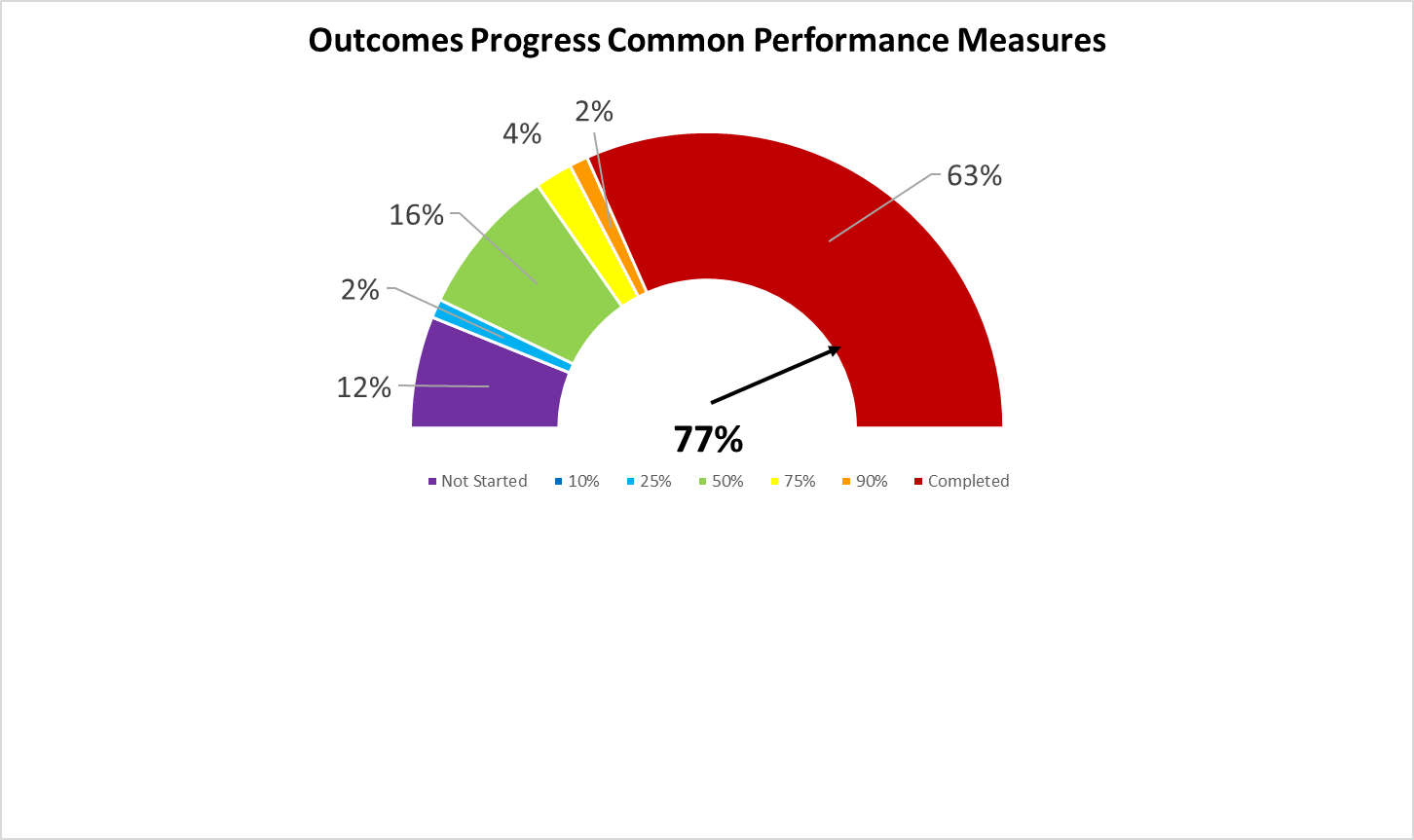
**Activity 6:** Provide training to agency staff, with regard to CPM and 911 definitions and connections between 911 quarterly reports, CPM requirements, and impacts on the rehabilitation process and systems.

**Output F:** Number of people trained.

**Activity Unique:** In partnership with state, develop new service authorization and contract templates which reflect the change in service and reporting expectations from the new CPM and new partnerships with core partners and CRPs

**Output Unique:** Service authorization, contract templates, and data collection agreements

## CPMs: OUTCOMES PROGRESS DASHBOARDS



A majority of activities are complete or 75% or more complete (69%), 16% of activities are mid-way there (50% complete), and 14% of activities are beginning or not yet started. The overall level of completion is 77 percent.

## CPMs ITAs: RESOURCES

Available on the WINTAC website, the CPMs team has developed a number of resources to support TA and training and provide guidance to SVRAs as they meet their requirements for CPMs under WIOA:

* + **CPM Checklist for State VR Agencies**
    - The WINTAC has developed a checklist for SVRA administrators to assess their progress on CPM implementation. The checklist, [*Are you ready for CPM implementation*](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/Are_you_ready_for_CPM_Implementation_FINAL_8-29.pdf)*,* is a guide outlining steps agencies may need to take for full implementation of the Common Performance Measures. Also available as a [Word document](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/Are_you_ready_for_CPM_Implementation_FINAL_8-29_cn.docx).
  + **SVRA Reporting Deadlines**
    - The WINTAC has developed a resource table, [SVRA Reporting Deadlines](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/SVRA-ReportingDeadlines-Table18-Final.pdf), listing the required reports for State VR Agencies. This table includes the report name, reporting frequency, and detailed description of the report. [SVRA Reporting Deadlines is also available as a Word document](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/SVRA-ReportingDeadlines-Table18-Final.docx).
  + **WIOA Performance Indicators - IDEA Part B Transition Performance Indicator Crosswalk** 
    - The WINTAC has developed a resource for VR and Education, [*WIOA Performance Indicators – IDEA Part B Transition Performance Indicator Crosswalk*](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_PreETS/WIOA-IDEA_Indicator_Visual_Accessible.pdf).
  + **Credential Attainment and Measurable Skill Gains Indicator Guides**
    - The WINTAC, in partnership with RSA, has developed a [Credential Attainment Guide](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/Credential_Attainment_Guide_Final_cn2.pdf) and a [Measurable Skill Gains (MSG) Guide](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/MSG_Guide_Final_cn2.pdf).
  + **Effectiveness in Serving Employers: A Crosswalk for WIOA Title IV Employer Services**
    - The WINTAC, in partnership with The U.S. Department of Education’s Rehabilitation Services Administration (RSA), has developed an [Effectiveness in Serving Employers for WIOA Title IV Employer Services](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/ESE_Title-IV_Crosswalk_Final_03.24.19_CN0328.pdf) crosswalk.
  + **Registered Apprenticeship Training RSA-911 Reporting**
    - The WINTAC has developed a resource, [Registered Apprenticeship Training](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/Registered-Apprenticeships-RSA911-Tracking-Final-cn2.pdf), to assist State VR Agencies in accurately reporting Registered Apprenticeship Trainings in the RSA-911.
* **RSA-911 Reporting and CPM Resources**
  + **PD 19-03 Case Service Report (RSA-911)**
    - The Rehabilitation Services Administration (RSA) issued [PD-19-03](http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbWFpbGluZ2lkPTIwMTkwNTE2LjU5NTgyMzEmbWVzc2FnZWlkPU1EQi1QUkQtQlVMLTIwMTkwNTE2LjU5NTgyMzEmZGF0YWJhc2VpZD0xMDAxJnNlcmlhbD0xODA5MjIzMCZlbWFpbGlkPXJhbmRlcnNvbkBuZGktaW5jLm9yZyZ1c2VyaWQ9cmFuZGVyc29uQG5kaS1pbmMub3JnJmZsPSZleHRyYT1NdWx0aXZhcmlhdGVJZD0mJiY=&&&100&&&https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/pd-19-03.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) including the revised Case Service Report (RSA-911) for implementation beginning in Program Year (PY) 2020, beginning July 1, 2020. The [PD-19-03](http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbWFpbGluZ2lkPTIwMTkwNTE2LjU5NTgyMzEmbWVzc2FnZWlkPU1EQi1QUkQtQlVMLTIwMTkwNTE2LjU5NTgyMzEmZGF0YWJhc2VpZD0xMDAxJnNlcmlhbD0xODA5MjIzMCZlbWFpbGlkPXJhbmRlcnNvbkBuZGktaW5jLm9yZyZ1c2VyaWQ9cmFuZGVyc29uQG5kaS1pbmMub3JnJmZsPSZleHRyYT1NdWx0aXZhcmlhdGVJZD0mJiY=&&&101&&&https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/pd-19-03.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) is posted on the [RSA-911 Webpage](http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbWFpbGluZ2lkPTIwMTkwNTE2LjU5NTgyMzEmbWVzc2FnZWlkPU1EQi1QUkQtQlVMLTIwMTkwNTE2LjU5NTgyMzEmZGF0YWJhc2VpZD0xMDAxJnNlcmlhbD0xODA5MjIzMCZlbWFpbGlkPXJhbmRlcnNvbkBuZGktaW5jLm9yZyZ1c2VyaWQ9cmFuZGVyc29uQG5kaS1pbmMub3JnJmZsPSZleHRyYT1NdWx0aXZhcmlhdGVJZD0mJiY=&&&102&&&https://rsa.ed.gov/display.cfm?pageid=75&utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) along with [PD-16-04](http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbWFpbGluZ2lkPTIwMTkwNTE2LjU5NTgyMzEmbWVzc2FnZWlkPU1EQi1QUkQtQlVMLTIwMTkwNTE2LjU5NTgyMzEmZGF0YWJhc2VpZD0xMDAxJnNlcmlhbD0xODA5MjIzMCZlbWFpbGlkPXJhbmRlcnNvbkBuZGktaW5jLm9yZyZ1c2VyaWQ9cmFuZGVyc29uQG5kaS1pbmMub3JnJmZsPSZleHRyYT1NdWx0aXZhcmlhdGVJZD0mJiY=&&&103&&&https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/pd-16-04.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) that remains in effect for PY 2018 and PY 2019. In addition, RSA has released the Case Service Report (RSA-911) in [Excel file format](https://www2.ed.gov/policy/speced/guid/rsa/supporting/Case-Service-Report-RSA-911-PD-19-03.xlsx). Please note that this file corrects some typographical errors in the RSA-911 issued in [PD 19-03](https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/pd-19-03.pdf) (May 6, 2019); these errors are outlined in the final tab of the Excel file.
    - RSA also published the [Case Service Report (RSA-911) Correction Procedures.](http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbWFpbGluZ2lkPTIwMTkwNTE2LjU5NTgyMzEmbWVzc2FnZWlkPU1EQi1QUkQtQlVMLTIwMTkwNTE2LjU5NTgyMzEmZGF0YWJhc2VpZD0xMDAxJnNlcmlhbD0xODA5MjIzMCZlbWFpbGlkPXJhbmRlcnNvbkBuZGktaW5jLm9yZyZ1c2VyaWQ9cmFuZGVyc29uQG5kaS1pbmMub3JnJmZsPSZleHRyYT1NdWx0aXZhcmlhdGVJZD0mJiY=&&&104&&&https://www2.ed.gov/rschstat/eval/rehab/rsa-911-correction-procedures.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) This technical assistance resource outlines the options available to State Vocational Rehabilitation agencies to correct information reported on the RSA-911 when errors in data collection or reporting are identified. Please email [RSAData@ed.gov](mailto:RSAData@ed.gov) or contact your [RSA State Liaison](http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbWFpbGluZ2lkPTIwMTkwNTE2LjU5NTgyMzEmbWVzc2FnZWlkPU1EQi1QUkQtQlVMLTIwMTkwNTE2LjU5NTgyMzEmZGF0YWJhc2VpZD0xMDAxJnNlcmlhbD0xODA5MjIzMCZlbWFpbGlkPXJhbmRlcnNvbkBuZGktaW5jLm9yZyZ1c2VyaWQ9cmFuZGVyc29uQG5kaS1pbmMub3JnJmZsPSZleHRyYT1NdWx0aXZhcmlhdGVJZD0mJiY=&&&105&&&https://rsa.ed.gov/people.cfm?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) with any questions.
  + **Guidance for Validating Jointly Required Performance Data**
    - The Rehabilitation Services Administration (RSA) released the [Technical Assistance Circular 19-01: Guidance for Validating Jointly Required Performance Data Submitted under the Workforce Innovation and Opportunity Act.](https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/tac-19-01.pdf)
  + **RSA - WIOA Annual Report Demo - 7/25/2018**
    - This Rehabilitation Services Administration technical assistance program will provide an overview of the Workforce Innovation and Opportunity Act (WIOA) annual report submission timeline, state requirements and a demonstration of the submission portal located at [WIOA Statewide and local performance refport template (June 2016)](https://www.doleta.gov/performance/pfdocs/ETA-9169-WIOA-State-and-Performance-Report-Template.pdf). The transcript and accessible presentation slides can be accessed in the [NCRTM library](https://ncrtm.ed.gov/SearchResults.aspx?st=wioa+annual+report). You can view the presentation on YouTube by visiting <https://youtu.be/mzvXTsSKhL4>.
  + **TAC 17-01: Performance Accountability Guidance for Workforce Innovation and Opportunity Act Title I, Title II, Title III and Title IV Core Programs**
    - The Rehabilitation Services Administration (RSA) published updated revisions dated August 17, 2017 to the [Technical Assistance Circular (TAC) 17-01: Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III and Title IV Core Programs](https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/tac-17-01.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) that was originally published on December 19, 2016.
  + **TAC 17-04 Joint Guidance on the Use of Supplemental Wage Information to Implement the Performance Accountability Requirements under the Workforce Innovation and Opportunity Act**
    - The U.S Departments of Labor and Education have issued joint guidance on the [Use of Supplemental Wage Information to Implement the Performance Accountability Requirements under the Workforce Innovation and Opportunity Act.](https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/tac-17-04.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)
  + **911 - Introduction to Data Collection and Reporting Requirements**
  + The training curriculum provides an overview of the joint guidance issued in Technical Assistance Circulars (TAC) [17-01](https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/tac-17-01.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) and [17-04.](https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/tac-17-04.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) The TA materials, including the self-guided seven-module training, are posted and archived on the National Clearinghouse of Rehabilitation Training Materials (NCRTM) website: [www.ncrtm.ed.gov](http://www.ncrtm.ed.gov).
  + **911 - Reporting FAQ**
    - The Rehabilitation Services Administration (RSA) issued a reporting manual for the Case Service Report RSA-911 in June 2016. This manual provides guidance for State Vocational Rehabilitation Agencies (SVRA) in collecting and reporting additional required data elements needed to be consistent with the performance accountability measures for the core programs of the workforce development system. As of June 14, 2017, a revised version of the [Case Service Report RSA-911 manual and Policy Directive (RSA-PD-16-04)](https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/pd-16-04.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)was published.
  + **RSA 2017 Monitoring and Technical Assistance Visits: Supporting Documentation Guidance**
    - The supporting documentation described in [this guidance](https://www2.ed.gov/rschstat/eval/rehab/supporting-documentation-for-case-service-report.pdf) pertains to certain key data elements in the Case Service Report (RSA-911) that Rehabilitation Services Administration (RSA) staff will review during Federal fiscal year (FFY) 2017 monitoring and technical assistance visits.
  + **State Wage Interchange System (SWIS)**
    - The U.S. Departments of Labor and Education, has developed for your review and execution, the new State Wage Interchange System (SWIS) Data Sharing Agreement (Agreement). To aid your review of the SWIS Agreement, please listen to the SWIS Agreement webcast published on the WorkforceGPS website. [Click to access the SWIS Agreement webcast.](https://gcc01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.workforcegps.org%2Fresources%2F2019%2F05%2F14%2F15%2F12%2FState-Wage-Interchange-System-SWIS-Informational-Webcast&data=02%7C01%7CLewis.Shelia.F%40DOL.GOV%7Ceffb64f94b6540b4bb7a08d6d8a87546%7C75a6305472044e0c9126adab971d4aca%7C0%7C0%7C636934615374981706&sdata=XHK7f7I7ZI0VQBCBj7dpUxF3OOqAy6p1ELhgKNePntU%3D&reserved=0)
    - The U.S. Departments of Labor and Education (DOL and ED, or, collectively, Departments) provided this [Joint Guidance on Data Matching to Facilitate WIOA Performance Reporting and Evaluation](https://www2.ed.gov/policy/gen/guid/fpco/pdf/final-ferpa-tegl-report.pdf) as a resource to provide information to assist State agencies (including Vocational Rehabilitation (VR) agencies and workforce development agencies), educational agencies and institutions, and service providers in performance reporting and evaluation requirements under the Workforce Innovation and Opportunity Act (WIOA) (Pub. L. 113-128).
* [WIOA Wednesday: Data Matching for WIOA Reporting/ the Family Educational Right to Privacy Act](https://www.workforcegps.org/events/2016/09/16/09/28/WIOA_Wednesday_Data_Matching_for_WIOA_Reporting)
* [WIOA Wednesday: Performance Accountability, Part 1](https://www.workforcegps.org/events/2016/09/27/12/05/WIOA_Wednesday_Performance_Accountability_Pt_1)
* [WIOA Wednesday: Performance Accountability, Part 2](https://www.workforcegps.org/events/2016/09/27/13/05/WIOA_Wednesday_Performance_Accountability_Part_2)
* CSAVR & NCSAB Presentations Related to CPM
  + - [Data Validation Presentation (NCSAB 4-11-2019)](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/Data-Validation-Presentation-(NCSAB%2004.11.2019)_Final.pptx)
    - [Internal Control Presentation (NCSAB 4-11-2019)](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/NCSAB_Spring_2019_Internal%20Controls_Final.pptx)
    - [Trends in the VR Program, Post-WIOA (CSAVR 4-10-2019)](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/v2-CSAVR-Spring2019-RSA-Presentatiom19-0410.pptx) - (Please contact RSA for any questions or accessible version.)
* Fall 2018 CSAVR & NCSAB Conference
  + [Proactive Methods for Using Data (NCSAB 10-31-2018)](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/v2-NCSA-Fall-2018-Performance-andData-Final.pptx)- (Please contact RSA for any questions or accessible version.)
  + [RSA-911 Data Program Year 2017 (CSAVR 10-31-2018)](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/v2-CSAVRPresentation18-1031-2.pptx) - (Please contact RSA for any questions or accessible version.)
* Fall 2018 Fiscal Conference
* [Uniformed Guidance and Internal Controls (August 2018)](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/v2-Uniform-Guidance-and-Internal-Control-GS.pptx) - (Please contact RSA for any questions or accessible version.)
* **Department of Labor CPM Resources**
  + Performance Accountability System - The U.S. Departments of Labor and Education have collaboratively issued Workforce Innovation and Opportunity Act (WIOA) provisions related to performance accountability. Through the Employment and Training Administration (ETA), [Common Performance Reporting](https://doleta.gov/performance/reporting/eta_default.cfm) guidance has been posted.
  + Additional resources to assist in the understanding of how performance is measured, reported, and evaluated may be found at [ETA's Performance and Results Website](https://www.doleta.gov/performance/).
  + Workforce GPS has posted the presentations from the 2017 WIOA National Convenings. One of the tracks for the three convening meetings is Performance Accountability. RSA participated jointly in many presentations during the convenings. The [Performance Accountability Track Presentations](https://ion.workforcegps.org/resources/2017/03/20/10/45/Performance_Accountability_Presentations) include six sessions that may be of interest to State VR Agencies:
  + Statistical Adjustment Model - During the baseline reporting years for State Vocational Rehabilitation Agencies, guidance regarding the Statistical Adjustment Model will be published by RSA. Until that time, SAM information is located at [Department of Labor’s Employment and Training & Administration website](https://www.doleta.gov/performance/guidance/negotiating.cfm).

## CPMs ITAs: PROGRESS NARRATIVE

### National Lens

Effective data reporting is key to determining program outcomes and impacts, as has been recognized and noted by federal agencies when discussing examination of new federal programs and mandates (USDOL OIG, 2017), allowing for more specific analyses of program elements’ efficacy and concomitantly improving how performance incentive systems are designed and implemented (Heinrich, 2018). Reviews of performance reporting provide insight into the state of data exchange, the early experiences of SVRAs and partners and how they shaped WINTAC’s TA approach. Shortly after the passage of WIOA, the GAO submitted a report to Congress examining then current levels of performance reporting for core programs, data systems in place, and the status of federal interagency agreements for data exchange (GAO, 2015). This “audit” covered February 2015 to September 2015 and involved interviews with federal staff in the Departments of Labor, Education, Inspector General, and state agencies, as well as document and data reviews. They reviewed the federal data exchange systems that are available, and in which some states participate to facilitate data gathering, but note that staff turnover and resource constraints still serve as barriers to full or consistent participation (GAO). In addition, previously reported challenges to performance reporting leading to inconsistent or invalid data were expected to continue as long as federal agency guidance for definitions of data elements maintained flexibility. Resource intensity was also noted as a challenge to collecting credential attainment data *(WINTAC’s SARA pilots are examining an innovative and effective solution to this challenge. See Chapter G).*

Also noted were challenges related to data sharing agreements and matching processes between agencies due to WIOA’s new requirements for all core programs to report post-exit employment and earnings. The report points out that WINTAC VR clients did not previously have as many challenges due to ongoing contact with clients and employers until employment outcomes were reached, thus new post-exit data requirements would be a new challenge for them. *(See below for discussion of WINTAC TA meeting VR needs in this area.)* A lack of relationships between core programs at the state level, as well as legacy privacy laws and aging data systems, were also reported and anticipated to provide challenges with data sharing – particularly given the resource constraints agencies have and the short time between issuance of final regulations and mandates going into effect. *(Again, see Chapter D on Integration-related TA from WINTAC that discusses WINTAC work addressing these issues faced by SVRAs as they work to comply with WIOA mandates.)*

### WINTAC Lens

CPMs is WINTAC’s second most in-demand subject area in terms of ITAAs, as demonstrated by the high number (32) of formal intensive technical assistance agreements (ITAAs) in place. These ITAAs draw from a menu of activities identified in the logic model, which each have an associated output and contribute to a set of defined short-term outcomes expected to be achieved within this funding cycle.

***TA Progress.*** Looking at the first dashboard (the rainbow activities progress chart) for the topic area of CPMs (first dashboard), we see that a third (33%) of activities are complete with two-fifths (42%) nearing or having reached completion (representing a completion rate of 75% or more). Below that activity progress bar, using “thermometer charts,” the progress rate is broken out by specific activity with the linked outputs’ progress rates provided side-by-side. For the most part, we see a correspondence between the rate of completion for an activity and its associated output, but in the case of activity one we see a 79% completed rate for the activity (analyzing VR agency readiness and capacity to collect and report CPMs), but ony a 63% completion rate for the corresponding output (a completed assessment).

Although understanding the agencies capacity (or incapacity – see notes below on challenges and recommendations) is an important first step and training the agency on CPM and 911 definitions and requirements (activity six – also largely complet) is critical , the remaining activities regarding policies, procedures, internal controls, and staff training are still mostly incomplete. This does not reflect a lack of need for TA from the states, nor a low degree of engagement by the CPM team as is demonstrated in the state narratives (see program report and impact section below). A future report can demonstrate the volume of work quantitatively as was done in the Pre-ETS team to demonstrate state engagement by type of activity and over time.

***Challenges Overcome.*** Similar to the Pre-ETS area, the CPMs sections of WIOA require SVRAs to implement new internal systems for tracking and reporting data related to performance and to provide new types of services. These requirements meant SVRAs had to implement all new processes, train staff, establish targets, and originate or renegotiate partnerships with other state actors to support their activites. The CPM team has been working with states on all of these activities and states are beginning to report performance measures more completely and accurately. Many of the states report significant challenges in this effort stemming from a non-existent, antiquated, or difficult data and case management system not built for these purposes. The CPM team has worked with states using paper-and-pencil systems, to contemporary computerized systems, to implement customized solutions that help them transition to meet reporting requirements. Though these challenges have been dealt with to ensure reporting can take place, they remain an area that merits ongoing attention and long-term solutions. Similarly, states have consistently been challenged by significant turnover at leadership and staff levels, impacting the CPM team’s work and requiring them to re-engage on the same issues repeatedly. This requires a significantly high volume of work for the CPM team conducting question-and-answer style, virtual TA. The team has noted a need for additional resources to support further work with the states.

***Impact****.* Outcomes as defined reflect completing quarterly and annual reporting and doing so accurately, collecting baselines, and comparing performance to targets that were set. Though these are reported according to their relative state of completion (depending on the state and timeframe), actual performance measure data and numbers are lacking. As states move towards reporting, capturing this data as part of the ITAA tracking will allow for an analysis of change over time successfully improving accuracy, meeting goals, and provide a snapshot of a considerable portion of the nation’s performance as reflected in the CPMs. (See for example Pre-ETS quarter 4 snapshot infographic presenting national numbers on outcomes).

As detailed in the state narratives, the transition to systematically gathering and reporting data according to the CPMs has allowed the states to examine the impacts of their services and use that information as they set policies, plan services, and manage their infrastructure and resources. The CPM team has supported several agencies in analyzing their own data and understanding how to use the information. Though the narratives describe this engagement with states, information about what that has looked like in each state is lacking, limiting the understanding of the impact and changes that have resulted in these agencies.

In other notable impacts, it is important to connect the work of this team to the successes of agencies in the area of Pre-ETS. With teamwork involving agencies, the Pre-ETS TA Team, the CPM TA Team (and RSA), agencies have been able to access data regarding performance and understand their work better in multiple areas. As noted in the Pre-ETS chapter, the requirements to track spending on new Pre-ETS services and the numbers of students served and potentially eligible for services – as well as the requirements to track performance according to CPMs – will allow for a deeper look at effectiveness of services and fiscal analyses of cost for services or per student, and return-on-investment/cost-benefit analyses.

***The WINTAC team has been sharing this information [data dashboards from RSA] with them quarterly.***

***[State] calls WINTAC frequently for assistance in performance and reporting related questions and information on what is going on at the national level.***

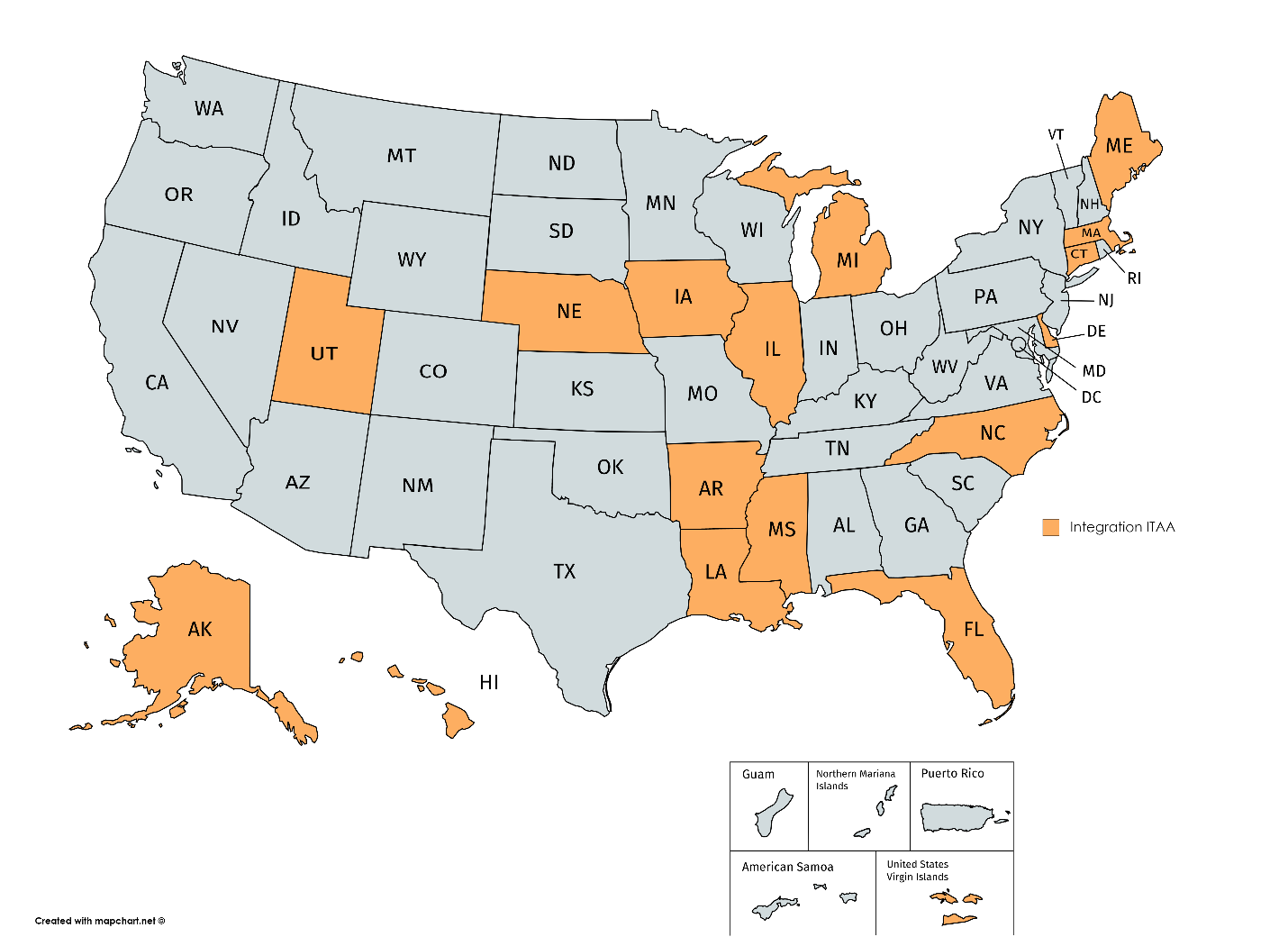
***The agency now has a support team to help them fix old errors, and implement the necessary changes to meet the implementation needs of WIOA.***

***Evaluation Recommendations.*** As seen in the dashboards, the CPM team has made considerable progress in initiating and completing two activities that (1) examine agencies’ capacity to meet CPM reporting as required and (2) train them on definitions and responsibilities related to the reporting. Less advanced are the remaining activities to establish policies, procedures, controls, and staff training. With one year remaining, the CPM team notes that it will be important to establish priority items for the agency to complete in the limited time. From an evaluation perspective, this is critical. Though the entirety of the ITAA can remain in place, a realistic plan and commitment to key activities can ensure key items will be completed to the benefit of the agencies and their clients. An important challenge that was noted in the narratives for most of the states involved staff turnover and the need to re-review CPM requirements and definitions. Therefore one possible set of priorities for the next year would be for states to establish the documented guidance through policies, procedures, and on-demand training (recorded webinars, written guides, PowerPoint presentations, etc.) captured by some of the activities in the ITAAs and begun but not yet complete. As new staff get onboarded, these resources will be in place and available to build their capacity immediately.

***Analyzing the agency’s data and ability to meet the requirements of wioa was an impactful activity that lead to further training and engagement with the agency. Ta assisted in policy revisions which made an increased ability of the agency to collect accurate data from wioa performance***

In addition, as we move into Year 5, the outcomes being reported as complete will benefit from elaboration and context. How complete and accurate is CPM reporting? Are the targets being set conservative or ambitious? How do the actual numbers on performance measures relate to the context of the agency (size of state, population served, budget) and compare to peers? In what way are states using data to shift their infrastructure, resource allotment, or service provision?

# Workforce Integration



## Workforce Integration – ITA Logic Model

| **Activity** | **Output** |
| --- | --- |
| 1. Assist agency to analyze readiness and capacity to increase integration with the workforce development system | 1. A completed readiness and capacity assessment documenting implementation and role challenges and opportunities |
| 1. Assist agency in completing WIOA “Are You Ready for Integration?” checklist | 1. Completed Checklist |
| 1. Assist agency in individual agency self-assessments regarding level of workforce system integration | 1. Self-assessments conducted, baseline level of integration determined. Integration Continuum Report Provided |
| 1. Assist agency and partner programs with a system-wide self-assessment regarding level of workforce system integration | 1. Report on Assessment and Priorities. Initial Action Plan with collaborative process developed |
| 1. Assist the agency in assessing its current utilization of career pathways in the IPE development process and the resources needed to increase the use of career pathways in future planning with consumers | 1. A completed assessment with tools and resources provided to agency staff |
| 1. Assist in the development of new or revised policies and procedures that will increase the use of career pathways in the vocational planning and service delivery process for VR consumers | 1. Draft of new and/or revised policies and procedures related to career pathways |
| 1. *Assist agency to identify resources that will promote and increase the use of apprenticeships in the VR service delivery system \** | 1. *The information and resources provided to the agency* |
| 1. *Assist in the development of new or revised policies and procedures to implement apprenticeship opportunities\** | 1. *Draft of new and/or revised policies and procedures related to apprenticeships\*\** |
| 1. Assess the capacity of the VR agency and core partners to utilize Integrated Resource Teams to serve individuals with disabilities in the AJCs | 1. A completed assessment identifying challenges to utilizing IRTs and recommendations on how to implement IRTs |
| 1. Assist the VR program and core WDS partners to develop a pilot site that will utilize IRTs to serve individuals with disabilities in the AJC | 1. The establishment of a pilot site for IRT implementation |
| 1. Provide training to VR (and any other partners) on (name activity focus like career pathways, *apprenticeships*, IRTs, etc.)\* | 1. The number of individuals that complete the training by agency and the content delivered |
| 1. Assist VR and other core and required partners to develop MOUs, Cost-sharing agreements, data sharing agreements, IFAs and local MOUs with Boards as needed. | 1. A draft agreement or MOU |
| **Short-Term Outcomes**   * There will be an increase of at least one level on the Integration Continuum Scale for VR in relation to at least one of the core partners per year until the integration level is achieved, at which point it will remain in subsequent years. * An increase of at least (x number) of events or other demonstrations of collaborative partnerships between VR and the core partners per year. * There will be an increase of at least (x percent) in co-enrollment of VR consumers with at least one core partner program per year. * There will be an increase of (x percent or number) in the number of VR consumers that obtain employment through accessing the services of the AJC per year * The number of consumers that utilize the career pathway model in pursuit of their education and employment goals will increase by at least (x percent) per year | |

*\*Items in italics referencing apprenticeships were initiated under this topic area, but are now being reported separately and are presented in their own chapter.*

## INTEGRATION: ACTIVITIES & OUTPUTS

## PROGRESS DASHBOARDS

This progress chart shows nearly half of activities complete or more than 75% complete (44%), a quarter of activities 25% complete, and another quarter not yet started. Below “temperature” charts show progress by activity, with output completion rates shown side-by-side. Two thermometers appear missing – #7 and #8 – but these have been removed as they covered activities related to apprenticeship, which is covered by the final chapter as it has now been elevated to its own topic area.

**Activity 1:** Assist agency to analyze readiness and capacity to increase integration with the workforce development system.

**Output A:** A completed readiness and capacity assessment documenting implementation and role challenges and opportunities.

**Activity 2:** Assist agency in completing WIOA “Are You Ready for Integration?” checklist.

**Output B:** Completed Checklist.

**Activity 3:** Assist agency in individual agency self-assessments regarding level of workforce system integration.

**Output C:** Self-assessments conducted, baseline level of integration determined. Integration Continuum Report Provided.

**Activity 4:** Assist agency and partner programs with a system-wide self-assessment regarding level of workforce system integration.

**Output D:** Report on Assessment and Priorities. Initial Action Plan with collaborative process developed.

**Activity 5:** Assist the agency in assessing its current utilization of career pathways in the IPE development process and the resources needed to increase the use of career pathways in future planning with consumers.

**Output E:** A completed assessment with tools and resources provided to agency staff.

**Activity 6:** Assist in the development of new or revised policies and procedures that will increase the use of career pathways in the vocational planning and service delivery process for VR consumers.

**Output F:** Draft of new and/or revised policies and procedures related to career pathways.

**Activity 9:** Assess the capacity of the VR agency and core partners to utilize Integrated Resource Teams to serve individuals with disabilities in the AJCs.

**Output I:** A completed assessment identifying challenges to utilizing IRTs and recommendations on how to implement IRTs.

**Activity 10:** Assist the VR program and core WDS partners to develop a pilot site that will utilize IRTs to serve individuals with disabilities in the AJC.

**Output J:** The establishment of a pilot site for IRT implementation.

**Activity 11:** Provide training to VR (and any other partners) on (name activity focus like career pathways, apprenticeships, IRTs, etc.).

**Output K:** The number of individuals that complete the training by agency and the content delivered.

**Activity 12:** Assist VR and other core and required partners to develop MOUs, Cost-sharing agreements, data sharing agreements, IFAs and local MOUs with Boards as needed.

**Output L:** A draft agreement or MOU.

**Activity Unique:** Assist states with collaborative business services, implement Order of Selection (OOS), develop MOUs and revise policies and procedures as needed related to OOS.

**Outputs Unique:** Strategies for collaboration, Completed plan for OOS implementation.

## WORKFORCE INTEGRATION: OUTCOMES

## PROGRESS DASHBOARDS

Speedometer Graphic (Excel Pie Chart) showing completion rate of outcomes for Workforce Integration Area:

Ninety percent of activities have not begun; 
Three percent of activities are 25% complete;
Three percent of activities are complete.
Average overall outcomes progress is 4%

Outcomes for Workforce Integration are largely reported as not started (90%), with only three percent of activities showing complete. Nevertheless, clear tracking of concrete outcome measures has begun and below represents a current “snapshot” of those outcomes.

**YEAR 4 OUTCOMES SNAPSHOT**

| **Outcome Type** | **Outcomes** |
| --- | --- |
| Closed bookBooks | ***Co-Enrollment***  *Reported for 2 States:*  *Down from 71% to 3% in one state.*  *Down from 5.3% to 5% in one state.*  *Up from 7% to 9% in one state.* |
| HandshakeCustomer review | ***# of Collaborative Events***  18 in 6 states (3,3,4,4,2,2) |
| FirefighterScientistJudgeElectricianWelder | ***# in Career Pathways***  417 in one state! |
| Venn diagramBar graph with upward trend | ***Integration Continuum Assessment***  *Completed in 6 States, Baselines Set in 4 states*  *Average Scores: 2.2 (All), 2.6 (Core), 1.8 (Required), 2.5 (Other) – Scores out of 5* |
| MeetingSocial networkCheers | ***# of Integrated Resource Teams***  *Baselines Set in 5 States, 18 in one State So Far* |

## WORKFORCE INTEGRATION: RESOURCES

Available on the WINTAC website, the Integration team has developed a number of resources to support TA and training and provide guidance to SVRAs as they meet their requirements for Integrating VR into the Workforce Development System under WIOA:

* **Your WIOA Program Partners**  
  In the vision of customer service outlined in WIOA and in the guidance in RSA TACs 15-01 and 17-02, the diverse expertise of multiple programs is identified as being important to a responsive seamless system available through a “one-stop” or American Job Center. Core and Required Program Partners are identified as being necessary to support the full inclusion of all job seekers in this system, as well as leaving local leadership the flexibility in adding other services. A description of those Core, Required and possible Other partners are identified in this [WIOA Program Partners List](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta04-IntergrationVR/WIOA_Partners_List.pdf).
* **Template to assist in Identifying Program Partners in Your Local Area**  
  Most programs providing core and required services in your local area are recognized by agency or program names that are different than the funding stream names listed in the [WIOA Program Partners List](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta04-IntergrationVR/WIOA_Partners_List.pdf). The best way for staff to learn about the services and expertise available through each program is to meet with each of the program representatives and share this information directly. An additional tool that may be helpful to local areas is the [Partnership Profile Template](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta04-IntergrationVR/PARTNER_PROFILE_CN_2.docx).
* **Integration Continuum Self-Assessment**

**Rate your agency’s level of service integration -- Isolation, Communication, Coordination, Collaboration or Integration -- with the Integration Continuum Self-Assessment. WINTAC has developed the Self-Assessment to help you determine where you are today on the Continuum and where you would like to be. There are three ways to use the assessment: agency self-evaluation, facilitated collaborative self-assessment or self-assessment through the use of a facilitator’s guide.**

* **"Finding Integration"**

Without a tangible definition for "Service Integration" in the American Job Center, the WINTAC team set out to meet with State and local leadership in Iowa, Kentucky and Virginia. The mission was to determine how integration was defined in each of the three states. Below is a link to four videos. One is a composite of the three visits; and there are shorter videos that reflect the specific service integration strategies in Creston, Iowa; Covington, Kentucky; and Woodbridge, Virginia. These videos and the accompanying report, which includes the team’s findings and recommendations for each site and more, were designed for a target audience of service leadership and counselors/staff.

* **Agreements:**
  + Agreements with Education Agencies - [Tool Kit](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/toolkit-guide)
  + Agreements with Local Workforce Development Boards
    - *Contributors from the Departments of Labor, Health and Human Services, and Education provide us with* "[Sample MOU and Infrastructure Costs Tool Kit](https://ion.workforcegps.org/announcements/2017/03/24/14/15/Sample_MOU)."
    - *Examples of agreements from states used to support discussions facilitated by CSAVR, WINTAC staff have developed* "[The WDB MOU and Outline](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/WDB_MOU_Tool%20Kit-cn.docx)."
    - *References from the Regulations important to the development of MOUs between Local WDB’s and Partner agencies are identified in* "[Guidance from WIOA in development](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/Guidance_as_it_applies_to_Local_WDB_MOU%27s-Draft.docx)."
    - *An example of State Level guidance to facilitate WDB MOU development can be found in the* [New Jersey WIOA MOU Presentation](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/NJ_WIOAMOUPresentation.pdf).
  + Infrastructure Funding Agreements (IFA) and other Cost Sharing Agreements.
    - [RSA TAC 17-03](https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/tac-17-03.pdf) provides guidance to SVRAs in establishing IFA and Other or Additional Cost Sharing Agreements with Local WDBs and Partner agencies
    - Related Regulations [Regulations Related to IFA Agreements](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Regsrelatedto-IFA-agreements.docx) for IFAs and Other Cost Sharing Agreements
    - Resources on the GPS ION Site
      * [WIOA Wednesday - Memorandum of Understanding (MOU) Part I: Overview & Development](https://ion.workforcegps.org/sitecore/content/global/events/2017/02/14/10/19/WIOA-Wednesday-MOU-Part-I-Overview-Development)
      * [WIOA Wednesday - Memorandum of Understanding (MOU) Part II: Local vs. State Funding Mechanism](https://ion.workforcegps.org/sitecore/content/global/events/2017/02/14/10/58/WIOA-Wednesday-MOU-Part-II-Local-vs-State-Funding-Mechanism)
      * [WIOA Wednesday - Infrastructure Part III: Wisconsin's Cost Database](https://ion.workforcegps.org/sitecore/content/global/events/2017/05/31/13/51/WIOA-Wednesday-Infrastructure-Part-III-Wisconsin-s-Cost-Database)
    - [Sharing American Job Center Costs Using “Customer Count”: One Approach to Cost Allocation Under WIOA](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta04-IntergrationVR/RSA-WINTAC-Cost-Allocation-Technical-Assistance-Tool-final-cn.pdf)
    - [Model Cooperative Agreements Between VR Agency and Medicaid, Mental Health, and Intellectual and Developmental Disabilities Agencies](http://www.leadcenter.org/resources/tool-manual/model-cooperative-agreements-between-vr-agency-and-medicaid-mental-health-and-intellectual-and-developmental-disabilities-agencies)
    - State VR agencies agreements with American Indian Vocational Rehabilitation Services grant recipients. This [language](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/CooperativeAgreement_with_Recipients_of_Grants_for_Services_to_AmericanIndians.docx) describes what is required.
  + Data Sharing Agreements
    - *This* [*Toolkit*](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/DataSharingToolKit_17502_final%28Revised%29.pdf) *was developed by WINTAC staff with input from RSA and through discussions with state representatives facilitated by CSAVR*.
    - *This* [*joint guidance*](https://www2.ed.gov/policy/gen/guid/fpco/pdf/final-ferpa-tegl-report.pdf) *by the U.S. Departments of Labor and Education.*
  + Partnership Plus Agreements
    - [Ticket to Work FAQs](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/Ticket_to_Work_FAQ_3-20-17.docx) ([Abbreviated version](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/Ticket_to_Work_FAQ_abbreviated_version_4-3-17.docx))
    - [Partnership Plus and Ticket Assignment Chart](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/PartnershipPlus_and_Ticket_Assignment_Chart.docx)
    - [Ticket Payment Chart](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/Ticket_Payment_Chart.docx) and Examples: [Alaska](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Alaska_Partnership_Plus_Agreement.pdf) and [Iowa](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Iowa_Partnership_Plus_agreement.pdf)
* **Job Seeker Services**
  + The [Basic Financial Assessment Tool](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/BasicFinancialAssessmentTool_printversion_1302015.docx) is a tool that Career Counselors and other AJC staff can use in assessing a job seeker’s financial situation and awareness.
  + [Customized Employment](http://www.wintac.org/topic-areas/resources-and-strategies-competitive-integrated-employment/resources#resc-ce)
  + An [Integrated Resource Team (IRT)](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Braiding_and_Leveraging_Virginia_Jan_2016.pdf)is used effectively in many Virginia AJCs as a structure for sharing customers in Career Pathway activity.
  + [Integrated service delivery](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Integrated_Service_Delivery_Toolkit.pdf)
  + [Opening Doors](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Opening_Doors_for_Everyone_Toolkit_5.13.11.pdf)
  + These [regulations](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Career-Services-AJC-1017.docx) apply to Career Services in an American Job Center.
  + “Hello. Is Anybody Here?” A Support for Workforce Partners in Including Job Seekers that are Blind and Visually Impaired in AJC Services”
    - [Videos of Training Simulation](https://www.youtube.com/playlist?list=PLRSw4FK3pwcDHw4o-wY4OZEHsYOKE6Qoq)
    - [Videos of Training with Descriptive Narration](https://www.youtube.com/playlist?list=PLRSw4FK3pwcD-tt4v7zr1Xrnns2_PxzQ1)
    - [Facilitator’s Guide](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/IDB_GUIDE_final.pdf)
* **Business Service Practices**
  + WINTAC, JDVRTAC and CSAVR reviewed collaborative business service approaches in a variety of states and facilitated discussion with practitioners nationally. [This summary reviews those practices, and includes recommendations to the field resulting from the Community dialogue](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Business%20Engagement%20CoP_CN.pdf).
  + [Click this link for more information about Business Engagement and related resources](http://www.wintac.org/topic-areas/business-engagement-and-employer-supports).
  + Disability Employment Initiative (DEI) -- [Business Engagement CoP](https://dei.workforcegps.org/resources/2016/12/15/12/06/DEI_Business_Engagement_Community_of_Practice)
  + [Resources](http://www.explorevr.org/) through the Job Driven Vocational Rehabilitation Technical Assistance Center
* **Financial Literacy**
  + An Analysis of the Legislation and Notice of Proposed Rule Making related to [Financial Literacy in WIOA](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/FinancialLiteracy_inWIOA_andtheNPRM4_29_15.docx)
  + [Promoting Employment and Economic Advancement: A Toolkit for CILs and AJCs](http://leadcenter.org/resources/tool-manual/promoting-employment-and-economic-advancement-toolkit-cils-and-ajcs)
  + LEAD Releases [New Toolkit](http://leadcenter.org/news/lead-releases-new-toolkit-promote-collaboration-between-centers-independent-living-and-american-job-centers) to Promote Collaboration between Centers for Independent Living and American Job Centers
  + Building Financial Capability: A [Planning Guide](http://leadcenter.org/resources/tool-manual/building-financial-capability-planning-guide-integrated-services) for Integrated Services
  + [Enabling Financial Capability Along the Road to Financial Inclusion](http://leadcenter.org/resources/report-brief/enabling-financial-capability-along-road-financial-inclusion)
* **Advisory Committee**
  + WIOA established the Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities. [Committee's Final Report](https://www.dol.gov/odep/topics/pdf/ACICIEID_Final_Report_9-8-16.pdf)
* **Accessibility of Workforce Development System**
  + [ADA Related Resources](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/ADA_RelatedResources.docx)
  + [Section 188 Guide](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Section188Guide.pdf)
* **Career Pathways**
  + This [checklist](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/CP-checklist_CN_FINAL_2.pdf) includes a broad-range perspective that supports agencies in providing services for the people (and industries) they serve.
* **Related Initiatives**
  + [DEI Information Brief October 2015](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/DEI_InformationBrief_October2015.pdf)
  + [DEI Map with Text October 2015](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/DEI_MapwithText_October2015.pdf)
  + [DEI Project Examples of VR Partnerships](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/DEIProjectsExamplesofVRPartnerships_052914.docx)
  + [Partnership Plus](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Benefits_of_Partnership_Plus.pdf) can expand a state's capacity to provide long-term supports.
* **WIOA Implementation**
  + [Click this link to view the WIOA Vison Self-Pace Training.](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t04/wioa-vision-vr/story_html5.html) [(Transcript for WIOA Vision Self-Paced Training)](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta04-IntergrationVR/Transcript-WIOA-Vision.pdf)
  + "[Are You Ready for Integrated Services in the American Job Centers?](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/Are-you-ready-for-Integrated-services-AJC_cn_120617.docx)"

## WORKFORCE INTEGRATION: PROGRESS NARRATIVE

### National Lens

Nationally, there is extensive literature on interagency collaboration and its effectiveness for improving public efforts to improve social, economic, and health outcomes for various populations. In terms of WIOA’s mandate to integrate VR into the workforce development system, recent literature is still sparse as to WIOA’s impact on VR integration specifically. As noted in government reports and literature, WIOA identifies six programs as “core” programs that must work together and report on “common performance measures.” In order to report effectively, data sharing agreements and collaboration is required and effective interagency collaboration supports this set of requirements (GAO, 2015). A relatively recent example of effective interagency collaboration in the era of WIOA comes from a national survey of SVRAs working with Veterans Affairs (VA) agencies to serve veterans of color with disabilities. Johnson, Moore, Aref, Washington, Ward, and Webb (2017) identified effective co-service practices in five domains: (1) job placement services, (2) referral services, (3) cultural diversity, (4) co-service agreements, and (5) co-agency procedures. Examining multi-system collaboration to support individuals with intellectual and/or developmental disability (IDD), Kennedy-Lizotte, Sass, and Zlockie (2018) noted that effective collaboration requires “shared, unambiguous goals and defined roles” which can clearly be extrapolated to facilitate success for other disability populations as well. Similarly, Butterworth, Christensen, and Flippo (2017) highlight the Partnerships in Employment project for young adults with IDD, noting its “holistic model for addressing systems change [to] reflect[s] the importance of intentional investment in relationships and connecting activities that link stakeholders across state governmental systems change…” as another example of effective collaboration improving outcomes.

Most notably, in a survey of SVRA directors, Fong et al., (2017) solicited importance ratings of 41 different knowledge domains for VRCs using a 5-point Likert-type scale and “collaboration with other core programs in the workforce development and adult education systems” was ranked 7th highest. Importantly, for the top 10 highest ranked concerns, there were significant differences between their importance rankings and VR directors’ perceptions of VRC preparedness in these domains, conveying a critical need for training and TA in them.

### WINTAC Lens

Integration of VR into the Workforce Development System is a popular subject area in terms of ITAAs, as demonstrated by the 20 formal intensive technical assistance agreements (ITAAs) in place (one more than at mid-year). These ITAAs draw from a menu of activities identified in the logic model, which each have an associated output and contribute to a set of defined short-term outcomes expected to be achieved within this funding cycle.

***TA Progress.*** Across the topic area of Pre-ETS (first dashboard), we see that just under half of activities (44%) are nearing or have reached completion (representing a completion rate of 75% or more). Below this first dashboard – the average activity progress bar - the progress rate is broken out by specific activity with the linked outputs’ progress rates provided side-by-side using “thermometer charts.” Activities one, three, four, five, and nine are progressing (assessing capacity and readiness) but the remainder are not as far along (establishing MOUs, pilots). For the most part, we see a one-to-one correspondence between the rate of completion for an activity and its associated output, but in one case, we see fewer completed outputs than activities. This is true for activity five to a slight degree – activities which represent considering career pathways at IPE development.

***Challenges Overcome.*** Unlike the Pre-ETS and CPMs areas, the pressures to implement workforce integration are less driven by RSA deadlines. As a result, many agencies that chose integration as a topic area for their ITAA began engaging the TA Team and then slowed down progress or explicitly put it on hold. As reported elsewhere many states are plagued by staff and leadership turnover and these challenges impact progress – particularly when leadership changes or is absent since interagency collaboration work so often requires leadership direction. Nevertheless, some agencies are making important headway with different aspects of workforce integration involving the use of integrated resource teams, career pathways, and collaborative meetings and events. In addition, these agencies are setting “baseline” measurements in place, against which to explicitly measure progress and success. Due to staff turnover, some agencies may be experiencing fluctuating rates as reported (e.g., in one state where co-enrollment appears to have dropped very significantly). This can be due to under-reporting, but also the need to acculturate newer staff and train them on collaborative working with the workforce development system that is being implemented within a given state since this is a significant systems – and importantly – culture change relative to what staff may have experienced previously.

***Impact****.* With respect to the “Integration Continuum” and its associated self-assessments to inform planning for improved integration, six states have participated in self- and joint-assessments with workforce partners and four have established their initial scores as “baselines.” (See “Outcomes Snapshot” infographic above). This is significant as a documented commitment to understanding how one operationalizes “collaboration” and progresses over time to more and more meaningful integrated work. Nowhere is this clearer than in one state that has engaged its core partners, required partners, and others that conducted a system-wide self-assessment and is now requiring all its 22 Local Workforce Innovation Boards to do the same as part of an annual assessment process! This systems change effort is being followed by the state’s Workforce Innovation Board (WIB) and included in the Unified State Plan and the policy and reporting systems, as well as in the Governor’s Executive Order Report on workforce development. Further, the WIB’s Continuous Improvement Committee itself has asked for an evaluation and monitoring of service integration activities. So far, the state VR agency reports seeing an increase its co-enrollment and direct referral rates as a result. In the future, follow-up data collection should include not only changes in scores, but information about what the change process has looked like in each state to enhance understanding of the impact and changes that have resulted and inform a set of promising practices that other states and systems can consider.

A great example of creating resources for other states and systems is seen in one state’s work with the Integration TA Team in relation to IRTs. As part of an onsite collaborative event across state agencies, vignettes regarding the challenges and barriers faced by people who are blind were developed. The TA Team recognized this as a valuable resource and has translated it into online training modules with facilitator guides available online (see resources above).

Integration is connecting across many other WINTAC areas and thus supporting joint and enhanced impacts. For example they are working with the Pre-ETS team to see Career Pathway work begin at IEP development and increase work-based learning experiences – see one state’s “Explore” program. They are collaborating (😊) with the Business Engagement team and The Career Index/Labor Market Information as well to support efforts by American Job Centers (AJCs), and Peer Mentoring to ensure Career Pathway work is built into the career planning work that is considered by mentors and mentees. Outside of WINTAC, the Integration TA Team has also collaborated with YTAC and DEI’s TA Center to leverage and support resources and agency engagements already ongoing with AJCs.

In other notable impacts, it is important to connect the work of this team to the successes of agencies in the area of Pre-ETS. With teamwork involving agencies, the Pre-ETS TA Team, the CPM TA Team (and RSA), agencies have been able to access data regarding performance and understand their work better in multiple areas. As noted in the Pre-ETS chapter, the requirements to track spending on new Pre-ETS services and the numbers of students served and potentially eligible for services – as well as the requirements to track performance according to CPMs – will allow for a deeper look at effectiveness of services and fiscal analyses of cost for services or per student, and return-on-investment/cost-benefit analyses.

*NH has recognized the advantage of attention to credential attainment as a pathway to higher level positions and improved employment outcomes from a retention and higher wage perspective, so has recently developed new policy and procedures around MSGs and Credentials that have been shared with other states.*

*Partnerships in the pilot area are showing results with 40 individuals from multiple partners attending the latest coordinating meeting and discussing continued improvement and the action plan in place.*

*Doug Keast and Lou Adams have been exceptionally helpful and accessible to those of us working on service integration at both the State and local levels. At the State level, they have participated in countless phone calls and in-person meetings, listening carefully and offering pertinent advice and information. Their input is informed by their experience with other states and organizations working with the integration continuum, and, as such, has allowed us to learn from the experience – both good and bad – of others. Given their deep history with vocational rehabilitation, one of the areas that Illinois wants to integrate more fully in our state and local workforce efforts, their suggestions of how to leverage those resources and effective practices have been particularly useful. They have also provided us with draft documents and forms which have helped accelerate our development process. Finally, they have also extended their offer of assistance to local workforce innovation areas (LWIAs), bringing their expertise to areas that need targeted support or wish to innovate. The style in which they have engaged is also noteworthy. Both Doug and Lou are* ***exemplars of reflective practitioners who do not claim to have “The Answer,” but rather offer suggestions and examples that allow organizations and individuals to discover their own path.*** *They are highly talented facilitators, able to pivot with the needs of the group and help direct the conversation to a productive outcome. The impact of their work, which began with the introduction of the integration continuum, has been to support [State’s] journey to service integration through a self-assessment process – all in a matter of months. By avoiding a number of the pitfalls and building on the successes of other states, WINTAC has saved [State] considerable time and resources.*

*Since WINTAC’ s involvement, the concept of integrating services has become much clearer to workforce partners and as a result is happening much more often.*

*Initial traction demonstrated that the IRT approach led to increased integration at the front line and enabled AJC to be educated in effective ways to serve the IDB clientele.*

*WINTAC assisted state representatives to complete the career pathways checklist to help them understand how career pathways focus both aligned with traditional vr values and were a part of the larger vision of wioa. A realization that career pathways alignment would need to be considered at both the systems and counselor level was reached, and groups were formed to take steps at both these levels.*

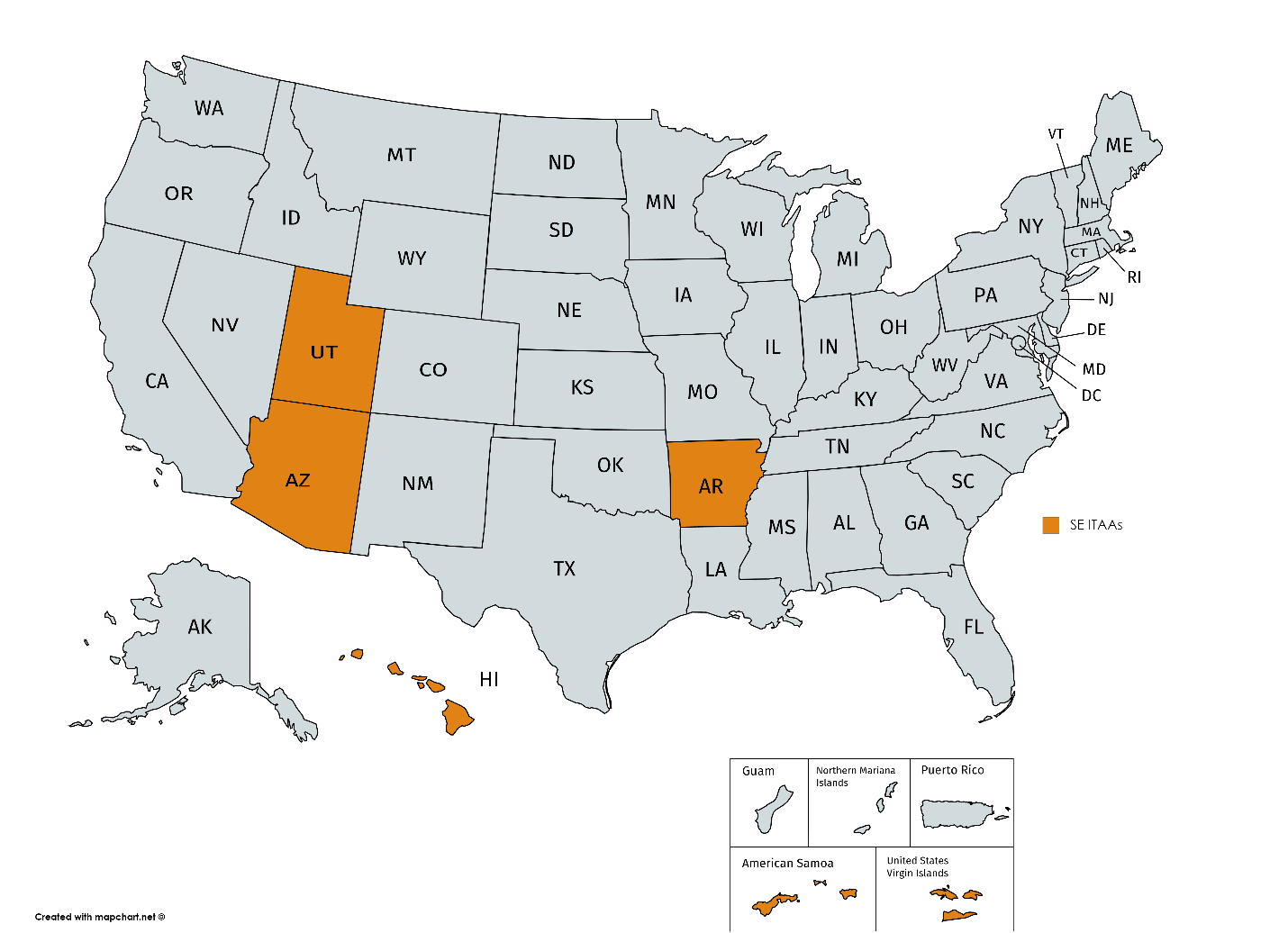
*An action team (5-8 members) is being established to include representatives from the state administrative level, the office administrative level and the counselor level to review materials from WINTAC and other states and develop definitions around what Career Pathways focused IPEs to include in Louisiana and recommendations as to how to introduce, operationalize and document such an effort.*

*WINTAC has provided so much information and technical assistance across all areas…We wouldn’t be where we are without it. They’ve helped us focus on all of these things the same time. As a small agency, with a lot of changes we’ve been going through, the steps we’ve been taking would have been impossible to take alone. We have a long way to go in many ways, but due to the WINTAC support we are a lot more comfortable in our direction and progress. With PreETS we’re better with our engagement with youth, and what we count and report in performance. We have a good focus with what we’re doing in apprenticeship with our partners, improving our overall alignment and building on the integrated resource team strategy. The help with TCI+ has integrated the use of LMI in our counseling process, strengthening how we engage clients with Career Pathways. The WINTAC team has supported our overall assessment and improvement of our rehabilitation services in the WIOA focus. These changes for us in the past few years, with so much information coming our way, we’ve gained some comfort in knowing what to focus on, and how to stage the changes we’ve been going through.*

***Evaluation Recommendations.*** Some states are clearly tracking efforts at integration as seen in the outcomes snapshot infographic above. Other states are not yet doing this as reported in the narratives, therefore it is suggested to prioritize as possible in Year 5 that all states establish a flag in their system to track and thus “count” outcomes o f their efforts (e.g., # involved in career pathways, # of IRTs) in a way that complements already ongoing tracking in this vein (e.g., co-enrollment). Over time, one will be able to connect these types of “service pathways” directly to client outcomes. One such outcome for Career Pathways for example, would include examining State Occupational Codes for recorded employment outcomes and whether they connect to high growth industries and IEP or IPE goals.

In addition to numbers and rates, processes and descriptions of changes being made would benefit from elaboration as states move forward in their systems change efforts to integrate. For example, what kinds of collaborative events, committees, or plans are being established. As clients receive joint service delivery, what outcomes are they experiencing. These impacts will take place over time, but establishing a process for tracking them with states will ensure the opportunity to do so is not lost by them. Future TA Centers and Evaluators can document them and examine patterns and highlight success stories for replication.

# Competitive Integrated Employment including Supported Employment-



## CIE: PROGRESS NARRATIVE

### National Lens

Competitive integrated employment (CIE) is the foundation of the Workforce Innovation and Opportunity Act (WIOA) and regulations (Wehman et al., 2018). It is the common theme in all of the WINTAC topical areas, as well as the work of other technical assistance centers. Successful competitive integrated employment outcomes for people with disabilities correspond with effective VR engagement with a wide range of businesses and workforce development partners.

WIOA and final regulations emphasize the need for VR agencies to increase strategies for successful competitive integrated employment including Supported Employment (SE) and Customized Employment (CE) for those individuals with the most significant disabilities, with contemporary research from national project evaluations demonstrating that every state can chart a path to successful outcomes despite different contexts or approaches (Tucker, Feng, Gruman, & Crossen, 2017).

### WINTAC Lens

In the first few years of this project, WINTAC entered into 31 Intensive TA agreements to assist SVRAs in improving their understanding of the rationale, concepts, implications and WIOA requirements associated with CIE, as well as best practices in supported and customized employment services. Over time, this assistance resulted in changing needs and WINTAC adjusted accordingly. For some SVRAs, issues were resolved to the point where diminishing levels of intervention were needed, and WINTAC shifted to targeted TA with them. For others, the response to issues and needs evolved to specific pilot projects and other strategies related to supported and customized employment. Those focused on Supported Employment are addressed in this chapter. Those focused on Customized Employment are addressed in the following chapter.

Under the CIE umbrella, WINTAC has worked with RSA to provide guidance to SVRAs in interpreting and applying regulatory expectations relating to CIE, developed companion tools and resources to support CIE implementation, conducted surveys to measure impact and facilitated communities of practice to share practical application knowledge and experiences. On a national scale, WINTAC has been in a unique position to identify the need for and take a leadership role in building consensus around the essential elements of CIE practices. These foundational principles have been articulated in WINTAC documents such as the “Essential Elements of Customized Employment for Universal Application” and “Core Features of Quality Supported Employment Services” that are recognized and cited in setting standards for excellence and measuring performance in vocational rehabilitation practice. WINTAC continues to provide a platform for ongoing dialogue and refinement of national standards and their practical application in CIE.

Other examples of CIE-related TA that have had broader implications beyond the individual SVRA include:

* A Competitive Integrated Employment Checklist tool to assist VR counselors in reviewing CIE services delivered by providers. The tool contains three checklists – one for each component of CIE (work setting, integrated location and work unit, and benefits and rate of pay). WINTAC held a webinar on its use and has posted RSA’s FAQs on the subject as a resource on its website.
* An MOU negotiated between an SVRA’s VR and DD agencies to articulate the principles, provisions and funding of sequenced services for individuals with significant disabilities in alignment with the terms of WIOA and the Medicaid Waiver program. This MOU is now complete, enabling the SVRA to take its CIE services to new levels with unprecedented collaborations and shared resources. It also serves as a model for other SVRAs and DD agencies encountering barriers to collaboration.

## CIE: SUPPORTED EMPLOYMENT

SUPPORTED EMPLOYMENT LOGIC MODEL

|  |  |
| --- | --- |
| **Activities** | **Output** |
| Provide overview training and targeted technical assistance (TA) related to WIOA requirements and the SE Quality Features relative to Supported Employment | 1. Completed trainings |
| Provide TA related to the development of MOUs with partner agencies as required by WIOA | 1. Draft MOUs |
| Develop new and/or review existing documentation policies and procedures, related to Supported Employment | 1. New or revised draft policies that meet WIOA requirements |
| Provide TA for the planning, development, implementation and sustainability of an SE Pilot Project that reflects the SE Quality Features | 1. Completed SE Pilot |
| Provide TA in developing an RFP for SE training to SVRA staff and providers | 1. Completed RFP |
| Develop new and/or review existing documentation fee structures for the provision of Supported Employment | 1. New or revised draft Fee Structures that meet RSA standards |
| **Short-Term Outcome**   * \_\_\_\_% increase in the number of qualified/certified SE providers * \_\_\_\_% increase in the number of individuals receiving SE Services * \_\_\_\_% in the number of successful outcomes for individuals receiving SE services | |

Across the topic area of CIE/Supported Employment we see that all ITAA activites have started, and 44% are nearing or have reached completion (with completion rates of 75% or more). Another 22% are half way to completion, with the remaining third of activities being 25% under way.

## PROGRESS BY ACTIVITY/OUTPUT: CIE/SUPPORTED EMPLOYMENT

In the following “thermometer charts” the overall progress rate is broken out by specific activity with the linked outputs’ progress rates provided side-by-side. As is illustrated in these charts, there is a one-to-one correspondence between the rate of completion for each SE activity and its associated output. The Supported Employment team fully completed one activity, and generated its corresponding output, related to training on the WIOA requirements and the Quality Features of Supported Employment Services. Activities 2 and 6 relating to development or review of MOUs and fee structures are 90% completed in half of the ITAAs and 50% completed in the remainder. The team’s pilot project assistance is 50% complete and work related to policies and procedures is 25% complete.

**Activity 1:** Provide overview training and targeted technical assistance (TA) related to WIOA requirements and the SE Quality Features relative to Supported Employment.

**Output A:** Completed trainings.

**Activity 2:** Provide TA related to the development of MOUs with partner agencies as required by WIOA.

**Output B:** Draft MOUs.

**Activity 3:** Develop new and/or review existing documentation policies and procedures, related to Supported Employment.

**Output C:** New or revised draft policies that meet WIOA requirements.

**Activity 4:** Provide TA for the planning, development, implementation and sustainability of an SE Pilot Project that reflects the SE Quality Features.

**Output D:** Completed SE Pilot.

**Activity 5:** Provide TA in developing an RFP for SE training to SVRA staff and providers.

**Output E:** Completed RFP.

*[Note: None of the current SE sites requested WINTAC TA on this activity.]*

**Activity 6:** Develop new and/or review existing documentation fee structures for the provision of Supported Employment.

**Output F:** New or revised draft Fee Structures that meet RSA standards.

**chart showing outcomes progress supported employment. Not started 13%, 25% completed 25%, 50% completed 25%, 75% completed 13%, 90% completed 13%, 100% completed 13%.**

This infographic shows that over one-third of anticipated SE outcomes are at least 75% achieved. These include measurable increases for three SVRAs in (1) VR staff understanding of WIOA’s SE requirements, (2) vendor capacity and (3) SE enrollments.

## CIE/Supported Employment: RESOURCES

Available on the WINTAC website, the CIE/SE team has developed a number of resources to support TA and training and provide guidance to SVRAs as they meet their requirements for competitive integrated employment under WIOA:

* [Supported Employment Quality Features](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta03_IntCompetEmpl/SE-QualityFeatures-FinalVersion19-0130-v8.pdf)  
  WINTAC, along with a wide variety of stakeholders with extensive supported employment experience developed the attached “Supported Employment Quality Features” document to identify and describe high quality features of supported employment as a guide for the universal application of these features across service delivery and training providers.  The intent of this document is to provide a consistent framework and detailed description of all the elements necessary to provide high quality supported employment services.
* [Supported Employment Critical Elements](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta03_IntCompetEmpl/SE_Critical_Elements_12-21-17_revision.docx)   
  is compiled from multiple resources such as WIOA Law, regulations, and RSA guidance to provide a comprehensive view of Supported Employment.
* [Oregon VR's presentation on changes to Supported Employment due to WIOA](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/Changes_to_supported_employment_post_WIOA-2-28-18.pptx)
* [Utah's SE Policy, Chapter 30](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/Utahs_VR_Policy_Chapter_30_Supported_Employment.pdf)  
  Utahs Client Service Manual, Chapter 30 on (SE) Supported Employment including policy, Definitions, and instructions on Individual Placement and Support, Community Rehabilitation Programs, and Job Coaching.
* [Utah SOR Chapter 30 Supported Employment Nov. 2016 Addendum](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/Utah_SOR_Chapter-30-Supported-Employment-Addendum-Nov%202016-v01.pdf)
* The Hawaii VR agency developed a series of documents listed below to provide staff guidance regarding the implementation of Supported Employment under WIOA.
  + [Hawaii’s internal staff procedures for Supported Employment Part 1, SE Eligibility and Planning](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta03_IntCompetEmpl/hi-part01-AccessiblePart1-SE-EligibilityandPlanning.docx)
  + [Hawaii’s internal staff procedures for Supported Employment" Part 2,SE Intensive Skills Training and Support](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta03_IntCompetEmpl/hi-part02-AccessibleICF-IntensiveSkillsTraining-andSupport.docx)
  + [Hawaii’s internal staff procedures for Supported Employment” Part 3, SE Extensive Services and Case Closures](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta03_IntCompetEmpl/hi-part03-SupportedEmployment-Definitions-andPractice-underWIOA.docx)
  + [Hawaii's internal staff procedures for Supported Employment, SE Checklist and Case Study](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta03_IntCompetEmpl/HI%27s_SE_ProgramChecklist_and_CaseExample.docx)
  + [Hawaii's internal staff procedures for Supported Employment, SE Employment definitions and practice under WIOA](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta03_IntCompetEmpl/SupportedEmployment_definitions_and_practice_under_WIOA.docx)
* [Michigan Rehabilitation Services CIE Checklist](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/MRS-66-Rev-8-2017_DHHS_accessible.pdf)

**Supported Employment: PROGRESS NARRATIVE**

WINTAC’s support to SVRAs in developing or solidifying their understanding and implementation of CIE, in particular relating to supported employment, has provided a foundation for several states to progress to a higher level of service delivery requiring degrees of performance and systems change that they might not have been able to manage without this foundation. The focus of WINTAC’s assistance is to provide structure and guidance so states can develop, improve and sustain SE programs with fidelity and quality. Among other resources, the “Core Features of Quality SE Services” document provides a hands-on program design tool and a quality features checklist, serving as a consistent program management and evaluation framework that will stand the test of time.

WINTAC also facilitated a Supported Employment Community of Practice (CoP) designed for participants to learn about and share approaches to SE policy and procedures consistent with WIOA and RSA requirements. CoP membership counted as many as 42 individuals from 17 states. 60% of respondents to a member survey found the CoP to be beneficial.

***TA Progress*** WINTAC worked with six SVRAs on activities related to SE policy and service delivery aligned with WIOA changes. As noted in the above charts, all ITAA activities are under way, and 44% are 75-100% complete, including training on the Quality Features document and development of MOUs and fee structures. Activity related to the SE pilot in one SVRA – where the agency is revamping its entire program – is already halfway toward completion. As can be expected, the team’s more complex work on SE policies and procedures is at 25%.

***Challenges Overcome*** Most SVRAs requesting intensive technical assistance in this area identified unsatisfactory SE outcomes and program needs related to insufficient pay, training and quality control. The strategies and tools developed under WINTAC addressed these challenges by helping agencies build or reshape the fundamentals of their programs: agreements, fee structures, standards, policies and procedures. This infrastructure will help them – and other SVRAs – sustain solid SE programs and overcome further challenges going forward.

***Impact*** As noted in the speedometer infographic above, over one-third of anticipated SE outcomes are already at least 75% achieved. These include measurable increases for three SVRAs in (1) VR staff understanding of WIOA’s SE requirements, (2) vendor capacity and (3) SE enrollments. Outcomes that are associated with fundamental systems change activities and outputs understandably are still in earlier stages (25-50%) of achievement. These include measurable increases in consumers served and individuals achieving competitive integrated employment.

In a survey regarding SE technical assistance, 82% of TA recipients responding indicated that WINTAC’s intensive services resulted in adoption of new policies and procedures as well as completion of related staff training. 73% indicated that it had also resulted in CRPs being better informed regarding SE. WINTAC supports enabled one SVRA to increase SE contractors by five with the expected result of increased referrals and outcomes. Another SVRA, currently only halfway through a Supported Employment pilot, has already seen a systems shift from a historic lack of collaboration with the DD agency – and resulting low enrollments – to a strong collaboration under the state’s Employment First Initiative (EFI) and a 500% increase in referrals and co-enrollments. The experience in one of the pilot’s sites will form the basis for SE expansion in conjunction with the EFI, and it has positioned them to begin developing a CE pilot. It should also be noted that WINTAC’s targeted TA working with sixteen agencies to align their paperwork with WIOA requirements resulted in capacity-building measures (both VR and providers), greater clarity on regulations and ultimately significant expansion of SE services, commitment to service quality and improved data tracking.

***Sampling of Testimonials on the Supported Employment Technical Assistance Experience/Impact***

***Thank you for all of the great input and feedback. We did this in short order and [WINTAC team members] were very accessible.***

***[As a result of WINTAC’s TA on SE policies and procedures] we have seen a significant increase in the number of SE job coaching hours to help individuals reach stability.***

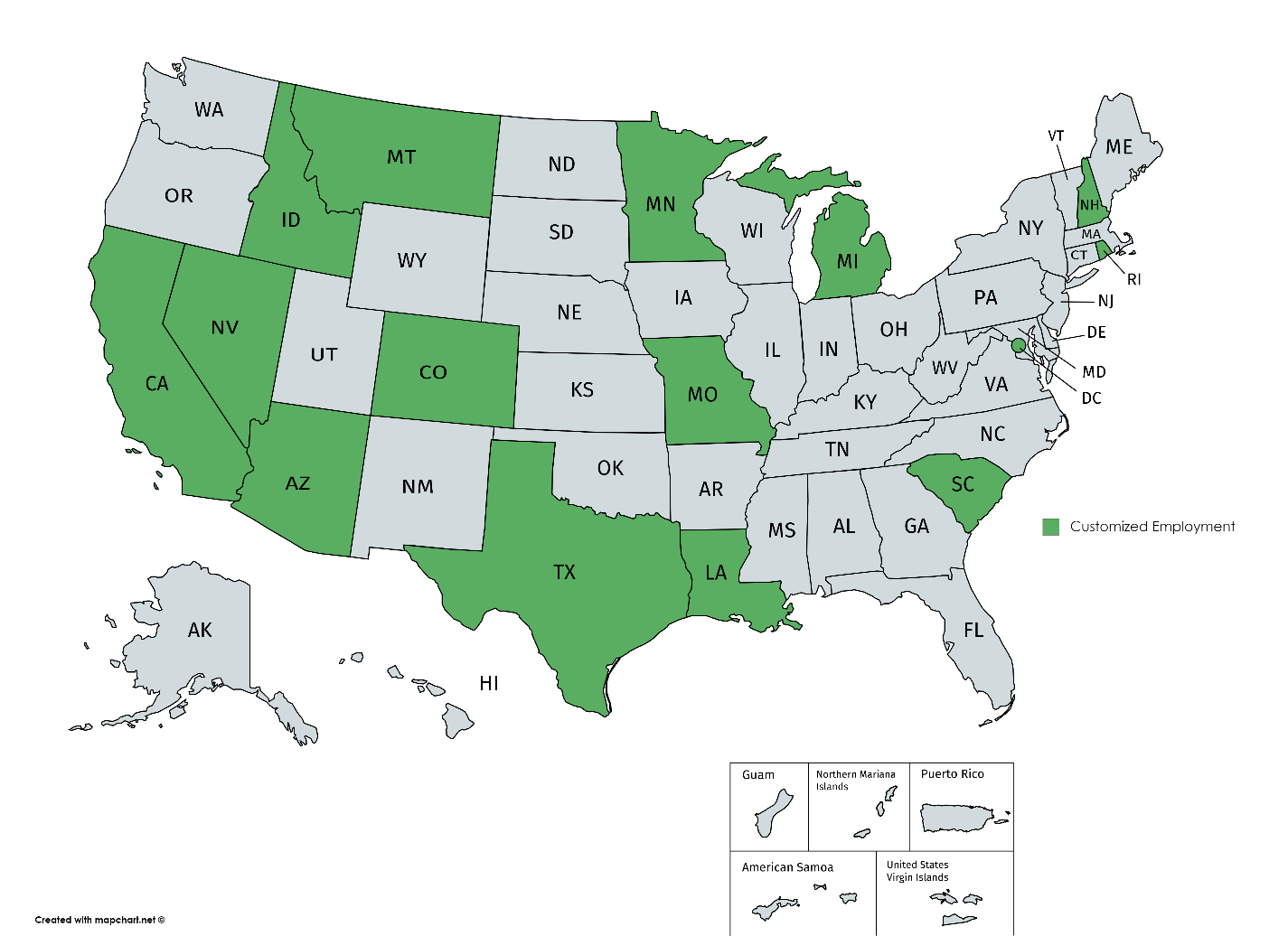
***The information provided within the [Supported Employment Community of Practice] has been beneficial as we work through policy development.***

***WINTAC is an essential resource and should continue to be sustained in order to continue to offer TA solutions.***

***Evaluation Recommendations*** The SE team has made steady progress in moving TA activities toward completion to ensure that SVRAs are able to build and sustain strong Supported Employment programs. As time permits going forward, it will be valuable to more closely examine changes in states’ capacity to provide quality Supported Employment services (as measured by the quantity of qualified vendors, authorizations, referrals, co-enrollments, etc.) as well as changes in outcomes (as measured by the quantity of SE consumers attaining competitive integrated employment). This will entail deliberate articulation of pre-intervention baselines and periodic tracking and comparison of results for states receiving technical assistance from WINTAC’s SE team.

For other states where SE capacity and quality may be found lacking (whether across the board or among underserved populations), it may be worth considering pilots similar to the one currently under way. As seen with the current pilot, it will be important to assist these states in establishing evaluation plans from the outset, including clearly articulated outcomes, baselines, measures and tracking processes and timetables.

# Competitive Integrated Employment: Customized Employment-



## CUSTOMIZED EMPLOYMENT LOGIC MODEL

| Activities | Outputs |
| --- | --- |
| 1. WINTAC: Analyze system’s (VR and State Partners) readiness and capacity to implement CE.    1. NTACT: examine same, including current systems collaboration, for students and youth with disabilities between SEAs, LEAs, VR, ID/DD, MH, CMS, and other key partners    2. YTAC: examine same, specifically for system-involved (juvenile justice, foster care), homeless, and out-of-school youth | 1. Completed readiness and capacity assessment. |
| 1. WINTAC: Analyze feasibility of system (VR and State Partners) to implement CE.    1. NTACT: examine same, including current systems collaboration, for students and youth with disabilities between SEAs, LEAs, VR, ID/DD, MH, CMS, and other key partners    2. YTAC: examine same specifically for system-involved (juvenile justice, foster care), homeless, and out-of-school youth | 1. Completed feasibility assessment. |
| 1. WINTAC: Conduct a survey of VR staff and CRPs/vendors to determine CE experience and capacity.    1. NTACT: survey SEAs and LEAs on past and current engagement in CE training and implementation.    2. YTAC: add to VR/CRPs/vendors survey to determine same for system-involved (juvenile justice, foster care), homeless, and out-of-school youth. | 1. Survey Report. |
| 1. WINTAC: Conduct a review of existing system (VR and State Partners) history, knowledge, policies, procedures, fee structures, and MOUs relevant to the implementation of CE.    1. NTACT: focus on SEAs and LEAs.    2. YTAC: assist VR, SEAs, and LEAs to conduct a community resource mapping exercise to identify youth serving organizations for CE referrals and services. | 1. Completed review of areas in need of development and enhancement for sustainable CE implementation.    1. NTACT: completed mapping of LEA alignment of current transition activities / services and CE implementation.    2. YTAC: list of youth serving organizations that could provide CE referrals and CE services. |
| 1. WINTAC: Develop a Pilot Implementation Plan for CE (roadmap), including the identification of sites and CRPs and resources.    1. NTACT: identify potential LEA partner sites and resources and monitor LEA(s)’ engagement in the pilot CE site(s)    2. YTAC: assist in development of comprehensive outreach plan to increase the engagement and enrollment of system-involved (juvenile justice, foster care), homeless, and out-of-school youth in customized employment. | 1. Completed project implementation plan (roadmap) including pilot site identification, partner identification, and resources.    1. NTACT: LEA engagement and monitoring plan.    2. YTAC: comprehensive outreach plan to increase the engagement and enrollment of system-involved (juvenile justice, foster care), homeless, and out-of-school youth. |
| 1. WINTAC: Assist the agency in revising policies, procedures, fee structures, and MOUs relevant to the implementation of CE as needed.    1. NTACT: facilitate discussion and coordination with pilot LEAs regarding alignment of current transition activities/services and CE implementation.    2. YTAC: include braided funding to serve out-of-school youth, and MOUs relevant to the implementation of CE as needed | 1. Drafted policies, procedures, and fee structures governing the provision of CE. |
| 1. WINTAC: Assist in development of a RFP for VR to disseminate to vendors so they can apply to receive training in the Essential Elements of CE and become CE service providers. | 1. Drafted RFP for VR to disseminate to vendors so they can apply to receive training in the Essential Elements of CE and/or become contractors for the provision of CE. |
| 1. WINTAC: Conduct training of the VR agency staff regarding the Essential Elements of CE, emphasizing appropriate referrals and implementation of quality CE programs and services.    1. NTACT: facilitate participation of targeted SEA and LEA staff.    2. YTAC: conduct additional training of the VR agency staff around supporting system-involved (juvenile justice, foster care), homeless, and out-of-school youth in the CE process. | 1. Number of agency staff/CRPs/providers who completed CE training. |
| 1. WINTAC: Conduct training (performance-based) of direct service providers engaged in the Pilot Project regarding the provision of CE, following the Essential Elements model. | 1. Number of agency staff/CRPs/providers who are authorized by the agency to receive referrals. |
| 1. WINTAC: Develop a plan to expand and sustain CE.    1. NTACT: include SEAs and LEAs. | 1. Completed sustainability plan. |
| 1. NTACT: Monitor LEA(s) engagement in pilot site. | 1. Additional NTACT Output: A completed monitoring summary of LEA(s) engagement in the pilot CE site(s). |
| **Short-Term Outcomes**   * Increased number of clients, including those with the most significant disabilities (NTACT: and/or students; YTAC: and/or system-involved, homeless, and/or out-of-school youth)   + Referred for CE services   + With IPE that includes CE or CIE goals (NTACT: or IEP for LEAs and SEAs, which should include in Summary of Performance detailed information of CE experiences)   + Receiving customized employment as a service. *Measurement: # individuals receiving CE annually, compared to baseline – case management system, 911 data, competency review data*     - Increased evidence of implementation of Essential Elements in client service files (e.g., increased exploration of jobs with the individual, work with employers to facilitate and customize placements, development of job duties, logistics, etc., client representation, provision of supports). *Measurement: Competency review data*     - Practitioners providing quality services according to agency’s service performance measures and/or protocols. *Measurement: Agency protocol data*   + Increase in work-based learning experiences for clients with the most significant disabilities. * Increased statewide capacity and infrastructure to provide CE (systems change) [can specify populations, e.g., youth, blind]. *Measurement: number of service providers offering CE, and number of clients served, pre- and post-WINTAC TA and training*   + *VR staff capable of making appropriate referrals*   + VR staff capable of evaluating competency of CE providers in implementing CE according to Essential Elements model   + Service providers capable of providing competent CE services according to Essential Elements model. *Measurement:*     - *practitioner knowledge pre-/post-training*     - *current # of certified CE providers, compared to baseline*   + All partners actively implementing CE according to their respective roles, in alignment with the implementation plan and Essential Elements model. *Measurement: Quantitative assessment based on data from competency reviews or other agency protocols; qualitative assessment based on implementation plan, MOUs or other agreements*     - NTACT: LEAs engaged in CE in collaboration with state and/or local VR, ID/DD, MH, CMS   **Long-Term Outcomes**   * Decrease in unsuccessful closures due to severity of disability. *Measurement: Case management system and 911 data* * Increase in Competitive Integrated Employment for individuals as a result of CE, including those with the most significant disabilities [can specify other populations, e.g., youth, blind, co-enrolled, or “who would have otherwise been in subminimum wage employment”] YTAC: and/or system-involved, homeless, and out-of-school youth. *Measurement: Case management system and 911 data compared with baseline year*   + Placement, e.g., number of jobs in high demand areas as identified by the local workforce development system   + Retention, e.g., consumers retain employment in 2nd and 4th quarter after exit from VR program   + Advancement, e.g., engaged in a recognized career pathway as identified by VR and other core workforce partners   + Self-sufficiency, e.g., average earnings from one year to the next in addition to number who moved from public support to earnings as their primary source of income at application vs. closure * Increase in diversity of employment outcomes for individuals with most significant disabilities. * Increase in number of employers willing to provide customized employment opportunities. *Measurement: Activities and Outputs that link results to WINTAC TA* * *Increase in the Return-on-Investment for VR agencies.* * Increased leveraging of fiscal and other resources of partner agencies (systems change). *Measurement: Agency budget data* * Increase in level of integration with workforce agencies; increase in number of individuals served in AJCs. *Measurement: Rate of co-enrollments* * Increased capacity to sustain CE as a practice after the pilot phase. *Measurement: Sustainability plan* * Additional NTACT Outcome: Increase in the number of former students reporting that they are engaged in CIE based upon LEA’s IDEA Ind. 14 data. | |

Across the topic area of Customized Employment we see that as many as 61% are nearing or have reached completion (with completion rates of 75% or more). Another 5% are half way to completion, with another third of activities being 25% under way.

## PROGRESS BY ACTIVITY/OUTPUT: CUSTOMIZED EMPLOYMENT

In the following “thermometer charts” the overall progress rate is broken out by specific activity with the linked outputs’ progress rates provided side-by-side. As is illustrated in these charts, there is a one-to-one correspondence between the rate of completion for eight of the 13 CE activities and their associated outputs as presented in the logic model. In the other five, the rates at which outputs are generated differ from the corresponding activities’ completion rates. Possible explanations for these differences are addressed in the narrative section of this chapter. Eight Customized Employment activities and their corresponding outputs were 75-100% completed (four of them 100% complete) for all sites requesting those activities.

**Activity 1:** WINTAC: Analyze system’s (VR and State Partners) readiness and capacity to implement CE.

1. NTACT: examine same, including current systems collaboration, for students and youth with disabilities between SEAs, LEAs, VR, ID/DD, MH, CMS, and other key partners
2. YTAC: examine same, specifically for system-involved (juvenile justice, foster care), homeless, and out-of-school youth

**Output A:** Completed readiness and capacity assessment.

**Activity 2:** WINTAC: Analyze feasibility of system (VR and State Partners) to implement CE.

1. NTACT: examine same, including current systems collaboration, for students and youth with disabilities between SEAs, LEAs, VR, ID/DD, MH, CMS, and other key partners
2. YTAC: examine same specifically for system-involved (juvenile justice, foster care), homeless, and out-of-school youth

**Output B:** Completed feasibility assessment.

**Activity 3:** WINTAC: Conduct a survey of VR staff and CRPs/vendors to determine CE experience and capacity.

1. NTACT: survey SEAs and LEAs on past and current engagement in CE training and implementation.
2. YTAC: add to VR/CRPs/vendors survey to determine same for system-involved (juvenile justice, foster care), homeless, and out-of-school youth.

**Output** **C:** Survey Report.

**Activity 4:** WINTAC: Conduct review of existing system (VR and State Partners) history, know-ledge, policies, procedures, fee structures, and MOUs relevant to the implementation of CE.

1. NTACT: focus on SEAs and LEAs.
2. YTAC: assist VR, SEAs, and LEAs to conduct a community resource mapping exercise to identify youth serving organizations for CE referrals and services.

**Output** **D:** Completed review of areas in need of development and enhancement for sustainable CE implementation.

1. NTACT: completed mapping of LEA alignment of current transition activities / services and CE implementation.
2. YTAC: list of youth serving organizations that could provide CE referrals and CE services.

**Activity 5:** WINTAC: Develop a Pilot Roadmap, including the identification of sites, CRPs and resources.

1. NTACT: identify potential LEA partner sites and resources and monitor LEA(s)’ engagement in the pilot CE site(s)
2. YTAC: assist in development of comprehensive outreach plan to increase the engagement and enrollment of system-involved (juvenile justice, foster care), homeless, and out-of-school youth in customized employment.

**Output** **E:** Completed project implementation plan (roadmap) including pilot site and partner identification, and resources.

1. NTACT: LEA engagement and monitoring plan.
2. YTAC: comprehensive outreach plan for justice, foster care, homeless, and out-of-school youth.

**Activity 6:** WINTAC: Assist the agency in revising policies, procedures, fee structures, and MOUs relevant to the implementation of CE as needed.

1. NTACT: facilitate discussion and coordination with pilot LEAs regarding alignment of current transition activities/services and CE implementation.
2. YTAC: include braided funding to serve out-of-school youth, and MOUs relevant to the implementation of CE as needed

**Output F:** Drafted policies, procedures, and fee structures governing the provision of CE.

**Activity 7:** WINTAC: Assist in development of a RFP for VR to disseminate to vendors so they can apply to receive training in the Essential Elements of CE and become CE service providers.

**Output G:** Drafted RFP for VR to disseminate to vendors so they can apply to receive training in the Essential Elements of CE and/or become contractors for the provision of CE.

**Activity 8:** WINTAC: Conduct training of the VR agency staff regarding the Essential Elements of CE, emphasizing appropriate referrals and implementation of quality CE programs and services.

1. NTACT: facilitate participation of targeted SEA and LEA staff.
2. YTAC: conduct additional training of the VR agency staff around supporting system-involved (juvenile justice, foster care), homeless, and out-of-school youth in the CE process.

**Output H:** Number of agency staff/CRPs/providers who completed CE training.

**Activity 9:** WINTAC: Conduct training (performance-based) of direct service providers engaged in the Pilot Project regarding the provision of CE, following the Essential Elements model.

**Output I:** Number of agency staff/CRPs/providers who are authorized by the agency to receive referrals.

**Activity 10:** WINTAC: Develop a plan to expand and sustain CE.

1. NTACT: include SEAs and LEAs.

**Output J:** Completed sustainability plan.

**Activity 11:** NTACT: Monitor LEA(s) engagement in pilot site.

**Output K:** Additional NTACT Output: A completed monitoring summary of LEA(s) engagement in the pilot CE site(s).

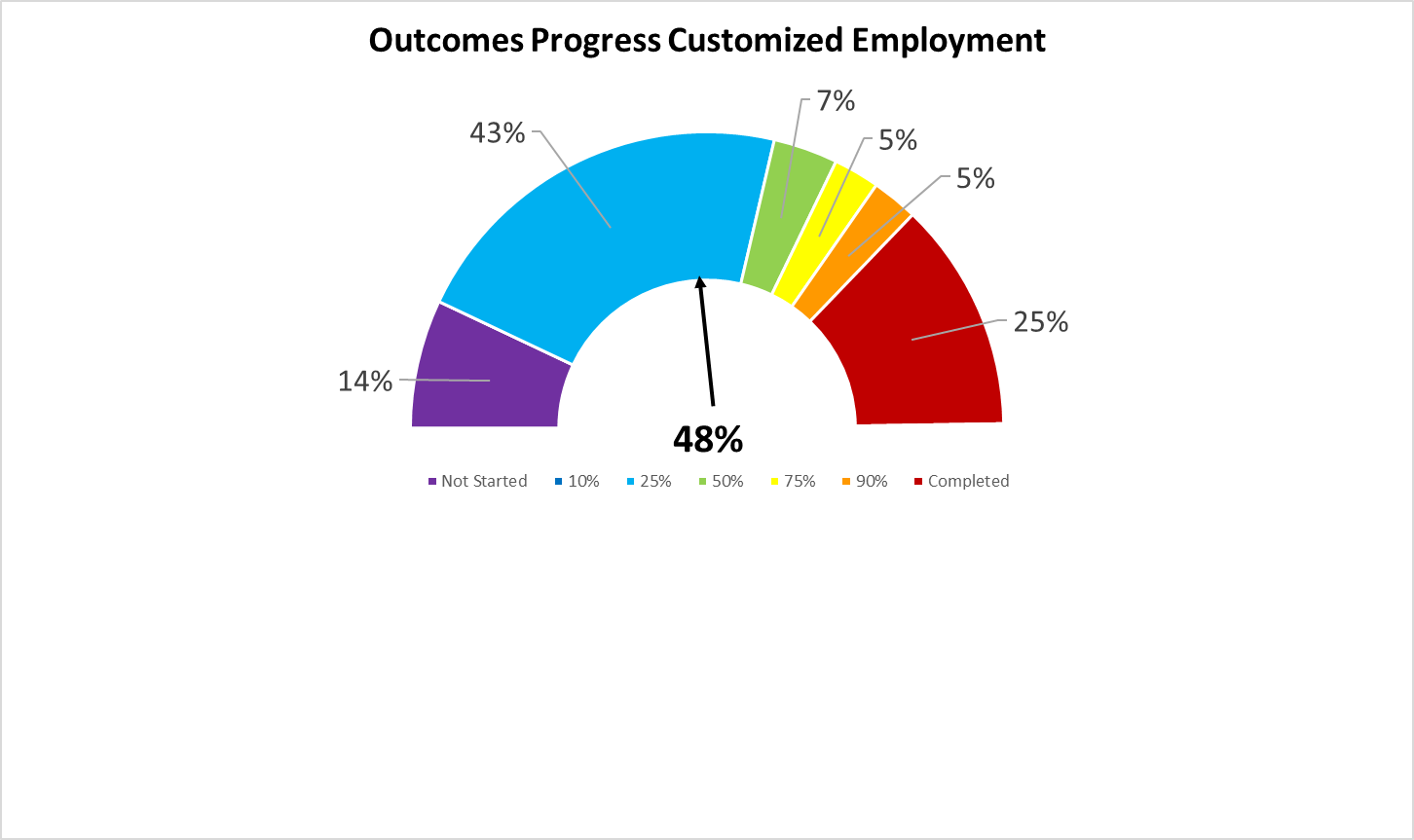
*[Note: None of the current CE Pilots requested TA on this activity.]*

**Activity Unique 1:** Research CE models nationally.

**Activity Unique 2:** Research rates paid for the provision of CE by other VR programs.

**Output 1:** Number of CE models provided to DOR.

**Output 2:** Rate structure provided to DOR



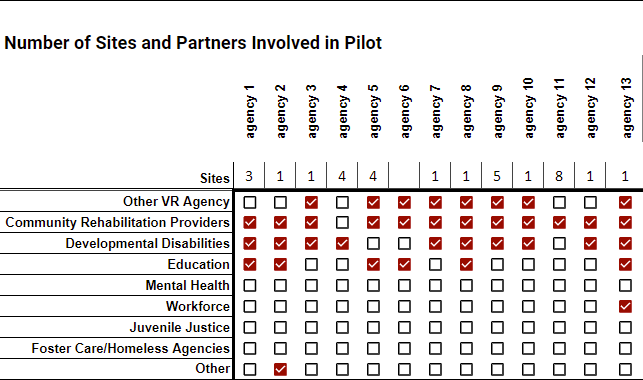
This infographic shows that over one-third of anticipated CE outcomes are at least 75% achieved. These include measurable increases for seven SVRAs in one or more of the following:

* Individuals achieving CIE outcomes
* Individuals receiving CE services
* Statewide capacity to deliver CE services
* VR capacity to leverage partner resources
* VR staff understanding of when CE is an appropriate service for individuals with disabilities

## Customized Employment Pilot Data Dashboards

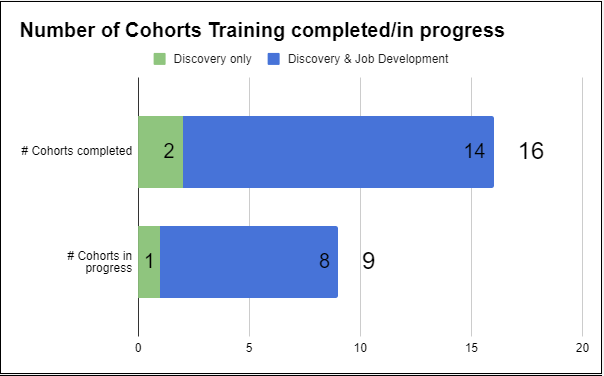
SVRAs report quarterly to WINTAC on six core data elements. They can view their entries on a dashboard. Initial reports seen here cover the period from pilot start-up through September 2019. Aggregate dashboard data for all 13 SVRAs\* is displayed below A sample online report form appears in Appendix B.

**-CE DASHBOARD: PILOT INPUTS-**

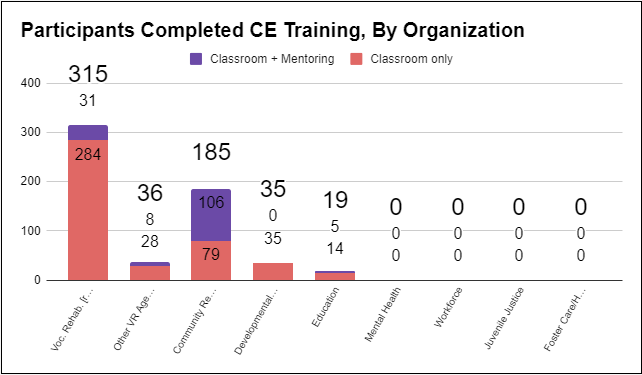


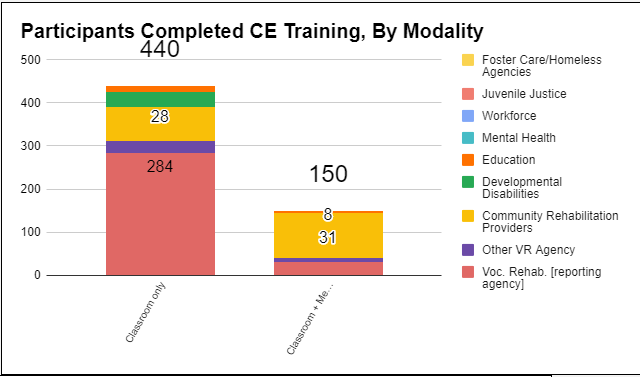
**-CE DASHBOARD: PILOT OUTPUTS-**

**TRAINING COHORTS**



**TRAINING COMPLETIONS**

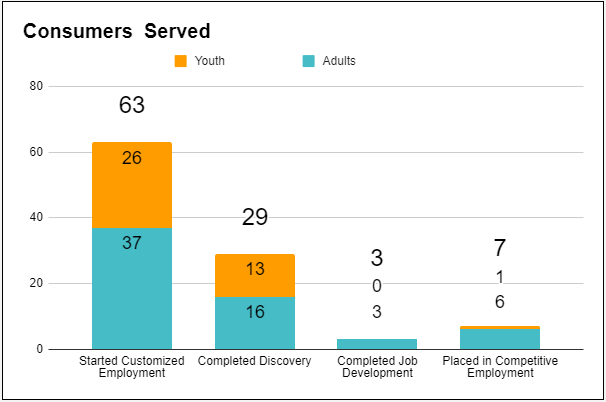




**-CE DASHBOARD: PILOT OUTCOMES-**

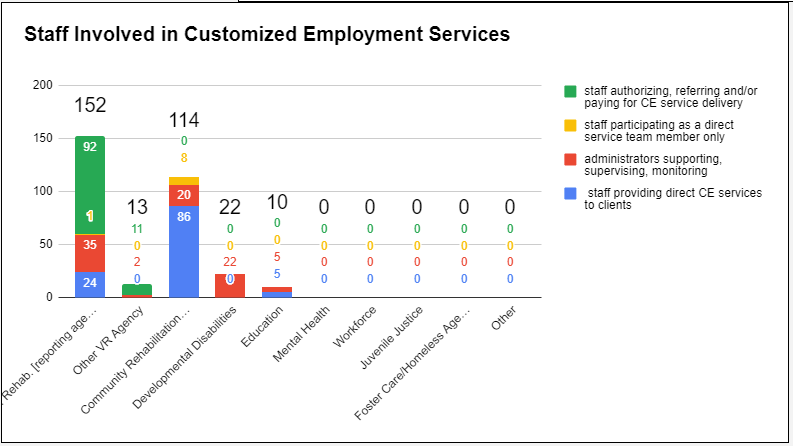
**CONSUMERS SERVED**

\*12 of 13 SVRAs reporting



**CAPACITY**





## Customized Employment: RESOURCES

The CE team has developed or facilitated the development of a number of resources to support TA and training and provide guidance to SVRAs as they develop pilots or other strategies to meet the requirements for customized employment under WIOA:

* [Essential Elements of Customized Employment for Universal Application](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta03_IntCompetEmpl/Essential-Elements-of-Customized-Employment-for-Universal-Application%20Rev%207-17.pdf)
* CE Logic Model (Integrated With NTACT & Y-TAC CE Logic Models)
* [Customized Employment Implementation Roadmap](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta03_IntCompetEmpl/CE_Pilot_Roadmap_Final_10.9.19.pdf)
* CE Readiness Assessment Self-Rating Survey
* CE Readiness Gap Analysis
* [CE Delivery Checklist](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta03_IntCompetEmpl/CE-Delivery-Checklist19-0807-accessible.pdf)
* CE Overview/Orientation For VR Agencies and Partners (Day-Long Session)
* Discovery/Pre-ETS Cross Walk (Revised Draft Under Review By RSA)
* Templates
  + CE Milestone Fee Structure
  + CE Milestones Activity Log
  + CE Policies and Procedures
  + Request for Proposals for CE Training
  + Guidance for Explaining CE to Families
  + Local Site Selection Rating Sheet
  + CE Rate-setting Guide, Methodology and Samples
  + CE Credentialing Guidance (draft)
* CE Training Participant Surveys
* CE Vendor Competency Review – Sample Protocol
* CE Pilot Narratives
* CE Pilot Implementation Plan
* CE Pilot Data Dashboards
* CE End Of Pilot Survey
* CE Sustainability Analysis and Plan

## Customized Employment: PROGRESS NARRATIVE

### National Lens

As noted in the previous chapter, competitive integrated employment (CIE) is the foundation of the Workforce Innovation and Opportunity Act (WIOA) and regulations (Wehman et al., 2018). It is the common theme in all of the WINTAC topical areas, as well as the work of other technical assistance centers. Successful competitive integrated employment outcomes for people with disabilities correspond with effective VR engagement with a wide range of businesses and workforce development partners.

Customized Employment (CE) is one strategy promoted in WIOA and final regulations for VR agencies to adopt as a means of increasing successful competitive integrated employment outcomes for individuals with the most significant disabilities. Contemporary research from national project evaluations demonstrate that every state can chart a path to successful outcomes despite different contexts or approaches (Tucker, Feng, Gruman, & Crossen, 2017).

On a national scale, WINTAC has been in a unique position to identify the need for and take a leadership role in building consensus around the foundational principles of CIE practices, starting with Customized Employment. One product of this effort, the “Essential Elements of Customized Employment for Universal Application” document, is now widely recognized and cited in setting standards for excellence, building capacity, measuring performance in VR practice and promoting sustainability. WINTAC continues to provide a platform for ongoing dialogue and leveraging of resources among a growing network of experts, certification entities and technical assistance centers to refine national standards and promote and support their practical application in Customized Employment service delivery.

Also impacting CE at the national level, WINTAC’s TA approach has significantly altered the nature of the CE training model. Where training typically had been a “train and leave” transaction, often for one provider or agency, and often with little VR involvement, it is now integrated into a systems strategy with VR among (or leading) a collaborative of multiple stakeholders committing to a comprehensive and sustainable capacity-building plan. As a result, VR and partners are investing in infrastructure, and capacity to provide quality CE services is growing appreciably.

### WINTAC Lens

In the first few years of this project, WINTAC entered into Intensive TA agreements to assist 31 SVRAs in improving their understanding of the rationale, concepts, implications and WIOA requirements associated with CIE, as well as best practices in supported and customized employment services. Over time, this assistance resulted in changing TA needs and WINTAC adjusted accordingly. Customized Employment, in particular, played a role in other WINTAC domains, for example, Section 511 (as a viable alternative to sheltered work), Pre-ETS (Discovery in the schools as a Pre-ETS activity), Workforce Integration (partnering with education, developmental disabilities, workforce, Employment First) and Common Performance Measures (its potential to increase positive outcomes). These and other factors created high demand for technical assistance to SVRAs in adding Customized Employment to their service portfolios. For example, many SVRAs found CE to be a logical extension of their efforts to divert individuals from subminimum wage employment.

WINTAC determined that one way to address this increased demand was to maximize resources by partnering with other TACs – especially NTACT and Y-TAC, to the extent that their activities, outputs and outcomes are articulated in WINTAC’s CE Logic Model (above). Another way to address the increased demand was to invest more heavily in CE as a CIE strategy, carving it out of the CIE topic area and adopting a clearly defined pilot project structure. Highlights of WINTAC’s work with SVRAs implementing CE Pilot Projects are discussed below.

***TA Progress*** The Customized Employment team has worked with a growing number of SVRAs on CE strategies. Eighteen SVRAs have ITAAs for CE-related TA services. Thirteen of them are engaged in eleven official CE pilots in ten states. As noted in the logic model, the ITAAs plot out a range of activities intended to assist states in testing out the application of CE in their respective VR settings. Progress on ITAA activities has been steady, as noted in the above charts and detailed below.

Fully 61% of CE-related activities are already nearing or have reached completion (completion rates of 75% or more). Five per cent are half way to completion, with another third of activities being 25% under way. The thermometer charts show a one-to-one correspondence between the rate of completion for eight of the 13 CE activities and their associated outputs as presented in the logic model. In the other five, the rates at which outputs are generated differ from the corresponding activities’ completion rates. Further inquiry will be required to understand these variations.

Seven Customized Employment activities and their corresponding outputs were 75-100% completed (four of them 100% complete) for all sites requesting those activities. The four fully completed activities tended to involve research and feasibility studies which naturally preceed launching into a pilot. One similar activity is only 20% completed but this is because the pilot is just starting. One high-intensity activity, involving the performance-based CE training, is very close to full completion, with three pilots having completed training, and one 90% complete. Lower rates of completion can be seen for training of VR staff (29%) and development of expansion and sustainability plans (0%). The latter activity is present in the ITAAs for 11 pilots. It is reported to be 25% under way in six pilots and has not yet started in the other five. This is understandable as the pilot implementation experience will inform the expansion and sustainability plans, and most pilots are still in the implementation stage.

All of this activity, over time, has resulted in refinement of WINTAC’s TA approach and CE Pilot framework, generating well-articulated pilot design and implementation steps and accompanying resources (see “Resources” section). The approach involves a sequence of orientation, readiness assessment, planning and design steps, followed by infrastructure development, training and pilot implementation – with provisions for evaluation, expansion and sustainability. All recommended pilot actions are guided by a flexible “Roadmap” and various tools and templates. An example of an infrastructure tool, the “[CE Delivery Checklist,” is on the WINTAC website](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta03_IntCompetEmpl/CE-Delivery-Checklist19-0807-accessible.pdf). The Checklist evolved from early work by WINTAC and was refined and finalized in collaboration with Y-TAC and NTACT.

WINTAC also convened and now facilitates a CE Community of Practice (CoP) consisting of SVRAs actively involved in CE implementation, all but one member being engaged in a WINTAC pilot. There have been nine CoP sessions with 130 attendees representing 15 SVRAs. Discussions have focused on strategies to address shared challenges relating to staff turnover, fee structures, sustainable training and explaining CE to clients and families.

Finally, WINTAC’s evaluation team developed and recently launched a simple reporting protocol using the CE Pilot Dashboards included earlier in this chapter, to show pilot progress. Progress on six core data elements is reported by the SVRA via an online report form. The reported data is then automatically translated to the dashboard. Pilots can view their own respective dashboard and an aggregate dashboard. A sample report form, as well as site-specific dashboards, appear in Appendix B.

***Challenges Overcome*** WINTAC’s pilot strategy is helping SVRAs address issues as big as culture change (attitudes about employability, organizational barriers, lack of buy-in) or siloed service delivery and as focused as finding qualified trainers or tracking outcomes. A frequently cited challenge to successful pilot implementation is the VR field’s perennial issue of staff turnover which results in a diminished return on the considerable investment of time and money in CE training. A related challenge is lack of providers altogether. These are not barriers SVRAs or even WINTAC can overcome alone, but bringing recognition and resources to bear has already been fruitful, and WINTAC is working with SVRAs and national partners on cost-effective and comprehensive solutions. Another barrier relates to failures of interagency communication and collaboration. Services to most potential CE consumers cut across systems and cannot be successful in isolation. WINTAC’s CE team has skillfully worked with SVRAs and partners to clarify roles and responsibilities, negotiate cost- and service-sharing agreements and find other win-win solutions that will promote service quality and continuity for shared clients.

***Impact*** The impact of WINTAC’s approach to Customized Employment TA can be viewed from the broader perspective as well as that of the overall pilot initiative (including the CoP) and finally the perspective of the individual pilots. From the broader perspective, in addition to observations made in the “National Lens” section of this narrative, it can be noted that the CE Pilot project has served as a laboratory for positive interactions across the WINTAC teams. The CE Team has factored inter-team relationships into its TA model: On one hand, leveraging other teams’ resources and on the other providing a template for TA delivery that other teams can use. For example, as complex as it can be to adopt CE, the relationship with the CE Team can sometimes be overwhelming. So, for SVRAs that aren’t ready to come aboard or are taking a pause, the CE Team stays in the loop on the coattails of other WINTAC teams that are working with the same SVRA – still able to track how things are going and make its availability known without pressuring them or disappearing altogether. In turn, the CE Pilot template provides the rest of the WINTAC teams resources to shape their own TA or design and implement pilots using logic models, roadmaps, readiness tools, etc.

From the perspective of the overall pilot initiative, the following themes have been observed in multiple pilots and are important systems level impacts even though they are not specifically measured or articulated in the ITAAs as desired outcomes:

* Significant increases in partnering and leveraging resources, including braiding funds
* Positioning VR as a lead in interagency collaborations
* Unprecedented partnering between the General and Blind agencies
* Paradigm shifts in staff view of employability
* Cross-agency alignment of policies and procedures
* National trainers’ adapting their models to emphasize sustainability

Also, participants in WINTAC’s CE Community of Practice say they find value in the group dynamic: sharing experiences, learning from each other, and “knowing you’re not the only one!” The CoP also has been a catalyst for several participants’ arranging in-person exchanges about common issues and solutions. Finally, the CE Team has found that the CoP is another way to stay on an SVRA’s radar and still add value while they’re deciding on next steps or taking a break in their CE efforts. This continuity is important for a TA provider to maintain as the CE adoption process takes time and SVRAs are contending with other challenges and changes along the way.

From the perspective of the individual ITAAs, the progress on projected outcomes is portrayed on the speedometer infographic above. As noted, over one-third of anticipated CE outcomes are at least 75% achieved. These include measurable increases for seven SVRAs (half of those involved in CE Pilots) in one or more of the following:

* Individuals achieving CIE outcomes
* Individuals receiving CE services
* Statewide capacity to deliver CE services
* VR capacity to leverage partner resources
* VR staff understanding of when CE is an appropriate service for individuals with disabilities

For the other half of participating SVRAs, progress is slower (25-50%) in achieving these same outcomes. Some of this is explained by the fact that their pilots started later or have experienced major implementation challenges (agency reorganizations, staff reassignments or cutbacks, turnover) requiring them to pause or restart their projects.

Finally, data reported by the SVRAs themselves for the CE Pilot Data dashboards quantifies their impact as measured by six core data elements: The number of sites within a pilot, the partners involved, the number of training cohorts conducted, training participants by affiliation and modality, consumers served and service delivery capacity. Currently, there are 13 SVRAs (eleven pilots) with sufficient pilot activity to report data. From the aggregate dashboard we can observe the following impacts:

* *Sites:* The eleven pilots account for 31 sites (local, regional or statewide) in which CE is being piloted.
* *Partners:* In addition to the reporting VR agency, partners involved in the pilots include 8 sister VR agencies, 12 CRPs, 10 DD agencies, 6 Education agencies, 1 Workforce agency and 1 Other (Employment First collaborative).
* *Cohorts:* 16 cohorts of CE training have been completed; an additional 9 are in progress.
* *Training completers*
  + - Nearly 600 individuals have completed CE training. 25% particated in classroom + mentoring; 75% in classroom only.
    - 60% of all training completers were from VR agencies; 31% were from CRPs. 6% were from DD agencies and 3% from Education.
    - 71% of those who completed the classroom + mentoring components were from CRPs; 26% were from VR agencies.
* *Consumers served:* With 12 of 13 SVRAs reporting we can say that at least 102 individuals with disabilities received CE services as follows. 61% were adults; the balance were youth under age 25. As of this reporting, these individuals were in various stages of the CE process:
  + - 63 had started CE
    - 29 had completed Discovery
    - 3 had completed Job Development
    - 7 had completed the entire process and achieved competitive employment
* *Service capacity:* As a result of the 11 pilots, CE is available in the 13 SVRAs as follows:
  + - 52 organizations with certified, active, direct CE service staff, 46 (89%) of these organizations are CRPs.
    - 115 staff providing direct CE services to clients. Note: Members of the training cohorts that are “in progress” are not counted here.
    - 84 administrators supporting, supervising or monitoring CE service delivery; 44% are with VR, 26% DD agencies, 24% CRPs and 6% Education.
    - 9 staff participating as members of direct service teams only (8 CRPs, 1 VR).
    - 103 VR staff authorizing, referring and/or paying for CE service delivery.

***Sampling of Testimonials on the Customized Employment Pilot Project Experience/Impact***

***We struggled with finding common ground and respecting each other’s identity and territories; [WINTAC team] helped us realize we don’t have territories as opposed to common customers. Thanks [WINTAC] for doing the hard work and pulling things together.***

***[Partnership with WINTAC] helped us apply the knowledge and skills we learned [in the CE training].***

***CE CoP: “It’s definitely working for me. I can’t remember the last time I brought something up and had such quick turnaround….It’s been wonderful for us..”***

***[What has changed since the CE training]: We are continually seeking WINTAC's assistance and guidance. In addition, the workgroup has been participating on the Community of Practice to learn about how other States' experiences in providing the service.***

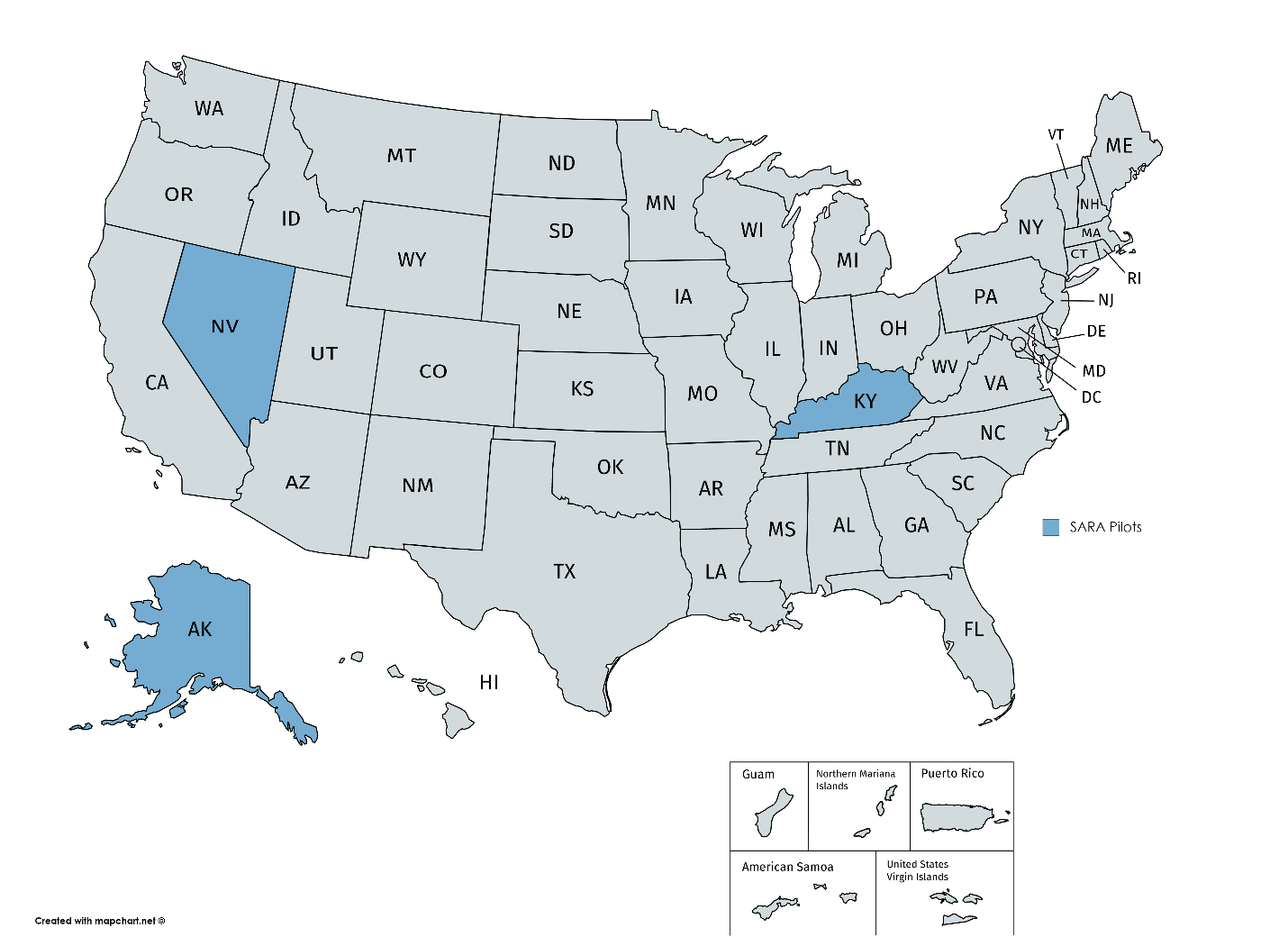
***Conclusions*** The CE Pilot team has made steady progress in helping SVRAs undertake significant systems change and ultimately bring about unprecedented increases in service and employment options for individuals with the most significant disabilities. The numbers are already promising, in terms of partnerships, capacity and consumers served. The experiences behind the numbers tell more of the story, in terms of the degree of collaboration and cultural and systems change it has taken to get to this point, what it will take to sustain the effort and how intensive the TA will still need to be to support it all. It is complicated and multi-layered: Adopting and sustaining a new practice at the SVRA level; designing, implementing and evaluating a pilot at the TA level; bringing it all together in a way that CE is integral to VR service delivery at the systems level. There are challenges at every turn. But to WINTAC’s credit, as quickly as the lessons are learned they are cycled right back into the process and the overall body of work around Customized Employment – continuous quality improvement in real time. As is evident throughout this narrative, WINTAC has the expertise, the access, credibility and finesse to bring it together, and the track record to see it through going forward as time and resources permit.

***Evaluation Recommendations***As the progress charts demonstrate, pilots’ evaluation-related activities have not seen as much progress to date as might be desirable. For an effort of this magnitude, evidence of tangible gains is critical to ongoing support: What changes are being brought about by the pilot and the resulting CE services and – and is it worth the investment? Indeed, more focus on evaluation and sustainability is one of the CE Team’s expressed intentions in Year 5 of the project. This will require that SVRAs have the capacity – including time, resources and structures – not only to collaborate with WINTAC’s evaluation but for their own purposes as well. They will need to articulate targets and pre-intervention baselines, and ensure they have structures and processes to track and periodically review and report results. While the Evaluation Team will assume as much of the burden as possible, each site should commit to revisiting their projected ITAA outcomes, designating an evaluation or data management lead for their pilot, creating an evaluation plan and protocols, and identifying the time and resources needed to help answer basic questions about the pilot’s impact.

As noted above, the WINTAC team has plenty of anecdotal evidence of the CE pilot initiative’s systems impact, but it is advisable to develop the capability to measure and document these gains to the extent possible. In particular, contributions to the state of the art, ongoing national dialog, and changes in :

* Partnering and leveraging resources, including braiding funds
* VR assuming a lead role in interagency collaborations
* Partnering between the General and Blind agencies
* Paradigm shifts in staff view of employability
* Cross-agency alignment of policies and procedures

# SARA Pilot Projects



## SARA PILOTS: LOGIC MODEL

| Activities | Outputs |
| --- | --- |
| 1. Development of MOUs between SVRAs and core partners. | 1. Draft MOU developed. |
| 1. Development of plan with SVRA IT staff to integrate SARA with agency systems as needed (e.g., CMS). | 1. IT integration plan in place. |
| 1. SVRA and partner training on SARA use. | 1. Number trained. |
| 1. Adaptation of existing, or development of new, interview templates as required. | 1. Number and type of interview templates integrated for use. |
| 1. Creation of customized reports generated by SARA to support Common Performance Measures reporting. | 1. CPM reports generated. |
| 1. Creation of customized reports generated by SARA to support client outreach and follow-up. | 1. Client outreach and follow-up reports generated. Client satisfaction survey data. |
| 1. Creation of customized alert systems and reports generated and delivered by SARA to support continuous quality improvement efforts related to CPMs and client engagement. | 1. Customized alerts in system; customized reports generated. |
| **Short-Term Outcomes**   * Increased interagency communication with Core Partners. * Increased and more accurate reporting of Common Performance Measures. * Increased client engagement rates. * Decreased staff time in conducting reporting and documentation, more efficient client outreach. * Increased client satisfaction with SVRA. * Increased client retention and training / service completion. | |

## SARA PILOTS CONTEXT

Table 1. Pilot Implementation Information

|  | Alaska | Kentucky | Nevada |
| --- | --- | --- | --- |
| Date ITA Signed | 10/20/2016 | 10/20/2016 | 10/20/2016 |
| Date Data Sharing Agreement was Signed | 9/7/18 | 4/17/17 | TBD |
| Date SARA Went Live with VR | 10/3/17 | 4/12/17 | 1/25/18 |
| Dates of Staff Training with VR | 10/3/17 – 10/4/2017 | 4/10/17 -4/11/17 | 9/5/17 – 9/8/17  1/22/18 – 1/25/18 |
| # of Onsite Visits with VR | 2 | 4 | 3 |
| Date SARA Went Live with Partners | Title I: 2/22/17  Title III: 2/22/17  DEI: 2/22/17 | Title I & III: 6/27/17  Title II: 6/13/17  TANF: 6/30/17 | Title I & III: 10/16/18  Title II: 9/8/17  DWSS: 3/18/19 |
| Dates of Staff Training with Partners | Title I: 2/17/17  Title III: 2/17/17  DEI: 2/17/17 | Title I & III: 6/21/17  Title II: 6/12/17  TANF: 6/12/17 | Title I & III:10/9/18 – 10/12/18  Title II: 9/1/17  DWSS: 3/12/19 – 3/15/19 |
| # of Onsite Visits with Partners | Title I: 1  Title III: 1  DEI: 1 | Title I & III: 3  Title II: 2  TANF: 1 | Title I & III: 1  Title II: 2  DWSS: 2 |
| SVRA’s Client Management System | AWARE (Alliance) | CMS (Built Internally) | AWARE (Alliance) |
| Is SARA Integrated with SVRA CMS? | Yes | Yes | Yes |
| Do SVRA Partners Have Separate CMS? | Yes | Yes | Yes |
| Is SARA Integrated with Partners’ CMS? | No | Not anymore. Title I retired their system | Yes |

Key Early Steps to Implementing SARA

* **Identifying pilot sites** involved a “first come, first in line” with the provision that at least three partner agencies would have to participate and sign on. Word about the pilot was spread through WINTAC. Eleven states responded with interest and we provided demonstrations.
* **Readiness assumptions** that were implicit were made explicit when it became apparent that interagency collaboration – specifically the data sharing agreements to make SARA serve its purpose related to CPMs – required the TA Team’s assistance. The TA Team ultimately developed a template to support the SVRAs and their partners. Kentucky was able to secure data sharing agreements most easily in part due to its structure: all agencies, except Adult Ed, are under the Workforce Commission and Adult Ed was eager to participate. Alaska took two years to get signed and Nevada still is not signed.
* **Culture Change**: Similar to research noted above, Information Technology (IT) adaptation succeeded or failed based on individual and organizational factors related to “readiness for change” and “change management” issues. Although the TA Team has been responsible for the “heavy lifting” involved in integration with the case management systems of the agencies, it was found that IT departments were stakeholders needing engagement and whose buy-in was critical.
* There are two parts to the **implementation**: Pre and Post Launch for each agency. These cycles are based upon detailed checklists developed and refined over numerous implementations. Online project management tools with assigned tasks and deadlines and agreements from agency heads and liaisons to get the tasks completed ensure moving through the steps as needed.
  + **Pre-launch** involves developing a consensus plan regarding SARA critical functions to be implemented and ensuring necessary administrative processes are in place such as security and policy approvals, data gathering and interagency agreements, staff coordination, and operational management changes. In addition, frontline staff and managers must be trained in the use of SARA. These processes typically take several on-site meetings, and diligent and persistent follow-up to ensure that checklist items are acheived.
  + **Post-launch** involves managing adoption steps such as TA support and additional training. This process is driven by monitoring real-time data flows that show user engagement and disengagement. Using dynamic performance reports, we interact with administrators and managers to point out what is going right and what is not and what to do about it. Unfortunately, unless administrators give it priority and enforce usage, there is little we can do except supporting staff who decided to use it anyway (and a lot do). For example, in Kentucky, we can’t get hold of anyone, so we can’t support it or provide additional training. The lights are on, but no one is home.
* **State-by-state** early implementation steps:
  + **Alaska:** Title I & III were up and running in weeks after the contract. SARA was never connected to their case management system, but that did not seem to dampen their enthusiasm. VR took a year to develop SARA “business rules” but organizational readiness for change issues hampered utilization by staff. The TA Team has thus far spent more time on implementing Alaska than the other two areas combined.
  + **Kentucky:** Initial implementation was a top-down driven process involving the VR director and Workforce Commissioner. Other partners did not respond to communications, involved the wrong client base, or did not have sufficient client contact information and did not provide advance notice to clients of the new system’s deployment, delaying implementation. After several on-site meetings SARA was re-launched without Title I, which remained unengaged. As with Alaska, IT departments’ involvement also impacted implementation, taking almost a year after the relaunch to get Titles I, III, and IV integrated with SARA. (In comparison, it took Title II only two weeks to complete the integration with their system.) Since then, leadership turnover has resulted in a stand still in terms of further discussions and implementation efforts. Nevertheless, despite the lack of management support, enforcement, training or guidance, there is still a good number of staff continuing to use SARA (see Tables above).
  + **Nevada:**  Nevada chose to upgrade from pilot status and pay for a complete state-wide roll out. That required approval of funding which delayed the start of implementation until the funding was approved in August of 2017. Once approved, implementation moved rapidly with VR, but Title I & III chose to wait until their implementation of their new case management system was complete which took almost another year. Likewise, VR decided to change case management systems (they selected Aware) and that resulted in a delay with VR. Initially Aware refused to integrate with SARA, but due to Nevada’s firm stance that integrating SARA was a requirement, Aware adapted and future SVRAs using Aware and wishing to adopt SARA will now benefit. At this juncture SARA is fully integrated state-wide with Titles I, III, IV, and TANF. Usage rates are high, despite an unsigned data sharing agreement (expected shortly).
* **Lessons learned** for future early steps prior to implementation:
  + For each interested state, conduct an on-site visit to gauge management strength, staff morale, existing processes, and the degree to which IT is ready and available to engage.
  + Ensure situation of SARA implementation as a change management initiative involving culture change. This aligns with research demonstrating that 75-80% of strategic initiatives fail due to lack of adoption.
  + Require matching funds be set aside for training and support.

## SARA PILOTS: PROGRESS DASHBOARDS: ACTIVITIES, OUTPUTS, IMPLEMENTATION

Progress on SARA ITAA Pilots is complete as demonstrated in the progress bar chart above, and all “thermometer” charts below.

**Activity 1:** Development of MOUs between SVRAs and core partners.

**Output A:** Draft MOU developed.

**Activity 2:** Development of plan with SVRA IT staff to integrate SARA with agency systems as needed (e.g., CMS).

**Output B:** IT integration plan in place.

**Activity 3:** SVRA and partner training on SARA use.

**Output C:** Number trained.

**Activity 4:** Adaptation of existing, or development of new, interview templates as required.

**Output D:** Number and type of interview templates integrated for use.

**Activity 5:** Creation of customized reports generated by SARA to support Common Performance Measures reporting.

**Output E:** CPM reports generated.

**Activity 6:** Creation of customized reports generated by SARA to support client outreach and follow-up.

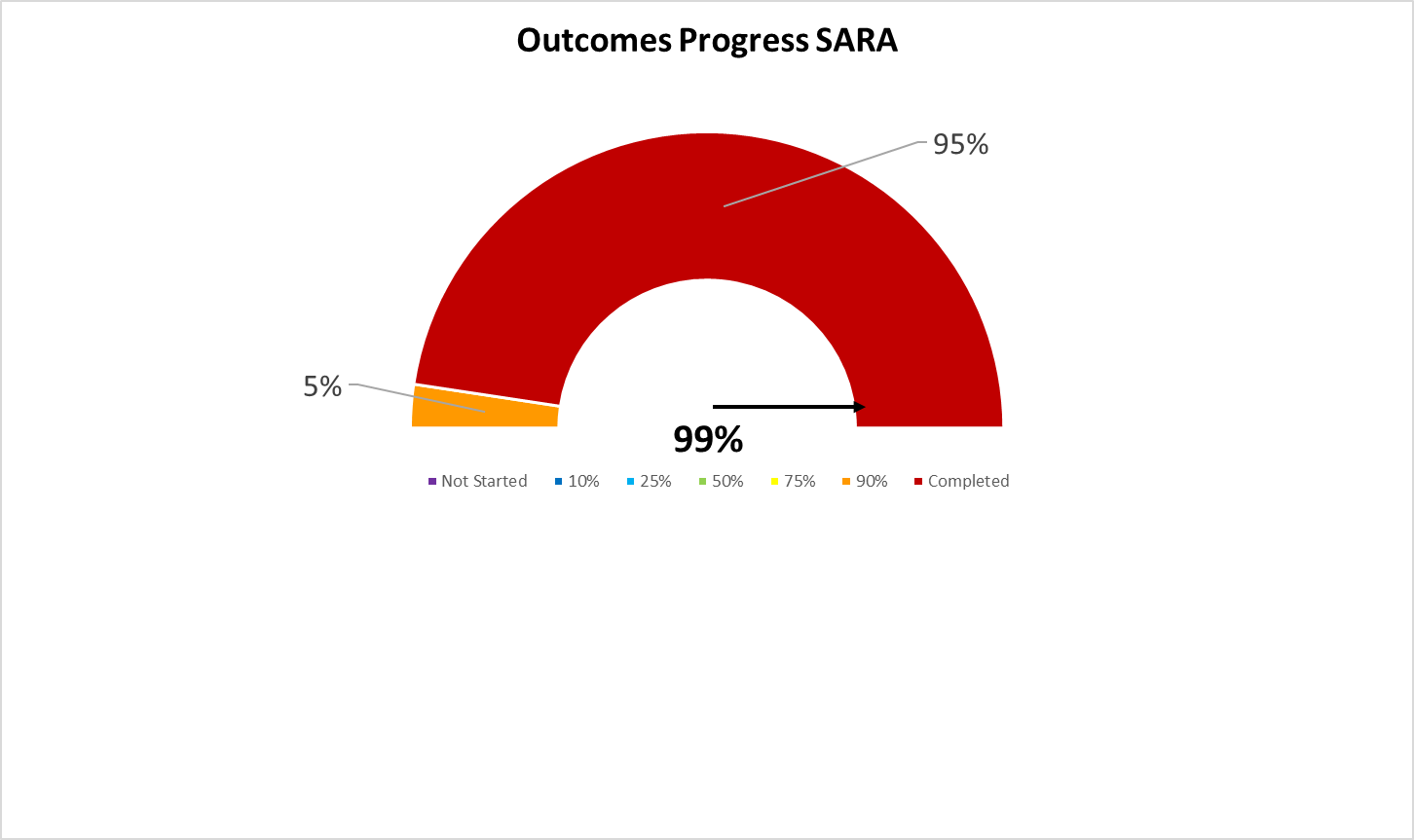
**Output F:** Client outreach and follow-up reports generated. Client satisfaction survey data.

**Activity 7:**  Creation of customized alert systems and reports generated and delivered by SARA to support continuous quality improvement efforts related to CPMs and client engagement.

**SARA client outreach and follow-up.**

1. Alaska: 46 unique SARA follow-up tasks, automated based on the client’s status. Clients are communicating with SARA from Application through Closure. VRCs are also creating their own custom SARA tasks to check in with the client regularly and obtain receipts, grades, etc. The SARA task “30 Day Client Contact” is used the most. SARA automatically checks in with the client every 30 days to see how they are doing. 1,171 clients have been assigned this task.
2. Kentucky: 34 SARA tasks provide automated follow up with clients. KY’s current case management system does not include case notes of its’ own so VRCs use SARA exclusively for case notes. The SARA Task “IPE Client Follow-up” is used the most to follow up with clients once the IPE is Implemented.
3. Nevada: Started with Raison as Case Management System and converted to AWARE in Q2 2019. 47 SARA tasks being used to follow up with clients from Application to Closure. Nevada is the only state within the pilot to take advantage of TCI’s CMS API that allows for full SARA automation. Status changes in AWARE create a status change in SARA. Like Alaska, NV uses the 30 Day Client Contact the most.

## SARA PILOTS: OUTCOMES PROGRESS DASHBOARDS



This chart demonstrates the high rate of completion for SARA Pilot outcomes, with 95% of activities completed and 5% of outcomes at a 90% completion rate. The overall completion rate is thus 99 percent.

**SARA interview templates related to CPMs.**

1. Alaska: 3 Templates related to CPMs, including 1 After Exit. SARA has contacted 3,650 clients regarding CPMs and recorded 226 clients who entered employment.
2. Kentucky: 6 templates including 4 After Exit contacting 1,883 clients and recording 157 clients who entered employment.
3. Nevada: 3 Templates including 1 After Exit, contacting 2,982 clients recording 225 clients who have entered employment.

*1 Clients Report Finding a Job*

*2 Clients Report Completing a Training/Education Program*

*\*Co-enrollment data for Nevada will be available once they complete their data sharing agreement.*

**SARA support of VRC time efficiency.**

1. Alaska: VRCs are able to easily share their caseloads with their technicians and assistants so they are all on the same page, via electronic case notes. Prior to SARA, the agency required VRCs to print out all case notes and maintain paper files so anyone could access the history of the client at any time. With SARA implemented and automatically documenting every client interaction, the agency no longer prints out case notes. SARA allows staff to send out text messages and e-mails in Bulk to multiple clients at the same time, drastically reducing the amount of time spent on repetitive communication tasks.
2. Kentucky: Prior to SARA, the agency did not have any electronic case notes. SARA allows staff to send out text messages and e-mails in Bulk to multiple clients at the same time, drastically reducing the amount of time spent on repetitive communication tasks.
3. Nevada: VRCs share client records electronically in SARA with Job Developers so all parties receive SARA alerts and are able to collaborate more effectively. Nevada heavily relies on SARA to schedule client appointments and SARA automatically reminds clients of upcoming appointments. SARA allows staff to send out text messages and e-mails in Bulk to multiple clients at the same time, drastically reducing the amount of time spent on repetitive communication tasks.

## SARA PILOTS: PROGRESS NARRATIVE

### National Lens

The use of technology and content, performance, and/or information-based management and reporting systems is of critical importance to the effective and efficient functioning of non-profit and human service organizations (Cronley & Patterson, 2010) and supports increasingly specific and detailed requirements for accountability, quality control, and audit requirements of funders and stakeholders of those organizations (Hackler & Saxton, 2007). As is often the case, the challenges to effective implementation and utilization can often be systemic factors associated with the organizational structures and policies (O’Looney, 2005 and Lorenzi & Riley, 2003), and individual readiness to adopt another initiative (Carrilio, 2005). Fundamentally, these organizations need “considerable outside assistance in boosting their IT capacity” recognizing that “they understand the deployment of an internal IT infrastructure would help them. (Hackler & Saxton).”

### WINTAC Lens

SARA is a pilot topic area with three formal intensive technical assistance agreements (ITAAs) in place. These ITAAs draw from a menu of activities identified in an initial, brief logic model which each have an associated output and contribute to a set of defined short-term outcomes.

***TA Progress.*** Across the pilot area of SARA, progress on activities is complete (100% of activities). Below the first average activity progress bar, using “thermometer charts,” the progress rate is broken out by specific activity with the linked outputs’ progress rates provided side-by-side. These dashboards show a one-to-one correspondence between the rate of completion for SARA activities and associated outputs – all of which is 100% complete.

***Challenges Overcome.*** The earlier section on “Pilot Context” describes implementation challenges related to SARA, which largely correspond to challenges articulated in other topic areas (ie., leadership and staff turnover) and challenges recognized in the field and meant to be addressed by WIOA (i.e., lack of effective interagency collaboration). Despite these challenges, SARA usage persists in each state. In Kentucky, where leadership stalled on rolling out SARA to staff officially, VRCs are still engaging with the system (see system usage charts after the thermometer dashboards) to the benefit of clients and outcome measures for these pilots related to CPM reports are available. In Nevada, where the data sharing agreement still is not signed, also shows high usage and still has data available for CPMs (co-enrollment data is not available unfortunately).

***Impact****.* Outcomes for the SARA pilot area are also largely complete, with 95% of outcomes 100% complete and 5% of outcomes at the 90% completion level for an overall outcomes completion rate of 99%. As seen in the dashboard charts reflecting usage and the outcome charts on CPMs, the systems-level impact is undeniable: even in states challenged by implementation barriers, VRC and client interaction with the system is strong and CPM data as reported by clients is coming in to SARA. Every pilot has created “templates” to collect data and SARA is engaging clients directly, automating and batching out request to clients and saving valuable counselor time doing the outreach and follow-up and recording the information.

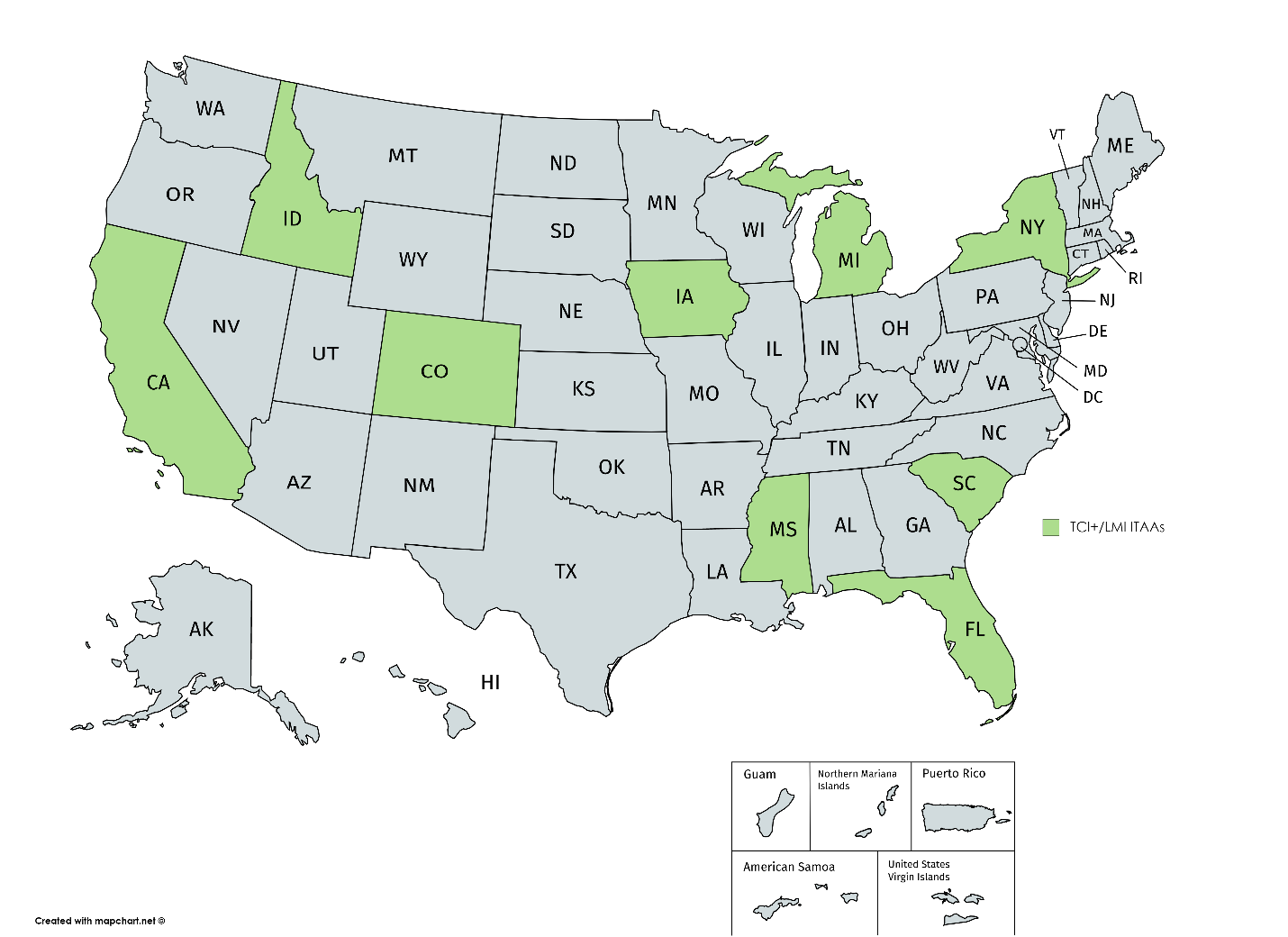
*Even in sites where there has been no SVRA support or enforcement, there is still significant usage. In fact, over the past year [written at mid-year] (assuming that it takes an average of five minutes to follow up with a specific client and compose a case note)* ***SARA has undertaken the equivalent of 40 man-years of work for the three pilot areas.***

***Evaluation Recommendations.*** In addition to those articulated above in discussions of “lessons learned” from early implementation, the following recommendations have been developed by the TA Team from implementation efforts:

* Do an environmental scan before agreeing to implement SARA. With a completed scan in hand, outline to management what has to happen before a SARA implementation can commence: (a) obtain some benchmark performance data to compare to, (b) setting out a vision and explaining it to front staff, (c) listening carefully to staff and managers in terms of concerns and get their buy-in, (d) develop consensus on initial goals to be achieved with the implementation, and e) get IT to the table prior to implementation and get their commitment to undertake the integration work.
* Designate an internal training and support team for centrally located offices *and* outlying areas, ensuring a budget has been set aside for this effort.
* Agree on a smaller pilot to start with clearly defined, easy-to-reach goals (e.g., shorten the intake cycle from 60 to 45 days within 3 months, or increase client satisfaction rates to X by Y date). An initial demonstration of effectiveness and value will support staff buy-in for larger efforts.
* Ensure all implementation stakeholders are aware that SARA is a major initiative and that usage is not optional.
* Designate an internal data analyst to analyze live performance reports and make recommendations to administrators and managers.
* Watch and support the pilot intensively and communicate the results widely. Use the lessons learned from the pilot for the broader implementation.
* Communicate, communicate, communicate.

As with other areas, the current data could benefit from further context if the agency can provide it. For example, prior to SARA’s roll-out, how many hours did VRCs spend conducting client outreach and follow-up and recording casenotes? This can be measured against current estimates and future reports. With respect to CPMs, how are they validating the data reports coming in directly from clients (for example, regarding credentials)? For the future, do agencies need TA on improved use of SARA? Would TA on how to strategically use SARA’s alerts and reports system and the creation of additional templates be useful? Do states regularly monitor the incoming data to improve service provision and alter outreach to clients prior to quarterly reports being due? If so, how? If not, could TA on that process be useful?

# The Career Index Plus Pilot Projects



## TCI+ PILOTS: LOGIC MODEL

| Activities | Outputs |
| --- | --- |
| 1. Assist [agency] to assess their staff’s current usage of LMI in the career exploration and vocational planning process and their capacity to utilize TCI+ in the career exploration and vocational planning process in the future. | 1. A completed assessment and capacity determination. |
| 1. Assist [agency] to develop policies and procedures related to increased usage of LMI through the Career Index Plus to maximize impact of VR services. | 1. Completed Policies and Procedures. Written and promulgated agency policies and procedures. |
| 1. Develop Training Materials with [agency] Training Staff. | 1. Training Materials created with [agency] Training Team. |
| 1. Provide Training on TCI+ and LMI to [agency] Staff and Administration. | 1. The number of staff that complete the training. |
| 1. Development of plan to expand and sustain LMI capacity. | 1. A written plan outlining activities, time lines, roles and responsibilities. 2. Training sessions offered to all available/identified staff based upon scope of the project plan. |
| **Short-Term Outcomes**   * Increased capacity of [agency] to incorporate LMI into vocational counseling and job development. * Increased diversity of occupations for individuals with employment outcomes. * The number of agency consumers that have an IPE developed with documentation and evidence of LMI usage informing the development of the IPE will increase by XX% per year. * There will be a XX% increase in the number of students each year that utilize TCI+ to engage in one or more of the five required activities | |

## TCI+ PILOTS: RESOURCES

These resources provide VR agencies with training and informational materials on adopting The Career Index Plus as a labor market information tool. In addition, the WINTAC website provides briefs, reports, and webinars related to LMI through our partners including JDVRTAC.

* **TCI+ Introduction**
  + [TCI+ 1 Page Introduction](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/TCIplus-1-Page-Introduction.docx)
* **Website Quick Reference Documents**
  + [Fit](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/Fit-Final-v2.docx)
  + [Information](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/InformationFinal.docx)
  + [Job Postings](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/JobPostingsFinal.docx)
  + [Overview](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/OverviewFinal.docx)
  + [Print](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/PrintReportFinal.docx)
  + [Quick Start](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/QuickStartGuideFinal.docx)
  + [Related Jobs](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/RelatedJobsFinal.docx)
  + [Suitability](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/SuitabilityFinal.docx)
  + [Training](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/TrainingFinal.docx)
  + [Viability](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/ViabilityFinal.docx)
* [**Website User Manual**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/TCI-VR-CounselorManual-17-0911r.docx)
* **Website Training Documents**
  + [LMI Elements with TCI+](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/LMI-Elements-within-TCIplus.docx)
  + [TCI+ and Informed Choice](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/TCIplus-and-Informed-Choice.docx)
  + [TCI+ Client Self Study](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/TCIplus-Client-Self-Study.docx)
  + [TCI+ Profile Creation](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/TCIplus-Profile-Creation.docx)
  + [TCI+ Registering Clients](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/TCIplus-Registering-Clients.docx)
* **Form Examples**
  + [LMI Form 1 - LMI Review](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/LMI-Form-1-LMI-Review.docx)
  + [LMI Form 2 - Career Pathway LMI Review](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/LMI-Form-2-Career-Pathway-LMI-Review.docx)
  + [LMI Form 3 - LMI Data Review](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/LMI-Form-3-LMI-Data-Review.docx)
  + [LMI Form 4 - Informed Choice Matrix Review](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta07-tciplus-lmi/LMI-Form-4-Informed-Choice-Matrix-Review.docx)

## TCI+ PILOTS: PROGRESS DASHBOARDS: ACTIVITIES, OUTPUTS, TCI+ USAGE

The majority of activities are complete or 90% complete (65%), one-fifth are underway (25-50% complete), and nearly one-fifth have not started.

**Activity 1:** Assist [agency] to assess their staff’s current usage of LMI in the career exploration and vocational planning process and their capacity to utilize TCI+ in the career exploration and vocational planning process in the future.

**Output A:** A completed assessment and capacity determination.

**Activity 2:** Assist [agency] to develop policies and procedures related to increased usage of LMI through the Career Index Plus to maximize impact of VR services.

**Output B:** Completed Policies and Procedures. Written and promulgated agency policies and procedures.

**Activity 3:** Develop Training Materials with [agency] Training Staff

**Output C:** Training Materials created with [agency] Training Team.

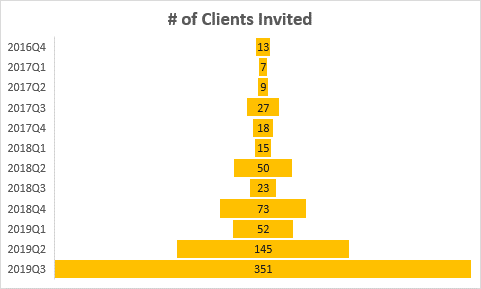
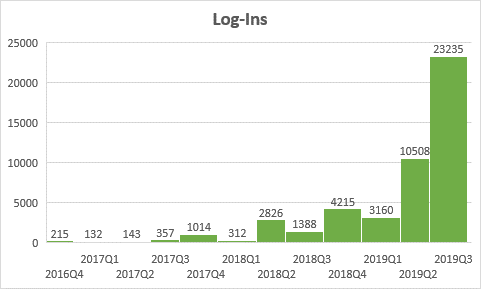
**Activity 4:** Provide Training on TCI+ and LMI to [agency] Staff and Administration.

**Output D:** The number of staff that complete the training.

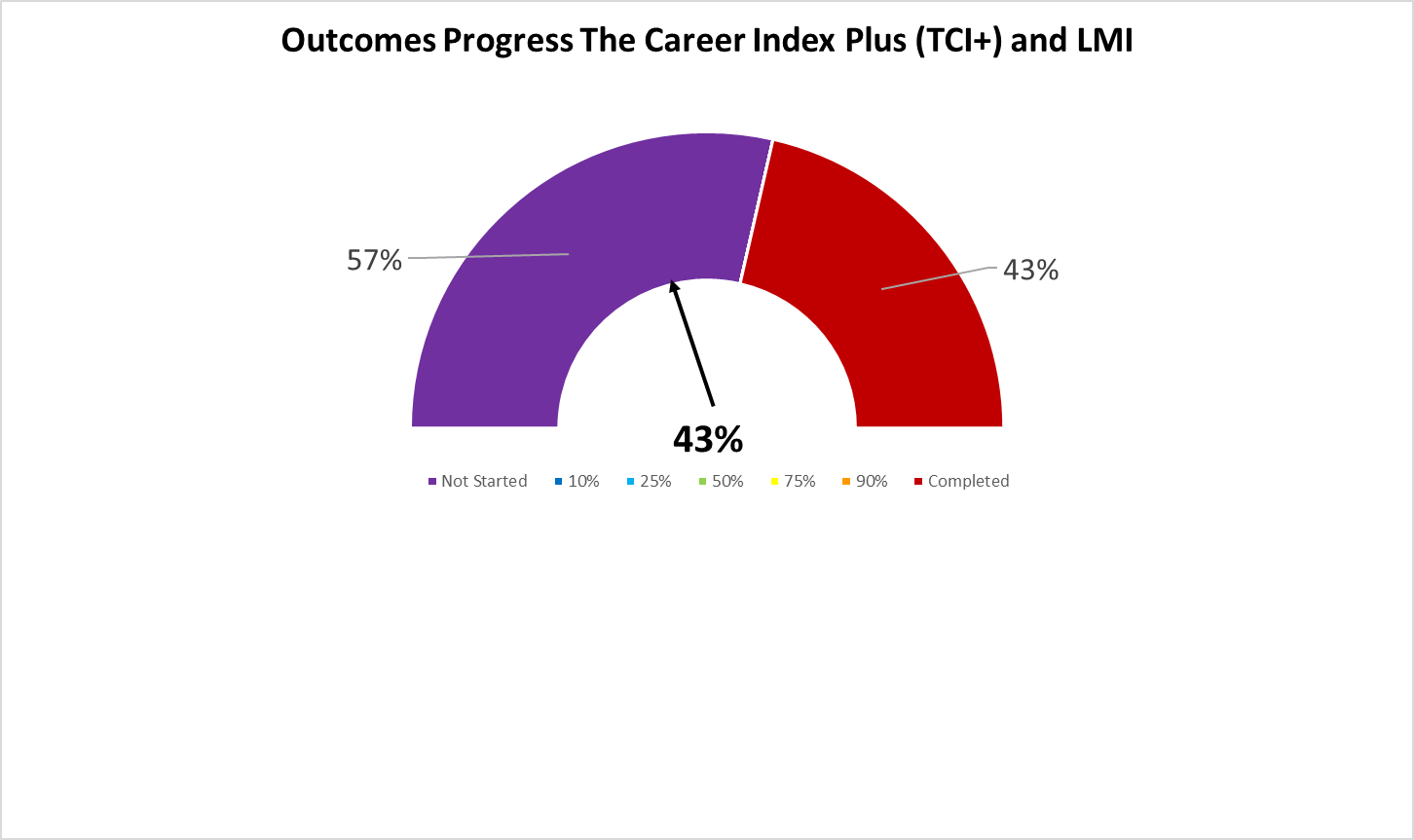
**Activity 5:** Development of plan to expand and sustain LMI capacity.

**Output E:** A written plan outlining activities, time lines, roles and responsibilities.

**Output F:** Training sessions offered to all available/identified staff based upon scope of the project plan.



**TCI+ PILOTS: OUTCOMES PROGRESS DASHBOARDS:**



Outcomes are approximately one-half not started (57%) and one-half completed (43%). These do not appear to be of one kind of outcome versus another, but rather a function of time where earlier pilots are more complete as would be expected.

## TCI+ PILOTS: PROGRESS NARRATIVE

### National Lens

WIOA requires “the Secretary of Labor to oversee development of a workforce and labor market information system” in recognition of the importance of its use in improving the match between training a skilled workforce that can meet current and growing business demands (WIAC, 2018). In an examination of how this may be effectively implemented, WIAC made several recommendations to the Secretary of Labor including the need to enhance and expand existing Department of Labor resources, involve State participation to ensure fuller incorporation of local LMI, improve data sharing and systems collaboration among agencies, conduct program evaluation, and utilize improved technology solutions. The Career Index Plus (TCI+), as part of WINTAC’s TA related to LMI, addresses these important issues. LMI supports career training, education, and credentialing choices and these choices improve outcomes, including higher completion rates of degree programs (Aspen Institute, 2014). When using LMI, it has been repeatedly argued that evaluation is important (WIAC, 2018) and should examine both process measures, as well as outcome measures, delineating project or initiative efforts through a logic model that defines expectations and drives accountability (HPOG, 2014).

### WINTAC Lens

TCI+/LMI is a pilot topic area with eleven formal intensive technical assistance agreements (ITAAs) in place. These ITAAs draw from a menu of activities identified in an initial, brief logic model which each have an associated output and contribute to a set of defined short-term outcomes.

***TA Progress.*** Across the pilot area of TCI+/LMI, progress on the majority of activities is complete (61% of activities) 13% of activities are on their way (completion rates of 50-90%), and about a quarter have not begun or are 25% or less complete. Below the first average activity progress bar, using “thermometer charts,” the progress rate is broken out by specific activity with the linked outputs’ progress rates provided side-by-side. These dashboards show a one-to-one correspondence between the rate of completion for TCI+/LMI activities and associated outputs, with activities related to assessment of agency capacity and training on TCI+/LMI most far along and revision of related policies and procedures less far along. As in a few other topic areas, this may reflect a desire to move forward with instrumental aspects of the work first. Sustainability planning activities are all complete.

The TA Team also shared data regarding TCI+ usage for ITAA and Targeted states, though not the complete list of states in either category. Aggregate numbers across the states provided were computed for the numbers of unique visitors, the number of log-ins, the LMI reviewed, and the number of clients invited by VRCs to use TCI+ and trend lines for all categories show a clear pattern of increased usage over time – with significant bumps in the most recent two quarters.

***Challenges Overcome.*** The intense systems changes required by the early deadlines involving the topic areas of Pre-ETS and CPMs resulted in other change efforts being of lower priority. As such, the YCI+/LMI TA Team found that some states had “starts and stops” with their engagement whereas others were interested but could not progress its use effectively. Nevertheless, five states were identified as good examples of how effectively implementation can occur when administrators and staff are engaged and have bought in to the idea of using LMI: Colorado, Florida, Connecticut, North Dakota, and South Carolina. When discussing ITAs and initiating discussions with SVRAs regarding LMI, the TCI+ TA Team starts by examining an agency’s existing structures, staff, policies, procedures, and internal controls related to LMI use. As a result of early implementation efforts, the TA Team has identified that implementation proceeds most effectively, and VRCs are more apt to engage with the TCI+ system, when (1) a written policy regarding the use of LMI is in place, (2) a form or casenote template to be used at IPE is developed or provided, (3) internal controls are in use by management, and (4) staff participate in formal trainings in the use of TCI+. Critical to tracking effective implementation will be developing a way to examine consistent use of LMI in Individual Plans for Employment (IPE). This can then be tracked further to examine differences in client credentialing and employment outcomes.

LMI can be effectively utilized by a broad range of stakeholders across a continuum of service provision. The TCI+ TA Team has worked directly with several SVRAs, but also engaged with the Workforce Development System partners, Business Engagement staff, Community Resource Providers, job coaches, and directly with clients. In addition, LMI is being used or considered in a variety of service contexts including for IPEs as noted, but also when developing Individual Employment Plans (IEPs), as part of peer mentoring processes, and as a Pre-ETS service.

***Impacts.*** Some activities or SVRAs may be currently classified as Targeted TA, but are described to elucidate varying state approaches and because they may develop into Intensive TA efforts.

* *Florida General*

Florida General has initiated a form to be completed at IPE known as the “Employment Matrix.” They had a significant training regimen to prepare staff for using the form, and have offered ongoing training on LMI, TCI+, and the form.

The form itself is a simple Word document with standardized LMI Elements to Research listed, and spots to list these LMI elements for 3 Vocational Goals. The counselor sits down with the client and completes the form with the client, then reviews the findings with the client to make an informed choice. This is then logged in the case management system and the IPE is drafted for this goal.

At this time, it is not in policy that this form or the specific elements be included although there is an expectation in practice that it be used. The information regarding the use of LMI and the form was communicated via a Technical Assistance Memo from the Central Office. Supervisors are reviewing IPEs to ensure usage of LMI inclusion. This appeared to result in high rates of TCI+ usage over the last year. Florida has had long-term rates of good usage, but a dramatic increase was apparent, coinciding with introduction of the form.

* *South Carolina Blind*

South Carolina Blind is one of the longest-term users of TCI+ in terms of SVRAs, with an early ITA for WINTAC. They initiated a policy on 1/1/2018 that stipulated that all VRCs will use LMI at IPE, and they clearly define its use. The agency notes, *“LMI is expected to be a part of the Assessment of Rehabilitation Needs (ARN) and this is an actual part of our case management in AWARE. So, essentially it is used in the beginning of the case as the vocational objective is determined. We might also utilize LMI to support a relocation expenditure for a consumer. LMI is also used with our Transition consumers as part of Career Exploration.”* They have consistently been utilizing TCI+ and are one of the “top” agencies in terms of usage rate. They report that they are checking at IPE that LMI has been used.

* *Minnesota Blind*

Minnesota Blind requires use of LMI when developing an IPE. The TCI+ TA Team is working with them to develop a form for documentation. The approach will be to have counselors utilize the form with clients, answering certain LMI elements for the vocational goal that has been selected. Then the form will be sent to a single point of contact to review the LMI and give guidance back to the counselor/ supervisor. After agreement regarding LMI’s applicability to client goals and establishment of those, the IPE will be signed and documented in the agency’s case management system.

*SSB has embraced the relevance and importance of LMI in the rehabilitation process. LMI is looked at on various levels throughout the process because there is so much fluidity in VR. It is something that is required and often times helps our counselors better justify decisions.*

* *Utah Combined*

Utah Combined recently received training and aims to integrate LMI utilization training agency wide as part of their ‘back to basics’ efforts regarding effective provision of counseling and guidance.

* *Iowa Blind*

Iowa Blind collects LMI at the time of the IPE using a specific form they created and then the supervisor checks all IPEs to ensure its inclusion.

* *North Dakota*

TCI+ training has been provided to all staff and a “Client Focused Form” template created to support LMI usage. North Dakota issued a Technical Assistance Memo requiring LMI usage as well, but no explicit policy.

* *Mississippi Combined*

TCI+ training has been provided to all staff, as well as sample policy ideas and forms to support LMI usage.

* *Michigan Blind*

All staff were trained by WINTAC on using TCI+ and Michigan Blind has developed a policy requiring LMI usage when developing an IPE, but no forms are currently required.

* *Colorado Combined*

During the Comprehensive Assessment/IPE development phase staff are required to use a form to document their rationale for supporting an employment goal based on LMI. On thisform, staff are required to Identify and describe the agreed-upon employment goal (e.g, typical salary, entry level requirements, results of labor market analysis, brief description of job duties, typical schedule and work environment, available benefits).

***Evaluation Recommendations.*** As with all areas, an increase in ways of tracking data should be established by agencies. The TA Team for TCI+/LMI is focused on supporting states to develop forms documenting LMI usage in IPE and IEP development. Where possible, agency CMS should also have a flag or code assigned so they can most easily track, monitor, and improve their approach to its integration. Future evaluation reports can then summarize and analyze the pattern of usage in more concrete ways and correlate it to client outcomes such as:

* Increases in client perception of informed choice
* Increases in perceived job match
* Increases in diversity of employment goals at IPE approval
* Increases in training programs utilized
* Increases in the diversity of training programs utilized
* Decreases in the amount of time between eligibility and IPE approval

Over time, as these are longer-term client outcomes, one could also examine the:

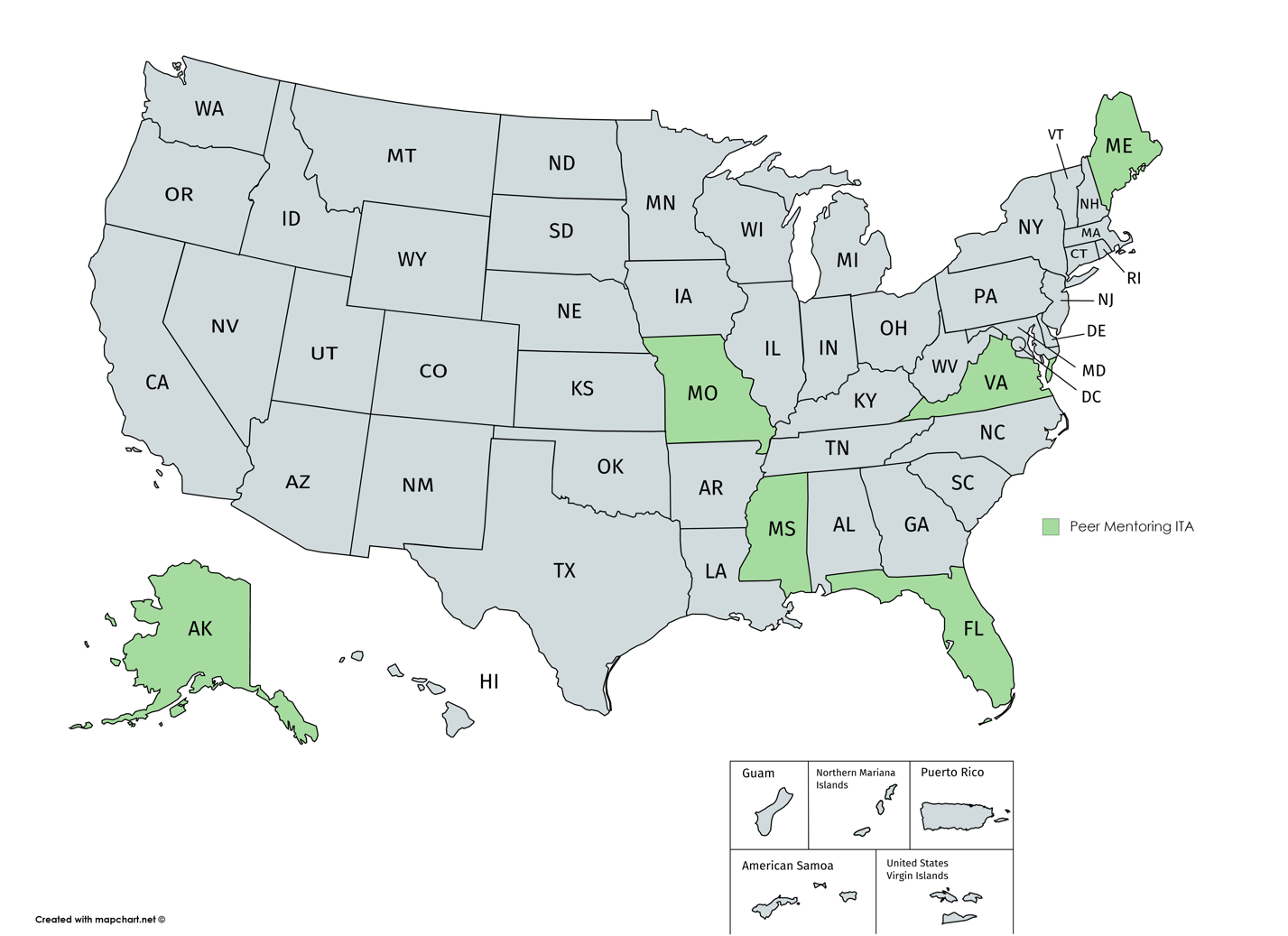
* Decrease in the amount of time between IPE approval and job placement
* Increase in the accuracy of employment goals between IPE approval and job placement
* Increase in diversity of employment goals at closure
* Increase in rehabilitation rate
* Increase in wages
* Increase in hours worked

Given that TCI+ is being utilized heavily in ITAA/Pilot and non-ITAA/Pilot states in a similar way, possible “cohort comparisons” can also be conducted, by grouping states to:

* Compare outcome data for state programs that have higher usages of TCI+ against state programs with lower usage
* Compare outcome data for ITAA state programs before and after implementation of ITAA measures
* Compare outcome data for VRCs and Clients with high and low patterns of TCI+ usage within a state

With enough users in a given state, one can do similar “grouped” analyses for clients and/or VRCs who are engaged in “heavier” versus “lighter” usage of TCI+ as well. The goal is ultimately to look at the data in multiple ways and see if the same pattern evinces itself: that using LMI tools improves the numbers and diversity of client outcomes. Over time one can also examine whether it increases the stability or retention of those successes and/or sets a client on a successful career pathway aligned to growth industries in their region.

# Peer Mentoring



## Peer Mentoring – ITA Logic Model

| Activity | Output |
| --- | --- |
| 1. Work with SVRA to develop a plan to establish or expand a network of peer mentors to deliver services to consumers. | 1. A completed plan to establish or expand peer mentoring, outlining strategies and target dates for training and implementation |
| 1. Modify the peer mentoring training curriculum to meet the unique needs of the VR program and the consumers they serve. | 1. A completed peer mentoring training series that has been modified as requested |
| 1. Provide training to peer mentors and coordinators that prepares them to deliver or administer peer mentoring services. | 1. The number of peer mentors and coordinators who complete the training |
| 1. Assist the SVRA to develop or revise policies or procedures for the delivery of peer mentoring as a service. | 1. A draft of policies and procedures for the delivery of peer mentoring services |
| 1. Establish a strategy for procurement of mentoring services; assist VR agency in developing a Request for Proposals (RFP) outlining minimum requirements and expectations for the provision of peer mentoring services. | 1. A completed procurement strategy, RFP, MOU, etc. |
| 1. Activity: Pre-ETS Team to work with SVRA and PM team to ensure PM model and content make it eligible as a Pre-ETS service. | 1. Completed written procedures/processes that outline the steps VR will take with partners to deliver peer mentoring as a PreETS service |
| **Short-Term Outcomes**   * The number of trained/credentialed peer mentoring program coordinators * The number of trained/credentialed peer mentors * Annual projected number of, or increase in, consumers receiving peer mentoring services * Increased quantity and quality of employment outcomes achieved annually by youth with disabilities who had a Peer Mentor. * Increased percentage by X of qualifying students with disabilities per site who will receive peer mentoring services as a PreETS activity through the established peer mentoring network.   + Increased number of youth with disabilities referred from the juvenile justice system * An increase in the percentage of Pre-ETS services made up of Peer Mentoring services counting towards the 15% set-aside.   **Long-Term Outcome**   * Increased rate of students and youth with disabilities engaged in CIE | |

## Peer Mentoring ACTIVITIES & OUTPUTS PROGRESS DASHBOARDS

Across the topic area of Peer Mentoring, we see that the majority of activities (78%) are nearing or have reached completion, representing a completion rate of 75% or more.

In the following “thermometer charts,” the progress rate is broken down by specific activity with the linked outputs’ progress rates provided side-by-side. The “thermometers” for two of the activities (#4 and #5) show no progress because they are not included in any ITAAs. The other four activities account for the overall progress illustrated above. It should be noted that Activities #2 and #6 show a one-to-one correspondence between the rate of completion and its associated output, while Activities #1 and #3 do not. This may be explained by the nature of the activity and varied results from one state to another.

**Activity 1:** Work with SVRA to develop a plan to establish or expand a network of peer mentors to deliver services to consumers.

**Output A:** A completed plan to establish or expand peer mentoring, outlining strategies and target dates for training and implementation.

**Activity 2:** Modify the peer mentoring training curriculum to meet the unique needs of the VR program and the consumers they serve.

**Output B:** A completed peer mentoring training series that has been modified as requested.

**Activity 3:** Provide training to peer mentors and coordinators that prepares them to deliver or administer peer mentoring services.

**Output C:** The number of peer mentors and coordinators who complete the training.

**Activity 4:** Assist the SVRA to develop or revise policies or procedures for the delivery of peer mentoring as a service.

**Output D:** A draft of policies and procedures for the delivery of peer mentoring services.

*[Note: None of the current Peer Mentoring states requested WINTAC TA on this activity.]*

**Activity 5:** Establish a strategy for procurement of mentoring services; assist VR agency in developing a Request for Proposals (RFP) outlining minimum requirements and expectations for the provision of peer mentoring services.

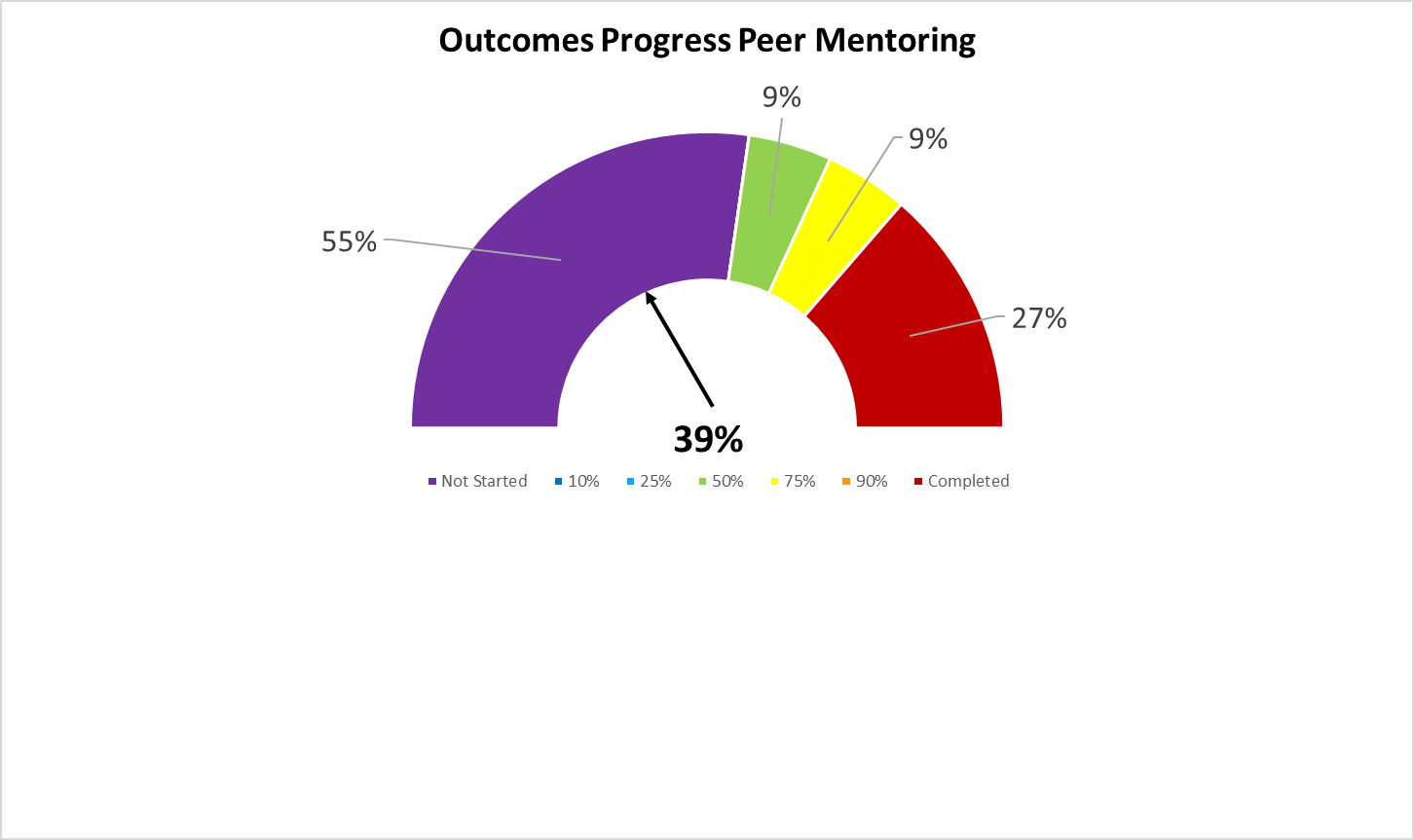
**Output E:** A completed procurement strategy, RFP, MOU, etc.

**Activity 6:** Pre-ETS Team to work with SVRA and PM team to ensure PM model and content make it eligible as a Pre-ETS service.

**Output F:** Completed written procedures/processes that outline the steps VR will take with partners to deliver peer mentoring as a PreETS service.

*[Note: None of the current Peer Mentoring states requested WINTAC TA on this activity.]*

## Peer Mentoring: OUTCOMES PROGRESS DASHBOARDS



This infographic shows that over one-third of anticipated Peer Mentoring outcomes are at least 75% achieved. Most of these outcomes involve production or updating of a written plan to establish or expand peer mentoring, with strategies and target dates for training and implementation. The percentage of outcomes not started may be explained by the lag between completion of training or other activities and commencement or completion of services.

## Peer Mentoring: PROFILE OF SUCCESS

**University of Alaska Southeast: Peer Mentor Project - Ele Ruchti**

In the fall of 2017, Ele Ruchti started her first semester at the University of Alaska Southeast with the dream of becoming a teacher in rural Alaska. Not a surprising career choice since her mother is a teacher at her former high school in Galena.

Ele arrived in Juneau, excited about her university studies. She wasn’t worried about the academic challenges that faced her. Having earned both the University of Alaska Scholars Scholarship and the Alaska Performance Scholarship, she knew she had the smarts.

According to Ele, everything was going fine for about 2 weeks. Then the anxiety set in, followed by depression. Even though she had experienced anxiety in high school, it had never been something that had affected her life in a major way. In Galena, she knew everyone and, as she put it, “high school has nets built in to it to help students to succeed and stay involved. If you miss school, or don’t turn in your work, the school is going to follow up.”

Once she moved to Juneau and the UAS campus, all of that changed. She had no social connections, no support system, and she was responsible for making all the decisions.

Ele started to suffer from what she calls, “super anxiety” attacks and “super depression.” She began to isolate herself in her dorm room. Her attitude changed and her schoolwork began to suffer. She wanted to get help, but the anxiety of making an appointment with the university counseling center was too much of an uphill climb. When she finally did contact the counseling center, two weeks later, she learned about the university’s peer mentor program, run through Disability Support Services (DSS).

The DSS Peer Mentoring program connects a student with a disability to a student mentor, and helps develop a plan to address barriers the student with a disability may face. The plan could involve anything from helping to connect socially, to teaching a mentee how to ride the bus or make a doctor’s appointment. Care is taken to connect the right mentor with the right mentee to ensure a good match for each student’s situation.

Ele was skeptical at first that someone was going to, “give her a friend,” but she followed through and got the perfect mentor to help her meet people and get connected. Her mentor knew how to talk with her and had already navigated the social scene on campus. She was able to model for Ele, after she talked her out of wearing “all black, all the time,” how to reach out and go. The first step is just walking up to someone and saying, hi.

Ele is now in her sophomore year at UAS. She’s living in a house with three other students and working two jobs. She no longer has, or needs, a peer mentor. She’s still pursuing her career goal with the realization that, as she puts it, “I’m capable of so much more than I thought I was”.

## Peer Mentoring: PROGRESS NARRATIVE

### National Lens

Research has shown that mentors, especially peer mentors, can positively affect the movement of individuals with disabilities towards self-sufficiency through the establishment of high expectations, support and empowerment (Olney, et al., 2014). During the past decade, mentoring has proliferated as an intervention strategy for addressing the needs that young people have for adult support and guidance throughout their development. Currently, more than 5,000 mentoring programs serve an estimated three million youths in the United States. Funding and growth imperatives continue to fuel the expansion of programs as well as the diversification of mentoring approaches and applications.

Studies point to mentoring as an intervention strategy that has the capacity to serve both promotion and prevention aims, with evidence of being able to affect multiple domains of youth functioning simultaneously and to improve selected outcomes of policy interest (e.g., academic achievement test scores). Of particular note is that diverse program modalities are found to have comparable levels of effectiveness, for example, engaging peers or adults as mentors and cultivating one-to-one relationships or using group formats. As is the case with many practices being pilot tested under WINTAC, with peer mentoring programs, adhering to core practices deemed to be the essential elements of program quality is critical in order for program investments to yield optimal returns.

The passage of WIOA and the designation of a new set of required services for students with disabilities that included the use of “peer mentoring” as a delivery support for the provision of self-advocacy skills offered opportunities for the development and expansion of promising programs and practices which helped to shape WINTAC’s approach to intensive Peer Mentoring technical assistance.

### WINTAC Lens

WINTAC’s work with interested states involves a pilot project approach to promoting development and use of peer mentoring networks for young people with disabilities to help them transition from secondary and postsecondary education to employment through the power and influence of high expectations, self-determination and the development of self-advocacy skills. The peer mentors are demonstrating a replicable model that is thus far underutilized by SVRAs but could significantly contribute to improvements in services and outcomes for young people with significant disabilities served by the workforce development system.

The Peer Mentoring projects include training for the mentors and the individuals who coordinate the mentoring activities. WINTAC’s projects are in various stages of implementation but can be grouped according to the nature of their ITAAs: Those that started early on and are expanding or replicating a model developed in Florida, and those that are developing a conceptual framework for new peer mentoring services.

The team’s approach starts with discussions with senior management, identification of objectives, development of a management plan and initial training of all state and local staff and provider agencies. Additional supports include project design and implementation planning, development and delivery of training curricula, and facilitation of a Community of Practice. Implementation supports are focused on training of coordinators and mentors and initiating the state’s referral process.To ensure continuity of messaging, programming and quality, the Peer Mentoring team collaborates in these and other activities with WINTAC’s Pre-ETS team.

***TA Progress*** WINTAC is providing Peer Mentoring technical assistance in six states, involving 9 SVRAs. As noted in the above charts, all activities are more than half-way completed, with a majority of activities (78%) nearing or having reached completion, with completion rates of 75% or more. In the areas where the activity is training, and the training is not yet complete, outputs such as trained staff and mentors understandably lag behind. One important support developed for pilots by the team is a portfolio of 43 learning modules, customized to provide an accessible, online knowledge base for the peer mentor and peer mentor coordinator.

***Challenges Overcome*** Most SVRAs implementing pilots in this area were encountering challenges in meeting the Pre-ETS service delivery requirements and sought Peer Mentoring programming as a means of meeting this challenge. Among the barriers encountered as they initiated and implemented pilots, some of the associated barriers were (1) staff inexperience with Peer Mentoring (2) competing workload priorities for leadership and staff and (3) establishing stable and sustainable provider capacity. The training and structural supports provided in the pilot model are directed at addressing these challenges as implementation progresses. The key facilitators for the most successful pilots were (1) ongoing commitment of senior staff and (2) clear designation of project staff. These factors allowed pilots to meet their primary objectives and begin expansion to additional organizations and partners. The WINTAC team will be surveying training participants regarding reasons they may not have completed the course. Technical assistance strategies increasingly reinforce the importance of early identification of leadership, staff training and program sustainability measures. The team also continues to emphasize incorporating peer mentoring into Pre-Employment Transition Services.

***Impact*** The goals of Peer Mentoring programs relate to providing self-advocacy skill development to ensure better retention outcomes for students in post-secondary education, and to help students in developing networks and participating in the IEP process. As noted in the speedometer infographic above, over one-third of anticipated Peer Mentoring pilot outcomes are at least 75% achieved. Most of these outcomes involve production or updating of a written plan to establish or expand peer mentoring, with strategies and target dates for training and implementation. The percentage of outcomes not started (especially student outcomes) may be explained by the lag between completion of training or other activities and commencement or completion of services.

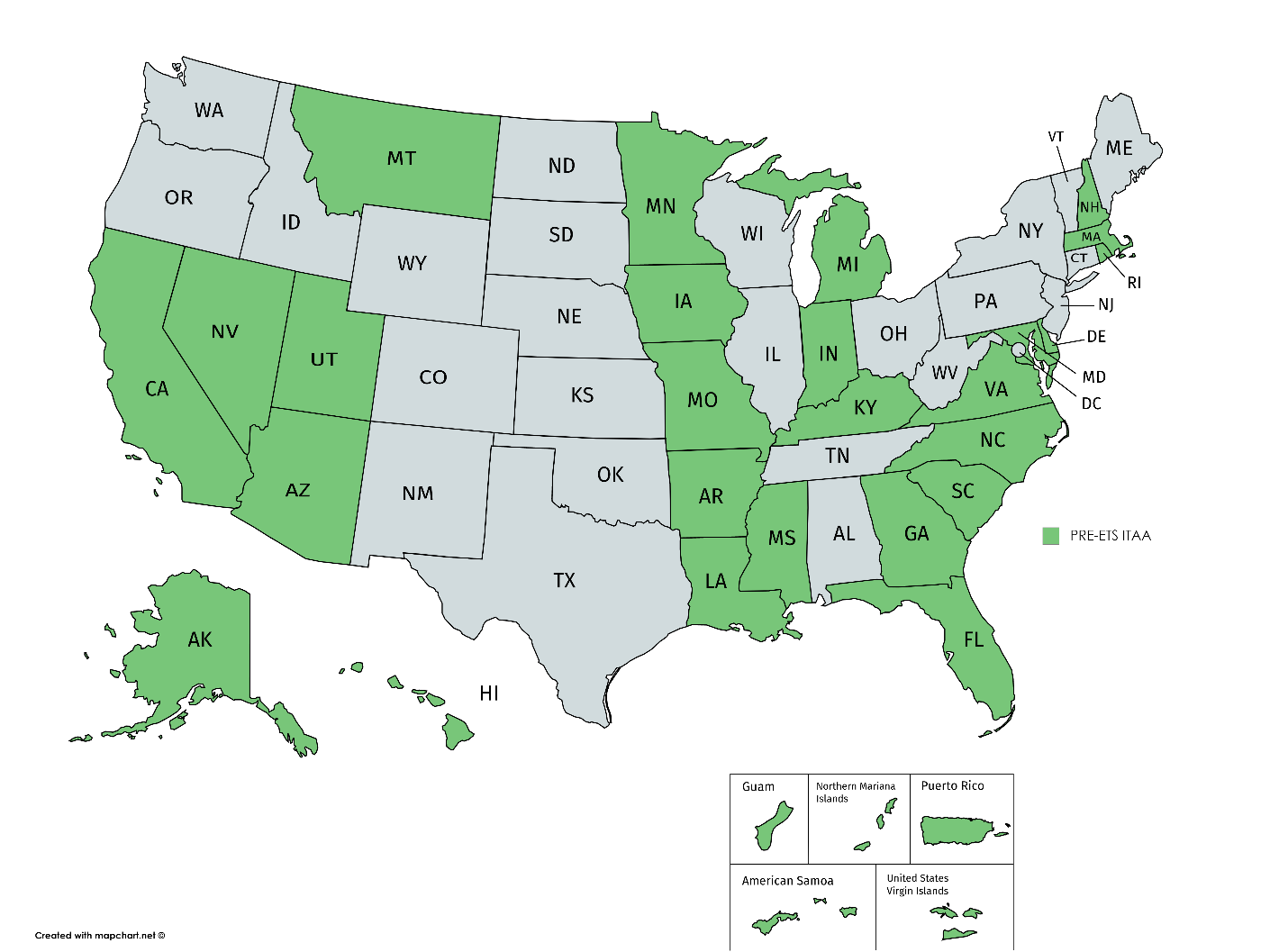
The Peer Mentoring team maintains pilot-specific dashboards containing descriptive information as well as some capacity-building and service delivery data. From these dashboards it is possible to highlight the following data from the three states with established programs: A total of 102 coordinators have been trained and certified; 105 mentors have been certified and 246 mentees are being served. One state recorded 16 mentors having provided 160 hours of mentoring. Another state has 55 provider organizations available to delivery Peer Mentoring services. A third state conducted a statewide counselor orientation and participants included 40 university staff and statewide coordinators.

***Evaluation Recommendations*** The Evaluation Team recommends that dashboards similar to those used for the Customized Employment pilots be designed for the Peer Mentoring pilot. This would permit activities and outcomes to be tracked and reported on a regular basis, with the potential to expand on the data elements currently being recorded by the TA Team. Similar to our recommendations to the Customized Employment team, we would suggest that states not already doing so collaborate with WINTAC to articulate targets and pre-intervention baselines, and ensure structures and processes to track and periodically review and report results. While the Evaluation Team will assume as much of the burden as possible, each site should commit to revisiting their projected ITAA outcomes, designating an evaluation or data management lead for their pilot, creating a modest evaluation plan and protocols, and identifying the time and resources needed to help answer basic questions about the pilot’s impact.

As observed with other Topic areas, the WINTAC teams have plenty of anecdotal evidence of the the systems impacts of their work, but it is advisable to develop the capability to measure these gains to the extent possible. In particular, contributions to the state of the art, ongoing national dialog, and changes in such areas as:

* Partnering and leveraging of resources, including braiding funds
* VR assuming a lead role in interagency collaborations
* Partnering between the General and Blind agencies
* Paradigm shifts in staff view of employability
* Cross-agency alignment of policies and procedures

# Business Engagement



## BUSINESS ENGAGEMENT – ITA Logic Model

|  |  |
| --- | --- |
| **Activity** | **Output** |
| 1. Review existing documentation, policies, procedures and internal controls for Pre-ETS, including the tracking and reporting of Pre-ETS | 1. Documented feedback on documentation, policies, procedures and internal controls for Pre-ETS, including the tracking and reporting of Pre-ETS |
| 1. Assist in the development of new or revised policies and procedures and internal controls for Pre-ETS including the expenditures, tracking and reporting of Pre-ETS | 1. Draft of new and/or revised policies and procedures and internal controls for Pre-ETS |
| 1. Review existing expenditures allocated to the reserved funds and determine if they are allowable costs | 1. Documented feedback on allowable expenditures |
| 1. Assist the agency in the development of processes and internal controls for accurate financial reporting of Pre-ETS | 1. Draft of written processes and internal controls provided to the agency |
| 1. Review current interagency agreement between VR and SEA that encompasses the required elements in WIOA | 1. Documented feedback on interagency agreement |
| 1. Assist in the development of an updated interagency agreement between VR and SEA that encompasses the required elements in WIOA to use as a model for LEA agreements | 1. Draft updated agreement with recommendations |
| 1. Assist agency in demonstrating that they have met the requirement for the provision of pre-employment transition services required and coordination activities before assigning authorized services to reserved funds | 1. Completion of RSA approved model of movement from required to authorized activities |
| 1. Provide training to VR staff regarding Pre-ETS and S. 113 of the Act as amended by WIOA | 1. The number of individuals that complete the training(s). |
| 1. Provide training to VR staff regarding Agency’s updated policies and procedures related to Pre-ETS | 1. The number of individuals that complete the training(s). |
| 1. Assist in the development of a strategy to explore and expand Pre-ETS service delivery including possible electronic/online options and modalities | 1. Disseminate Explore-Work.com to agency |
| **Short-Term Outcomes**   * There will be an increase in the number of students with disabilities that receive at least one of the five required services from year to year. * The agency will completely and accurately report on the expenditure of the 15% reserve * The VR program will increase the allocation of Pre-ETS expenditures towards the minimum 15% reserve until it is fully expended * Improved interagency coordination and collaboration regarding pre-employment transition services at a state-level (systems change) | |

## BUSINESS ENGAGEMENT: ACTIVITIES & OUTPUTS

## PROGRESS DASHBOARDS

Progress on business activities is approximately one-third complete or near completion (75% or more complete), with the bulk of activities 53% in progress (25-50% complete), and one-fifth not yet started. Below, “temperature” charts break out progress of activities individually, with output completion rate presented side-by-side.

**Activity 1:** Assist the agency to assess the current effectiveness of their business engagement and/or business relations activities.

**Output A:** A completed assessment that identifies strengths of the agency’s current business engagement and/or business relations activities and areas where development is needed.

**Activity 2:** Assist the agency to develop a Standard Operating Protocol for business engagement/relations for all staff engaged in these activities.

**Output B:** A draft SOP that includes the areas identified as essential by the agency.

**Activity 3:** Assist the agency to develop a business engagement tracking tool that will record information necessary for tracking and reporting on the effectiveness in serving employers outcome measure.

**Output C:** A completed draft of the tool.

**Activity 4:** Assist the agency to develop training curriculum that will increase staff capacity and competency to engage in business engagement and/or relations.

**Output D:** Draft of curriculum.

**Activity 5:** Provide training on effective business engagement/relations to agency staff.

**Output E:** The number of individuals that complete the training.

**Activity 6:** Assist the agency to develop educational and/or marketing materials for use with businesses.

**Output F:** A draft of completed educational and/or marketing materials.

**Activity Unique:** Form regional collaboratives for business engagement in concert with state, Behavioral Health, Education and other partners.

**Output Unique:** Develop and implement a system of 4 regional collaboratives as focal points for business engagement activities.

## BUSINESS ENGAGEMENT: OUTCOMES PROGRESS DASHBOARDS

"Speed Dial" Chart (half-donut chart) reflecting progress on outcomes for Business Engagement:
89% have not yet started;
6% are 25% complete;
6% are complete.
(Numbers do not add to 100 because of rounding.)

Progress on outcomes is low as much of the work initiated by the Business Engagement team is more recent and a significant enough amount of time to reach outcomes has not yet been reached. Overall outcomes progress is at 7% with 89% of outcomes “not started.” Six percent are complete.

## BUSINESS ENGAGEMENT ITAs: RESOURCES

Available on the WINTAC website, the Business Engagement (BE) team has developed a number of resources to support TA and training and provide guidance to SVRAs:

* **Partnerships**
  + [**Employer Engagement in the National Fund for Workforce Solutions [PDF]**](http://www.jff.org/sites/default/files/publications/NFWS_EmployerEngagement_011111.pdf)
  + [**Recruitment and Retention of Older Workers: Application to People with Disabilities**](http://www.communityinclusion.org/article.php?article_id=232&type=topic&id=18)
  + [**Increasing Placement Through Professional Networking**](http://www.communityinclusion.org/article.php?article_id=209)
* **Structure**
  + [**32nd IRI: The VR-Business Network: Charting Your Course**](https://ncrtm.ed.gov/Download.aspx?type=doc&id=4402)
  + [**Creating Mentoring Opportunities for Youth with Disabilities: Issues and Suggested Strategies**](http://www.ncset.org/publications/viewdesc.asp?id=704)
  + [**2011 Report of the AccessSTEM/AccessComputing/DO-IT Longitudinal Transition Study (ALTS)**](http://www.washington.edu/doit/2011-report-accessstemaccesscomputingdo-it-longitudinal-transition-study-alts)
  + [**BRIEFS**](http://www.wintac.org/topic-areas/business-engagement-and-employer-supports/additional-resources#collapseTen)
  + [**CURRICULA & LEARNING GUIDES**](http://www.wintac.org/topic-areas/business-engagement-and-employer-supports/additional-resources#collapseEleven)
  + [**WEBINAR**](http://www.wintac.org/topic-areas/business-engagement-and-employer-supports/additional-resources#collapseTwelve)
  + [**WEBSITES**](http://www.wintac.org/topic-areas/business-engagement-and-employer-supports/additional-resources#collapseThirteen)
  + [**VIDEOS**](http://www.wintac.org/topic-areas/business-engagement-and-employer-supports/additional-resources#collapseFourteen)
  + [**JOB DESCRIPTIONS**](http://www.wintac.org/topic-areas/business-engagement-and-employer-supports/additional-resources#collapseFifteen)
* **Hiring and Managing Employees with Disabilities**
  + [**Answering Common Employer Questions and Concerns [DOCX]**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta06_BesinessEngagement/additional_resources/Answering-Common-Questions-and-Concerns.docx)
  + [**Windmills: Hiring and Retaining People with Disabilities: Train the Trainer Program**](http://www.miltwright.com/topics/Windmills-TT.htm)
  + [**Alabama RAVE Program (Retaining A Valued Employee) [PDF]**](http://www.rehab.alabama.gov/docs/business-relations-program/ravebro0211forweb.pdf?sfvrsn=0)
  + [**Work Rules Relevant to Youth with Disabilities [DOCX]**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta06_BesinessEngagement/additional_resources/Labor%20Issues%20and%20Youth-Pennult.docx)
  + [**EARN website: Supervision & Management Section**](http://askearn.org)
  + [**Disability and HR: Tips for Human Resources Professionals**](http://www.hrtips.org/article.cfm?group_id=4)
  + [**Supervising People with Disabilities -  Hint, It Really Isn't Very Different Than Anyone Else**](https://www.scribd.com/doc/50379361/Supervising-People-with-Disabilities-Hint-It-Really-Isn-t-Very-Different-than-Anyone-Else)
  + [**Workplace Culture Survey**](http://www.tacene.org/forms-and-documents/employment-supports)
  + [**Employer Resource Guide [PDF]**](http://cpr.bu.edu/wp-content/uploads/2013/05/EmployerResourceGuide_092412.pdf)
  + [**Tips for Employers: Making Web-Based Job Application Forms Accessible [DOCX]**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta06_BesinessEngagement/additional_resources/Tips_for_Employers_Making_Web_Based%20Job_Applications_Accessible_to_All_Users.docx)
  + [**DeafTEC**](http://www.deaftec.org/employers)
  + [**Introduction to Inclusive Talent Acquisition**](https://www.edx.org/course/introduction-inclusive-talent-perkinsx-inc1-1-1#!)
  + [**Assistive Technology for People with Mental Health Disabilities [DOCX]**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta06_BesinessEngagement/additional_resources/AT_Supporting_People_with_Mental_Health_Disabilities.docx)
* **Supporting Employees with Disabilities**
  + [**Job Coaching in the Workplace**](http://askjan.org/topics/jobcoaching.htm)
  + [**Support through Mentorship: Accessible Supervision of Employees with Intellectual and Developmental Disabilities**](http://www.communityinclusion.org/article.php?article_id=360) - [**Watch this video**](https://youtu.be/1jfqzpOC9W4) to hear Ashley Wolfe at ICI and her supervisors talk about her experience and support on the job.
  + [**America's Heroes At Work: Veterans Hiring Toolkit**](http://www.dol.gov/vets/ahaw/)
  + [**VARK: A Guide to Learning Styles**](http://vark-learn.com/home/)
  + [**Coffee Breaks and Birthday Cakes**](http://www.amazon.com/Coffee-Breaks-Birthday-Cakes-Disabilities/dp/1883302315)
* **Reasonable Accommodations**
  + [**Reasonable Accommodations Process Guide for VR Counselors [PDF]**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta06_BesinessEngagement/additional_resources/Reasonable-Accommodation-Process-Guide-for-VR-Counselors.pdf)
  + [**Employers' Practical Guide to Reasonable Accommodation Under the Americans with Disabilities Act [PDF]**](http://askjan.org/Erguide/ErGuide.pdf)
  + [**Service Animals As An Employment Accommodation [PDF]**](http://nwadacenter.org/sites/adanw/files/files/Facts-Animals-RA_10-2012.pdf)
  + [**Workplace Accommodations: Low Cost, High Impact**](http://askjan.org/media/LowCostHighImpact.html)
  + [**Small Employers and Reasonable Accommodations**](http://www.eeoc.gov/facts/accommodation.html)
  + [**Enforcement Guidance on Reasonable Accommodation and Undue Hardship Under the ADA**](http://www.eeoc.gov/policy/docs/accommodation.html)
  + [**Providing Reasonable Accommodation to Employees with Post Traumatic Stress Disorder**](http://webcast.askjan.org/ptsd/)
  + [**Job Accommodations for Persons with Mental Health Conditions**](http://cpr.bu.edu/develop/webinar/usbln)
  + [**AbleData**](http://www.abledata.com/abledata.cfm)
  + [**Partnership on Employment & Accessible Technology (PEAT)**](http://www.peatworks.org/)
* **Labor Market and ADA Compliance**
  + [**America's Career InfoNet**](http://www.acinet.org/)
  + [**The impact of business size on employer ADA response. Rehabilitation Counseling Bulletin, 49(4), 194-206**](http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1190&context=edicollect)
  + [**ADA Training for VR Agency Staff [DOCX]**](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta06_BesinessEngagement/additional_resources/ADA_Training_for_VR_Agency_Staff.docx)

* + **[Culture of Inclusion Roadmap [PDF]](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta06_BesinessEngagement/additional_resources/Culture_of_Inclusion_Roadmap.pdf" \t "_blank)**

## BUSINESS ENGAGEMENT ITAs: PROGRESS NARRATIVE

### National Lens

Business engagement (BE) involves serving businesses/employers in order to serve VR clients and this “dual-customer” approach is encouraged by WIOA as an effective strategy for improving competitive, integrated employment outcomes and building relationships that create employment pipelines. As noted in the BE TA Team’s overview on the WINTAC webpage, these relationships can be “transactional” or “strategic,” with the latter offering the maximum impact. Indeed, mandates in the Rehabilitation Act formally support the strategic approach by requiring at least four of fifteen mmbers of State Rehabilitation Councils to be employers and requiring articulation of how employers will be engaged by the Workforce Development System in the Unified State Plan (CSAVR, 2016). The commitment to business engagement occurs at all levels, with RSA engaging employers through roundtable discussions in 2016 (CSAVR). Despite these mandates, and the engagement of federal funders on this issue, a 2018 GAO report (18-577) found that VR agencies still lacked adequate information about when and how they could use VR funds to engage with employers. WINTAC’s BE focus is thus timely and still relevant.

### WINTAC Lens

Business Engagement is one of WINTAC’s newer topic areas (beginning in April 2018), with only four formal intensive technical assistance agreements (ITAAs) in place. These ITAAs draw from a menu of activities identified in the logic model, which each have an associated output and contribute to a set of defined short-term outcomes expected to be achieved within this funding cycle.

***TA Progress.*** Across the topic area of Business Engagement, progress for the majority of activities (70%) are 50% or less complete (first dashboard). Below that average activity progress bar, using “thermometer charts,” the progress rate is broken out by specific activity with the linked outputs’ progress rates provided side-by-side. For the most part, we see a one-to-one correspondence between the rate of completion for an activity and its associated output. Activity six, involving assistance to agencies in development of educational and marketing materials for use with businesses, shows the highest rate of completion of any of the activities (at 25%). Activities five and three, involving business engagement trainings and tracking tool development respectively, are the next most completed activities. Treating businesses/employers as a customer is not a new approach in the field, so the priority of agencies in these three activities may reflect the need for practical and contemporary tools and trainings.

***Challenges Overcome.*** WIOA’s mandates make clear that tracking data on performance is critical to improving it. The BE TA team narratives indicate that none of the agencies receiving intensive (and significant targeted) TA from them collected BE data prior to their interventions. Now five of the agencies are working with them to implement a system to do so.

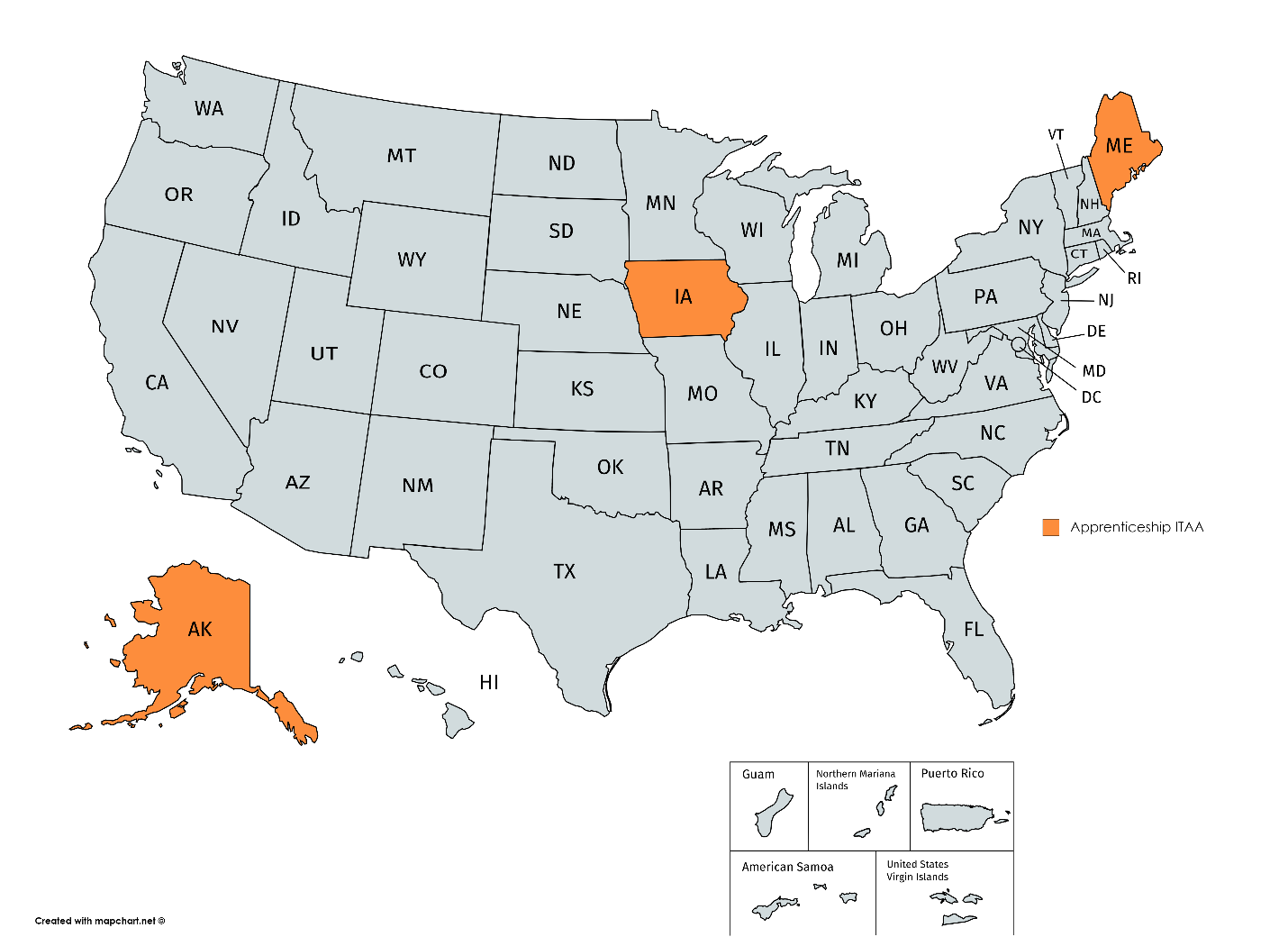
Other challenges plaguing the agencies are those that are repeated across chapters and team reports: significant staff and leadership turnover and delays in filling open positions rendered agencies’ human capacity low. Coupled with the deadlines for WIOA mandates on other issues (e.g., Pre-ETS and CPMs) the low agency bandwidth to attend to non-urgent/non-deadline activities resulted in slow progress and BE activities often being put on hold. Still, agencies working with the BE TA team found solutions to work around these challenges, leveraging the power of collaboration with state partners in business-oriented events. Ultimately, in five agencies, the BE TA Team supported five agencies in hiring and onboarding new staff dedicated to business engagement roles – building capacity and making system changes to these agencies.

***Impact****.* Because of the short time frame during which BE ITAAs have been in place, it is not expected yet that outcomes will have been attained. As noted above, many of the agencies whose ITAAs include BE have activities related to data tracking. As such, it Is anticipated in the future that agency and client outcomes (systems changes and impacts) will be able to be easily reported as they occur. In the interim, states are beginning to embark upon internal systems changes. A change in knowledge is one of the first short-term outcomes often articulated in a logic model. Change the knowledge, change the attitude, change the behavior – and accordingly, change the results. The BE Team’s efforts are already yielding success with the first element; to wit, pre- and post-tests demonstrate that agency staff have begun to improve their understanding of business engagement strategies, learning effective communication strategies such as “business” speak and elevator pitches, and learning about initial outreach and follow-up strategies. Despite challenges with turnover and transformations of agencies by leadership at the administrative or state level, concrete steps are in place to hire and/or train dedicated personnel whose focus is on business engagement. The important foundational work is being done and future longer-term evaluations should be able to document measurable changes in interactions with businesses, and ultimately, successful client outcomes. In addition, with some of the agencies reaching out to - and creating partnerships with - the Workforce Systems in their states, collaboration is already resulting in meaningful systems change as encouraged by WIOA and its included focus on Workforce Integration.

*Changes made, as well as those in process are designed with sustainability in mind. TA provided includes discussions of how to make outputs and outcomes ongoing following project end.*

***Evaluation Recommendations.*** The TA Team is establishing all the right foundational steps, particularly tracking of concrete data related to BE performance, that will enable agencies to track their progress, connect it to outcomes, and adjust their processes to improve their results. Although some of the agencies could establish performance metrics and benchmarks for themselves, the BE TA Team narratives indicate the agencies have been reluctant to do so just yet. While annual goals may seem daunting, small quarterly goals can be established to make the most of Year Five and motivate agency staff to practice their newly acquired skills in engaging businesses – practice being something the TA Team’s narratives note is critical when implementing new strategies such as these. And, similar to the TA Team’s own recommendations, it will be important to revisit ITAA plans with agencies and set priorities for the time that is remaining.

# L. APPRENTICESHIP



## APPRENTICESHIP – ITA Logic Model

| Activities | Outputs |
| --- | --- |
| 1. Assist agency to identify resources that will promote and increase the use of apprenticeships in the VR service delivery system. | 1. The information and resources provided to the agency. |
| 1. Assist in the development of new or revised policies and procedures to implement apprenticeship opportunities. | 1. Draft of new and/or revised policies and procedures related to apprenticeships. |
| 1. Provide training to VR (and any other partners) on apprenticeships. | 1. The number of individuals that complete the training by agency and the content delivered. |
| **Short-Term Outcomes**   * Outcome 1: The number of VR consumers that participate in apprenticeships will be established as a baseline at the beginning of the ITA, and then identified from the VR program's CMS annually and compared to the previous year. There will be an increase of (x percent or number) in the number of VR consumers that participate in apprenticeships each year.   + Measure: VR agency will report the number of customers engaged in apprenticeship activity through their case management system. * Outcome 2: There will be an increase of (x percent or number) in the number of students who include apprenticeships in their IEP planning process. | |

## APPRENTICESHIP: ACTIVITIES & OUTPUTS PROGRESS DASHBOARDS

Activities are complete (40%) or moving to completion with a progress rate of 75% (60%). Below, thermometers demonstrate the level of completion for the different activities and outputs as defined in the logic model.

**Activity 1:** Assist agency to identify resources that will promote and increase the use of apprenticeships in the VR service delivery system.

**Output A:** Assist Agency to identify resources that will promote and increase the use of apprenticeships in the VR service delivery system.

**Output:** The information and resources provided to the agency.

**Activity 2:** Assist in the development of new or revised policies and procedures to implement apprenticeship opportunities.

**Output B:** Draft of new and/or revised policies and procedures related to apprenticeships.

## APPRENTICESHIP: OUTCOMES PROGRESS DASHBOARDS

Speedometer graphic (donut chart) depicting outcomes progress for the Apprenticeship topic area.
Overall progress is 67%.
33% of activities are 50% complete.
67% of activities are 67% complete.

Progress on outcomes is strong, with 33% of activities at a 50% progress rate and 67% of activities at a 75% progress rate. The overall outcomes progress is thus 67%.

## APPRENTICESHIP ITAs: RESOURCES

Available on the WINTAC website, the Apprenticeship team has developed a number of resources to support TA and training and provide guidance to SVRAs:

* + **Apprenticeships: Resources**
  + [Apprenticeship Sponsor database by location](https://oa.doleta.gov/bat.cfm)
  + [JDVRTAC guide to pre-apprenticeship](https://www.explorevr.org/sites/explorevr.org/files/files/toolkit_CT_2_apprenticeship_D2b.pdf)
  + [Step-by-Step Apprenticeship Implementation Guide for VR agencies](https://www.explorevr.org/sites/explorevr.org/files/files/apprenticeship%20guide_WEB_F.pdf)
  + [Apprenticeship Works Video Series](https://www.dol.gov/odep/topics/youth/Apprenticeshipworks-video-series.htm)
  + [Fact Sheet on updated EEO regulations that pertain to Apprenticeship](https://www.doleta.gov/oa/eeo/_assets-eeo/pdf/EEO_Rule_Overview_Fact_Sheet.pdf)
  + [ApprenticeshipUSA Toolkit](https://www.dol.gov/apprenticeship/toolkit.htm)
  + [Apprenticeship and VA benefits](https://www.benefits.va.gov/gibill/docs/factsheets/OJT_Factsheet.pdf)
  + [Leveraging partners: WIOA authorized use of Title I funds for apprenticeship](https://www.dol.gov/apprenticeship/toolkit/docs/Desk-Aid-Use-of-Funds.pdf)
  + [WINTAC Career Pathways Community of Practice](http://www.wintac.org/cop)
  + [Apprenticeship Fact Sheet](https://www.dol.gov/apprenticeship/pdf/RA-WS-Partnerships.pdf)
  + **Apprenticeships: Training**
    - [Pennsylvania Apprenticeship Approach](http://lms.wintac.org/course/view.php?id=56) (Login required)
    - U.S. Department of Labor Apprenticeship Toolkit - [Training modules.](https://www.dol.gov/apprenticeship/toolkit/learn.htm)
  + **Customized Training: "Building Capacity"**
    - [**LMI**](http://www.wintac.org/topic-areas/tci-plus-lmi/lmi-resources)
    - [**middle skills**](http://www.nationalskillscoalition.org/state-policy/fact-sheets)
    - [**Promising Practices**](http://www.wintac.org/topic-areas/apprenticeships-and-customized-training/promising-practices)
    - [***Recovery: Job Growth and Education Requirements Through 2020, Executive Summary [PDF]***](https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES_.Web_.pdf)
    - [**Monthly Labor Review: Occupational employment projections to 2024 [PDF]**](https://www.bls.gov/opub/mlr/2015/article/pdf/occupational-employment-projections-to-2024.pdf)
    - [**Promising Practices**](http://www.wintac.org/topic-areas/apprenticeships-and-customized-training/promising-practices) **section of the CT Toolkit**
    - **Brigance and McNeil: Customized Training and VR -** [**Terry Brigance**](https://coehp.uark.edu/directory/index/uid/tbriganc/name/Terry-Brigance/)
    - [**An analysis of evidence-based best practices in the public vocational rehabilitation program: Gaps, future directions, and recommended steps to move forward**](http://content.iospress.com/download/journal-of-vocational-rehabilitation/jvr707?id=journal-of-vocational-rehabilitation%2Fjvr707)**.**
  + **Building a Customized Training Program**
    - [***Download the PDF***](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta08_ACT/CT2_toolkit__remediated.pdf)***version of this checklist.***
  + [**Customized Training: Additional Resources**](https://wintac.org/topic-areas/apprenticeships-and-customized-training/additional-resources)

## APPRENTICESHIP ITAs: PROGRESS NARRATIVE

### National Lens

Under WIOA, apprenticeships that are “registered apprenticeships” or simply “apprenticeships” are useful for supporting competitive integrated employment outcomes for youth and adults with disabilities and are an important area of implementation for the workforce system as a whole as part of a career pathways approach. The Departments of Labor and Education both administer apprenticeship aspects of WIOA to support the use of apprenticeships and offer joint guidance and technical assistance documents to ensure coordination between WIOA Youth programs and VR programs (May, 2019 Joint Guidance on Collaboration Opportunities). Apprenticeship USA delineates how an apprenticeship model combines WIOA mandated and encouraged strategies involving a focus on career pathways, work-based learning, business engagement, and consideration of high-growth sectors (Apprenticeship USA, n.d.). All of these areas are covered by WINTAC services and TA Teams and coordination across the teams has been ensuring the work of agencies is integrated in alignment with this model.

The opportunities exist. In 2017 the National Association of Workforce Boards and Jobs for the Future conducted a survey of workforce boards; 145 boards responded (24% of all state and local boards) and of those, 63% had apprenticeship programs. The report notes that many boards partner with VR, though it did not present statistics; 49% of respondents did indicate considering issues related to equity and diversity. Critically for our purposes, boards indicated a desire for technical assistance to meet current WIOA requirements regarding apprenticeships (Bergman & Kobes, n.d.). In concert with WINTAC’s Integration TA Team’s work, the WINTAC Apprenticeship TA Team can support the partnership between VR and the Workforce Development System – including these boards – to facilitate inclusion of people with disabilities in apprenticeship programs as students and adults on a career pathway. Those systems have obligations under WIOA to provide reasonable accommodations, conduct outreach and recruitment that is inclusive of persons with disabilities, and to set an aspirational goal of 7% of apprentices being a person with a disability (DOL ETA, 2019). Program Year 2017 WIOA and Wagner-Peyser Data show that only 1 in 100 jobseekers in training programs is a registered apprentice (Berkowitz, 2019). The need for WINTAC TA is manifest; as is the opportunity.

### WINTAC Lens

Apprenticeship was previously a set of activities combined with the Workforce Integration topic area and has since become a stand-alone topic area with three formal intensive technical assistance agreements (ITAAs) in place. These ITAAs draw from a menu of activities identified in an initial, brief logic model which each have an associated output and contribute to a set of defined short-term outcomes expected to be achieved within this funding cycle.

***TA Progress.*** Across the topic area of Apprenticeship, progress on activities is either complete (40% of activities) or 75% complete (60% of activities)(first dashboard). Below that average activity progress bar, using “thermometer charts,” the progress rate is broken out by specific activity with the linked outputs’ progress rates provided side-by-side. These dashboards show a one-to-one correspondence between the rate of completion for Apprenticeship activities and associated outputs. Activity one, assisting agencies to identify resources promoting and increasing use of apprenticeshis by VR, is further along with a two-thirds completion rate. Activity two, developing new or revised apprenticeship policies and procedures, is strongly progressing as well.

***Challenges Overcome.***

Apprenticeship is newly a “stand-alone” area, recently broken out from the Workforce Integration topic area but still very much connected to it. The TA Team does not articulate significant challenges with respect to the Apprenticeship area, but as a sub-topic within Workforce Integration would have been impacted early on by the challenges described in that chapter (e.g., agency capacity and staffing changes and delayed prioritization due to mandatory deadlines for other topic areas). Apprenticeship certainly benefited from the joint efforts with the Workforce Integration area since many apprenticeship efforts at state levels were ongoing or beginning in concert with other state partners in the workforce development system as encouraged by ODEP and ETA in the Federal Department of Labor.

***Impact****.* Outcomes for the Apprenticeship topic area are also progressing well, with 67% of outcomes at least 75% complete and 33% of outcomes at the 50% completion level for an overall outcomes completion rate of 67%. Across the three ITA states, 2, 7, and 11 individuals are engaged or about to be engaged in apprenticeships for a total of 20. These numbers demonstrate that all ITAA states are making headway on *the* concrete outcome for this topic area and that systems are in place to track the progress in a measurable way at each agency. As these numbers grow, future reporting could put them in context by noting the industries or SOC codes and relating that to the high growth industries for that state. Are they permanent pipelines that VR can continue to make placements into?

**Feedback also presented in the integration chapter from one state:**

*WINTAC has provided so much information and technical assistance across all areas…We wouldn’t be where we are without it. They’ve helped us focus on all of these things the same time. As a small agency, with a lot of changes we’ve been going through, the steps we’ve been taking would have been impossible to take alone. We have a long way to go in many ways, but due to the WINTAC support we are a lot more comfortable in our direction and progress. With PreETS we’re better with our engagement with youth, and what we count and report in performance. We have a good focus with what we’re doing in* ***apprenticeship*** *with our partners, improving our overall alignment and building on the integrated resource team strategy. The help with TCI+ has integrated the use of LMI in our counseling process, strengthening how we engage clients with Career Pathways. The WINTAC team has supported our overall assessment and improvement of our rehabilitation services in the WIOA focus. These changes for us in the past few years, with so much information coming our way, we’ve gained some comfort in knowing what to focus on, and how to stage the changes we’ve been going through.*

***Evaluation Recommendations.*** The numbers of apprenticeships is being tracked by agencies. As noted above, the next step can be to provide context to these numbers. How many apprenticeships is the rest of the workforce development system taking advantage of for people without disabilities? (This can help examine disparities or the ned to improve targeted outreach.) In what industries? Are those the high growth ones for the state? Are they established pipelines or particular opportunities that came up? Are they students or adults? Were these aligned to goals in IEPs or IPEs? Are they registered apprenticeships? How many programs are there in the state and is the state nearing its aspirational goals for people with disabilities in state apprenticeship programs? Is VR making these strides unilaterally, or in concert with workforce boards and their members from apprenticeship programs? How is the state coordinating its apprenticeship work with other WINTAC topic areas such as Workforce Integration, Pre-ETS, TCI+/LMI, or Business Engagement?

# Summary and Recommendations

## SUMMARY

This report speaks volumes about the breadth and depth of work undertaken and the impacts achieved with WINTAC’s intensive technical assistance. It also shows how WINTAC’s approach to TA has evolved to accommodate changing needs and obtain results (or at least move the needle) on long-standing issues in the VR community. It documents positive change for VR consumers, state systems, and the state of the art in VR service delivery. It also shares lessons learned and remaining challenges, and provides recommendations for future action, in particular pertaining to evaluation and sustainability.

A consistent TA theme from one area to the next is that the need, and the corresponding nature of the work, is less about transferring information or introducing new tools and more about promoting and supporting systems change – structural, cultural, institutional – within and across organizations: from shifting attitudes about employability to instinctively working collaboratively to planning for sustainability from the start. Over the course of this project we have observed unprecedented and measurable advances in terms of partnering, leveraging resources, and building capacity. In many different ways, VR now is not only at the table but often assumes a lead role. Similarly, the alignment of policies, procedures, and funding across agencies that historically have had nothing to do with each other – including General and Blind agencies – is creating transformational change impacting clients’ everyday interactions.

Given the time it takes to bring about these changes, the anticipated consumer impacts are slower to come. Indeed, for long-term outcomes one wouldn’t expect to see them accrue until after at least four or more years after beginning work on a major initiative and most of WINTAC’s TA and VR’s shifts in service models have not yet reached that time scale. Nevertheless, evidence of improved capacity, efficiencies achieved, and individuals being served – even on a small scale – are being seen and seem strong enough to predict promising outcomes as the systems, infrastructures, and programs mature. Importantly, VR and partners are putting mechanisms in place to track and review the results of their actions and factor the findings into future systems improvements.

The challenges encountered are complex and wide-ranging. The one cited in most every area is posed by epic rates of turnover in personnel. The implications for states and TA teams alike are enormous: New leadership may abandon agreements that took months (years?) to negotiate. New VR staff may not buy into a process or practice whose integrity requires commitment from all parties. Service delivery staff trained at great expense may move on to greener pastures leaving vacancies unfilled because of the heavy investment in finding or training qualified replacements. Two other commonly cited challenges that can impede successful TA and have required significant resourcefulness to address relate to site readiness (to comply with a regulation or adopt or adapt a given program or practice) and system or program sustainability. As noted in this report, WINTAC has invested significant time and energy in clearly defining and addressing (or beginning to address) these and other barriers to achieving TA objectives.

WINTAC manages these accomplishments and challenges with a team of diverse and highly regarded national experts and with ongoing innovation in TA practice that increases its reach, productivity, and effectiveness. Partnering is perhaps the best example of innovative TA – joining with collaborators and competitors alike: Nationally, cultivating relationships with other TACs, associations, universities, and government entities to advance the state of the art in VR practice or advocate for statutory or regulatory changes that will improve services to individuals with disabilities. At the state level, WINTAC recruits partners and resources to wrap richer supports around agencies and individuals and move virtual mountains by facilitating and nurturing relationships across and within agencies. Finally, at the TA operations level, WINTAC structures open communications with RSA and internal collaborations across TA areas.

Another innovation in WINTAC’s intensive TA is a culture of continuity: WINTAC teams inform themselves about (if not immerse themselves in) the state’s VR affairs – establishing hands-on connections, customizing their assistance, and demonstrating that they are in it through thick and thin. They collaborate with each other to coordinate and maximize resources. They facilitate communities of practice and offer other supplemental forms of contact. As a result, states view the teams as an ongoing, reliable source of support and expertise and are more likely to seek assistance before their needs or problems worsen.

Our observations about the work in Customized Employment apply equally to all ITA topic areas: “*The numbers are already promising, in terms of [systems, resources] partnerships, capacity and consumers served. The experiences behind the numbers tell more of the story, in terms of the degree of collaboration and cultural and systems change it has taken to get to this point, what it will take to sustain the effort and how intensive the TA will still need to be to support it all. It is complicated and multi-layered: The SVRA layer being about adopting and sustaining [a new policy or practice]; the TA layer being about designing, implementing and evaluating a [project]; and the systems layer being about bringing it all together in a way that [the new policy or practice] is integral to VR service delivery. There are challenges at every turn. But to its credit, WINTAC has the expertise, the access, credibility and finesse to bring it together, and the track record to see it through going forward as time and resources permit.”*

## RECOMMENDATIONS

The recommended next steps and solutions identified in the preceding chapters follow several common themes. This summary focuses on those most related to evaluation. Whereas most of our evaluation work and reporting thus far has focused on the progress in completing activities and outputs, in Year Five we will be shifting emphasis to outcomes. While even then it will still be too early to see major impact, we need to lay the foundation to be able to effectively measure it as the time comes.

* *Targets and baselines:* The Evaluation Team will work with WINTAC Leadership and Topic Area Teams to revisit the outcomes articulated in states’ ITAAs. The first task will be to confirm or adjust the outcomes themselves to ensure they realistically can be expected from the respective actions and outputs. The second will be to identify measurable baselines and targets for all confirmed outcomes.
* *Context:* So far, the level of context by which to interpret reported interactions and observed impacts varies from area to area. We will support teams in tracking and reporting on basic questions about the nature of their engagement with SVRAs in order to better understand their impact and the changes that have resulted.
* *Advanced analysis:* Data tracking requirements or mechanisms are embedded in the design and execution of some topic area activities and outputs. We hope to take fuller advantage of these capabilities – and assist in strengthening capability in other areas – to assess the effectiveness of services and conduct fiscal and cost-benefit analyses in greater depth.
* *Special studies:* The Evaluation Team will offer supports to interested states in articulating and exploring special questions (as identified in the individual chapters) using custom tracking systems, case studies, and/or targeted surveys or interviews.
* *Replicable models:* Many teams and states have seen success with designs, methods, or protocols that might be of interest to other teams or states. The Evaluation Team will help to identify them and gain an understanding of what made them successful, key design features, the implementation process, their cost-benefit, and other contextual factors affecting replicability.
* *Systems change:* Output and outcome tracking for WINTAC TA reveal significant systems change processes taking place as a result of WINTAC’s intensive technical assistance; in Year 5, the Evaluation Team can work with TA Teams to map the ways these changes have and will affect client services and outcomes directly and indirectly with a focus on the synergistic effects and use of measurable data from agencies and/or RSA.
* *Evaluation and sustainability plans:* For future TA purposes, the Evaluation Team strongly recommends that evaluation steps and resources as well as sustainability measures are more clearly defined in the early stages of planning. This should include referencing the respective area’s logic model in the course of developing strategies and identifying outcomes baselines and benchmarks along with timelines and responsibilities for supporting measurement objectives.

# Appendix A ITA Activity Progress by State

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[Alaska Combined 2](#_Toc27143180)

[American Samoa Combined 3](#_Toc27143181)

[Arizona Combined 3](#_Toc27143182)

[Arkansas Blind 3](#_Toc27143183)

[California Combined 3](#_Toc27143184)

[CNMI Combined 4](#_Toc27143185)

[Colorado Combined 4](#_Toc27143186)

[Connecticut General 4](#_Toc27143187)

[Delaware Blind 4](#_Toc27143188)

[Delaware General 5](#_Toc27143189)

[District of Columbia Combined 5](#_Toc27143190)

[Florida Blind 5](#_Toc27143191)

[Florida General 5](#_Toc27143192)

[Georgia Combined 6](#_Toc27143193)

[Guam 6](#_Toc27143194)

[Hawaii Combined 6](#_Toc27143195)

[Idaho General 6](#_Toc27143196)

[Illinois Combined 7](#_Toc27143197)

[Indiana Combined 7](#_Toc27143198)

[Iowa Blind 7](#_Toc27143199)

[Iowa General 7](#_Toc27143200)

[Kentucky Combined 8](#_Toc27143201)

[Louisiana Combined 8](#_Toc27143202)

[Maine 8](#_Toc27143203)

[Maryland Combined 8](#_Toc27143204)

[Massachusetts General 9](#_Toc27143205)

[Michigan Blind 9](#_Toc27143206)

[Michigan General 9](#_Toc27143207)

[Minnesota Blind 10](#_Toc27143208)

[Minnesota General 10](#_Toc27143209)

[Missouri General 10](#_Toc27143210)

[Missouri General and Blind 10](#_Toc27143211)

[Mississippi Combined 11](#_Toc27143212)

[Montana Combined 11](#_Toc27143213)

[Nebraska General 11](#_Toc27143214)

[Nevada Combined 12](#_Toc27143215)

[New Hampshire Combined 12](#_Toc27143216)

[New York General 12](#_Toc27143217)

[North Carolina General and Blind 12](#_Toc27143218)

[Oregon General 13](#_Toc27143219)

[Puerto Rico Combined 13](#_Toc27143220)

[Rhode Island Combined 13](#_Toc27143221)

[South Carolina Blind 13](#_Toc27143222)

[Texas Combined 14](#_Toc27143223)

[Utah Combined 14](#_Toc27143224)

[Virgin Islands Combined 14](#_Toc27143225)

[Virginia Blind 14](#_Toc27143226)

[Virginia General 15](#_Toc27143227)

[Washington General 15](#_Toc27143228)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| All States | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities** | **# Outputs** | **# Outputs Met** | **Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Achieved** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 225 | 72% | 225 | 133 | 59% | 118 | 43 | 36% |
| **Section 511** | 22 | 100% | 22 | 22 | 100% | 18 | 15 | 83% |
| **Competitive Integrated Employment** | 1 | 100% | 1 | 1 | 100% | 0 | 0 |  |
| **Workforce Integration** | 62 | 53% | 62 | 22 | 35% | 31 | 1 | 3% |
| **Common Performance Measures** | 130 | 54% | 130 | 39 | 30% | 49 | 31 | 63% |
| **Peer Mentoring** | 18 | 89% | 18 | 9 | 50% | 11 | 3 | 27% |
| **Business Engagement** | 27 | 41% | 27 | 2 | 7% | 18 | 1 | 6% |
| **The Career Index Plus (TCI+) and LMI** | 23 | 71% | 23 | 14 | 61% | 14 | 6 | 43% |
| **SARA** | 21 | 100% | 21 | 21 | 100% | 21 | 20 | 95% |
| **Apprenticeships** | 5 | 85% | 5 | 2 | 40% | 3 | 0 | 0% |
| **Customized Employment** | 73 | 69% | 73 | 41 | 56% | 56 | 14 | 25% |
| **Supported Employment** | 9 | 59% | 9 | 1 | 11% | 5 | 1 | 13% |
|  |  |  |  |  |  |  |  |  |
| Alaska Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 6 | 100% | 6 | 5 | 83% | 3 | 2 | 67% |
| **Section 511** | 1 | 100% | 1 | 1 | 100% | 2 | 2 | 100% |
| **Workforce Integration** | 4 | 63% | 4 | 2 | 50% | 2 | 0 | 0% |
| **Common Performance Measures** | 5 | 60% | 5 | 2 | 40% | 1 | 1 | 100% |
| **Peer Mentoring** | 2 | 100% | 2 | 2 | 100% | 1 | 1 | 100% |
| **Business Engagement** | 2 | 63% | 2 | 0 | 0% | 1 | 0 | 0% |
| **SARA** | 7 | 100% | 7 | 7 | 100% | 7 | 7 | 100% |
| **Apprenticeships** | 1 | 75% | 1 | 0 | 0% | 1 | 0 | 0% |
| **Supported Employment** | 1 | 25% | 1 | 0 | 0% | 1 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| American Samoa Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 4 | 19% | 4 | 0 | 0% | 3 | 0 | 0% |
| **Common Performance Measures** | 1 | 100% | 1 | 0 | 0% | 1 | 0 | 0% |
| **Supported Employment** | 1 | 25% | 1 | 0 | 0% | 0 | 0 |  |
|  |  |  |  |  |  |  |  |  |
| Arizona Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 6 | 96% | 6 | 5 | 83% | 4 | 4 | 100% |
| **Section 511** | 1 | 100% | 1 | 1 | 100% | 2 | 1 | 50% |
| **Common Performance Measures** | 3 | 75% | 3 | 2 | 67% | 2 | 2 | 100% |
| **Supported Employment** | 2 | 70% | 2 | 0 | 0% | 1 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Arkansas Blind | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 9 | 47% | 9 | 2 | 22% | 3 | 0 | 0% |
| **Workforce Integration** | 5 | 10% | 5 | 0 | 0% | 4 | 0 | 0% |
| **Common Performance Measures** | 6 | 58% | 6 | 1 | 17% | 2 | 2 | 100% |
| **Business Engagement** | 2 | 25% | 2 | 0 | 0% | 1 | 0 | 0% |
| **Supported Employment** | 2 | 75% | 2 | 1 | 50% | 1 | 1 | 100% |
|  |  |  |  |  |  |  |  |  |
| California Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 7 | 96% | 7 | 7 | 100% | 4 | 3 | 75% |
| **Section 511** | 5 | 100% | 5 | 5 | 100% | 2 | 1 | 50% |
| **Customized Employment** | 7 | 89% | 7 | 6 | 86% | 5 | 4 | 80% |
|  |  |  |  |  |  |  |  |  |
| CNMI Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 8 | 94% | 8 | 7 | 88% | 4 | 2 | 50% |
| **Common Performance Measures** | 4 | 63% | 4 | 2 | 50% | 2 | 2 | 100% |
| **Business Engagement** | 3 | 83% | 3 | 2 | 67% | 3 | 1 | 33% |
|  |  |  |  |  |  |  |  |  |
| Colorado Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Customized Employment** | 12 | 73% | 12 | 8 | 67% | 9 | 1 | 11% |
|  |  |  |  |  |  |  |  |  |
| Connecticut General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Workforce Integration** | 2 | 38% | 2 | 0 | 0% | 1 | 0 | 0% |
| **Common Performance Measures** | 3 | 72% | 3 | 1 | 33% | 1 | 1 | 100% |
|  |  |  |  |  |  |  |  |  |
| Delaware Blind | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 9 | 25% | 9 | 1 | 11% | 3 | 0 | 0% |
| **Workforce Integration** | 11 | 41% | 11 | 1 | 9% | 3 | 0 | 0% |
| **Common Performance Measures** | 5 | 45% | 5 | 1 | 20% | 1 | 1 | 100% |
| **Business Engagement** | 1 | 75% | 1 | 0 | 0% | 0 | 0 |  |
| **The Career Index Plus (TCI+) and LMI** | 1 | 50% | 1 | 0 | 0% | 1 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Delaware General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 8 | 34% | 8 | 2 | 25% | 4 | 3 | 75% |
|  |  |  |  |  |  |  |  |  |
| District of Columbia Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Common Performance Measures** | 4 | 69% | 4 | 1 | 25% | 1 | 1 | 100% |
|  |  |  |  |  |  |  |  |  |
| Florida Blind | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 9 | 85% | 9 | 6 | 67% | 4 | 2 | 50% |
| **Workforce Integration** | 2 | 63% | 2 | 1 | 50% | 1 | 0 | 0% |
| **Common Performance Measures** | 4 | 13% | 4 | 0 | 0% | 1 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Florida General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 6 | 63% | 6 | 3 | 50% | 3 | 1 | 33% |
| **Peer Mentoring** | 3 | 100% | 3 | 2 | 67% | 2 | 1 | 50% |
|  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Georgia Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 5 | 5% | 5 | 0 | 0% | 2 | 0 | 0% |
| **Common Performance Measures** | 6 | 42% | 6 | 0 | 0% | 1 | 1 | 100% |
|  |  |  |  |  |  |  |  |  |
| Guam | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 7 | 50% | 7 | 2 | 29% | 4 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Hawaii Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 6 | 100% | 6 | 6 | 100% | 4 | 1 | 25% |
| **Section 511** | 1 | 100% | 1 | 1 | 100% | 2 | 2 | 100% |
| **Workforce Integration** | 1 | 90% | 1 | 0 | 0% | 0 | 0 |  |
| **Common Performance Measures** | 4 | 56% | 4 | 1 | 25% | 2 | 2 | 100% |
| **Supported Employment** | 1 | 90% | 1 | 0 | 0% | 1 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Idaho General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Section 511** | 4 | 100% | 4 | 4 | 100% | 2 | 2 | 100% |
| **Common Performance Measures** | 4 | 56% | 4 | 1 | 25% | 2 | 1 | 50% |
| **Customized Employment** | 8 | 84% | 8 | 6 | 75% | 7 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Illinois Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Workforce Integration** | 2 | 50% | 2 | 1 | 50% | 2 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Indiana Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 6 | 100% | 6 | 6 | 100% | 4 | 1 | 25% |
| **Common Performance Measures** | 4 | 31% | 4 | 1 | 25% | 2 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Iowa Blind | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 6 | 92% | 6 | 2 | 33% | 3 | 0 | 0% |
| **Workforce Integration** | 5 | 90% | 5 | 3 | 60% | 2 | 0 | 0% |
| **Common Performance Measures** | 5 | 50% | 5 | 1 | 20% | 2 | 2 | 100% |
| **Business Engagement** | 4 | 68% | 4 | 0 | 0% | 4 | 0 | 0% |
| **The Career Index Plus (TCI+) and LMI** | 4 | 100% | 4 | 4 | 100% | 1 | 1 | 100% |
| **Apprenticeships** | 2 | 88% | 2 | 1 | 50% | 1 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Iowa General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **The Career Index Plus (TCI+) and LMI** | 4 | 63% | 4 | 2 | 50% | 3 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Kentucky Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 7 | 71% | 7 | 4 | 57% | 4 | 0 | 0% |
| **Common Performance Measures** | 5 | 5% | 5 | 0 | 0% | 3 | 0 | 0% |
| **SARA** | 7 | 100% | 7 | 7 | 100% | 7 | 7 | 100% |
|  |  |  |  |  |  |  |  |  |
| Louisiana Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 6 | 100% | 6 | 6 | 100% | 4 | 3 | 75% |
| **Section 511** | 3 | 100% | 3 | 3 | 100% | 2 | 2 | 100% |
| **Workforce Integration** | 5 | 20% | 5 | 1 | 20% | 3 | 0 | 0% |
| **Common Performance Measures** | 4 | 88% | 4 | 3 | 75% | 3 | 2 | 67% |
| **Customized Employment** | 1 | 25% | 1 | 0 | 0% | 0 | 0 | #DIV/0! |
|  |  |  |  |  |  |  |  |  |
| Maine | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Workforce Integration** | 2 | 100% | 2 | 2 | 100% | 0 | 0 | #DIV/0! |
| **Common Performance Measures** | 3 | 50% | 3 | 1 | 33% | 1 | 0 | 0% |
| **Peer Mentoring** | 3 | 72% | 3 | 1 | 33% | 2 | 0 | 0% |
| **Apprenticeships** | 2 | 88% | 2 | 1 | 50% | 1 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Maryland Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 7 | 100% | 7 | 7 | 100% | 3 | 3 | 100% |
|  |  |  |  |  |  |  |  |  |
| Massachusetts General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 6 | 98% | 6 | 5 | 83% | 4 | 2 | 50% |
| **Workforce Integration** | 3 | 67% | 3 | 1 | 33% | 2 | 0 | 0% |
| **Common Performance Measures** | 3 | 58% | 3 | 1 | 33% | 1 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Michigan Blind | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 7 | 100% | 7 | 7 | 100% | 4 | 2 | 50% |
| **Workforce Integration** | 2 | 63% | 2 | 1 | 50% | 2 | 0 | 0% |
| **Common Performance Measures** | 5 | 50% | 5 | 1 | 20% | 1 | 1 | 100% |
| **The Career Index Plus (TCI+) and LMI** | 1 | 100% | 1 | 1 | 100% | 1 | 1 | 100% |
| **Customized Employment** | 8 | 56% | 8 | 3 | 38% | 7 | 1 | 14% |
|  |  |  |  |  |  |  |  |  |
| Michigan General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 9 | 88% | 9 | 7 | 78% | 4 | 2 | 50% |
| **Workforce Integration** | 2 | 13% | 2 | 0 | 0% | 2 | 0 | 0% |
| **Common Performance Measures** | 5 | 60% | 5 | 1 | 20% | 1 | 1 | 100% |
| **The Career Index Plus (TCI+) and LMI** | 1 | 25% | 1 | 0 | 0% | 1 | 0 | 0% |
| **Customized Employment** | 8 | 56% | 8 | 3 | 38% | 5 | 1 | 20% |
|  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Minnesota Blind | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Section 511** | 1 | 100% | 1 | 1 | 100% | 2 | 1 | 50% |
| **Common Performance Measures** | 4 | 81% | 4 | 2 | 50% | 1 | 1 | 100% |
| **The Career Index Plus (TCI+) and LMI** | 1 | 100% | 1 | 1 | 100% | 1 | 1 | 100% |
| **Customized Employment** | 3 | 97% | 3 | 2 | 67% | 1 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Minnesota General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 7 | 88% | 7 | 4 | 57% | 3 | 2 | 67% |
| **Competitive Integrated Employment** | 1 | 100% | 1 | 1 | 100% | 0 | 0 |  |
| **Common Performance Measures** | 6 | 67% | 6 | 4 | 67% | 2 | 2 | 100% |
| **Customized Employment** | 4 | 94% | 4 | 4 | 100% | 3 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Missouri General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Peer Mentoring** | 4 | 85% | 4 | 2 | 50% | 2 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Missouri General and Blind | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Customized Employment** | 5 | 80% | 5 | 4 | 80% | 5 | 2 | 40% |
|  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mississippi Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 6 | 86% | 6 | 3 | 50% | 4 | 1 | 25% |
| **Section 511** | 4 | 100% | 4 | 4 | 100% | 2 | 2 | 100% |
| **Workforce Integration** | 5 | 90% | 5 | 4 | 80% | 4 | 1 | 25% |
| **Common Performance Measures** | 5 | 55% | 5 | 2 | 40% | 3 | 2 | 67% |
| **Peer Mentoring** | 2 | 100% | 2 | 0 | 0% | 1 | 1 | 100% |
| **Business Engagement** | 1 | 25% | 1 | 0 | 0% | 1 | 0 | 0% |
| **The Career Index Plus (TCI+) and LMI** | 4 | 98% | 4 | 3 | 75% | 1 | 1 | 100% |
|  |  |  |  |  |  |  |  |  |
| Montana Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 7 | 96% | 7 | 6 | 86% | 4 | 2 | 50% |
| **Common Performance Measures** | 5 | 70% | 5 | 2 | 40% | 2 | 1 | 50% |
| **Customized Employment** | 3 | 67% | 3 | 2 | 67% | 1 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Nebraska General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Workforce Integration** | 1 | 100% | 1 | 1 | 100% | 0 | 0 |  |
|  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Nevada Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 7 | 100% | 7 | 7 | 100% | 4 | 1 | 25% |
| **Section 511** | 2 | 100% | 2 | 2 | 100% | 2 | 2 | 100% |
| **Common Performance Measures** | 5 | 70% | 5 | 3 | 60% | 2 | 1 | 50% |
| **SARA** | 7 | 100% | 7 | 7 | 100% | 7 | 6 | 86% |
| **Customized Employment** | 3 | 58% | 3 | 1 | 33% | 3 | 1 | 33% |
|  |  |  |  |  |  |  |  |  |
| New Hampshire Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 3 | 0% | 3 | 0 | 0% | 2 | 0 | 0% |
| **Workforce Integration** | 3 | 17% | 3 | 0 | 0% | 1 | 0 | 0% |
| **Common Performance Measures** | 2 | 63% | 2 | 1 | 50% | 0 | 0 |  |
| **Customized Employment** | 1 | 25% | 1 | 0 | 0% | 1 | 1 | 100% |
|  |  |  |  |  |  |  |  |  |
| New York General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **The Career Index Plus (TCI+) and LMI** | 3 | 0% | 3 | 0 | 0% | 3 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| North Carolina General and Blind | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 7 | 82% | 7 | 4 | 57% | 3 | 0 | 0% |
| **Workforce Integration** | 4 | 63% | 4 | 2 | 50% | 1 | 0 | 0% |
| **Common Performance Measures** | 5 | 40% | 5 | 0 | 0% | 3 | 1 | 33% |
|  |  |  |  |  |  |  |  |  |
| Oregon General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Business Engagement** | 5 | 30% | 5 | 0 | 0% | 4 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Puerto Rico Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 7 | 36% | 7 | 1 | 14% | 2 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Rhode Island Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 8 | 100% | 8 | 8 | 100% | 4 | 3 | 75% |
| **Workforce Integration** | 2 | 100% | 2 | 2 | 100% | 0 | 0 |  |
| **Common Performance Measures** | 5 | 50% | 5 | 2 | 40% | 1 | 1 | 100% |
| **Business Engagement** | 3 | 25% | 3 | 0 | 0% | 1 | 0 | 0% |
| **The Career Index Plus (TCI+) and LMI** | 1 | 25% | 1 | 0 | 0% | 0 | 0 |  |
|  |  |  |  |  |  |  |  |  |
| South Carolina Blind | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 4 | 6% | 4 | 0 | 0% | 3 | 0 | 0% |
| **The Career Index Plus (TCI+) and LMI** | 3 | 100% | 3 | 3 | 100% | 2 | 2 | 100% |
| **Customized Employment** | 4 | 63% | 4 | 2 | 50% | 4 | 2 | 50% |
|  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Texas Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Customized Employment** | 6 | 38% | 6 | 0 | 0% | 5 | 1 | 20% |
|  |  |  |  |  |  |  |  |  |
| Utah Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 8 | 59% | 8 | 4 | 50% | 4 | 2 | 50% |
| **Common Performance Measures** | 6 | 63% | 6 | 2 | 33% | 2 | 2 | 100% |
| **Supported Employment** | 1 | 75% | 1 | 0 | 0% | 1 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Virgin Islands Combined | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 6 | 29% | 6 | 1 | 17% | 3 | 0 | 0% |
| **Workforce Integration** | 1 | 25% | 1 | 0 | 0% | 1 | 0 | 0% |
| **Common Performance Measures** | 4 | 19% | 4 | 0 | 0% | 2 | 0 | 0% |
| **Supported Employment** | 1 | 25% | 1 | 0 | 0% | 0 | 0 |  |
|  |  |  |  |  |  |  |  |  |
| Virginia Blind | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 7 | 75% | 7 | 5 | 71% | 4 | 1 | 25% |
|  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Virginia General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Pre-ETS** | 4 | 44% | 4 | 0 | 0% | 3 | 0 | 0% |
| **Peer Mentoring** | 4 | 85% | 4 | 2 | 50% | 3 | 0 | 0% |
|  |  |  |  |  |  |  |  |  |
| Washington General | | | | | | | | |
| **Area** | **# of Total Activities** | **Average Progress on Activities (%)** | **# Outputs** | **# Outputs Met** | **% Outputs Met** | **# Short-Term Outcomes** | **# Short-Term Outcomes Met** | **%Short-Term Outcomes Achieved** |
| **Business Engagement** | 6 | 13% | 6 | 0 | 0% | 3 | 0 | 0% |

# Appendix B Customized Employment Pilot Data Report

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WINTAC Customized Employment Pilots - Data Entry** | | | | | |
| **AGENCY** | **SAMPLE** | |  |  |  |
| **DATE** | **11/18/2019** |  |  |  |  |

INPUTS  
1. Number of Sites  
Sites  3
2. Partners Involved in Pilot  
Other VR Agency  FALSE
Community Rehabilitation Providers  TRUE
Developmental Disabilities  TRUE
Education  TRUE
Mental Health  FALSE
Workforce  FALSE
Juvenile Justice  FALSE
Foster Care/Homeless Agencies  FALSE
Other  FALSE

SVRAs conducting Customized Employment pilots report quarterly to WINTAC on six core data elements, using this form (accessible online). They can view their entries on a dashboard that is created in real time as they enter their data. Initial reports represented here cover the period from pilot start-up through September 2019. Aggregate data for all 13 SVRAs is displayed on the dashboards in Chapter F.

OUTPUTS    
"3. Training Cohorts: How many cohorts of training have been completed or are in progress?
 (Separate into categories of Discovery or Job Development.)"    
  Discovery only Discovery & Job Development Total
Discovery only # Cohorts completed  0
Discovery only# Cohorts in progress  0
Discovery & Job Development # Cohorts completed 5
Discovery & Job Development# Cohorts in progress0
Total # Cohorts completed 5
Total # Cohorts in progress 0

"4. Training Participants: How many participants have completed Customized Employment training?
 (Separate into categories of VR, CRP and partners)"    
  Classroom only Classroom + Mentoring Total
Voc. Rehab. [reporting agency]  7  7
Other VR Agency    0
Community Rehabilitation Providers  2 2 4
Developmental Disabilities    0
Education  3  3
Mental Health    0
Workforce    0
Juvenile Justice    0
Foster Care/Homeless Agencies    0
 Total 12 2 14


SHORT TERM OUTCOMES      
"5. Consumers Served: How many Consumers have been served? 
 (Each consumer should be counted in only 1 category)"      
    "Adults 
(age 25 - 65)" "Youth 
(age < 25)" Total
Started Customized Employment      
Completed Discovery     2 2
Completed Job Development     7 7
Placed in Competitive Employment     8 8
Total    0 17 17
      
"6. Service Delivery Capacity: How many qualified organizations and staff are actively involved in Customized Employment service delivery? 
 (Separate into categories of direct services, direct service teams, administrators supporting, etc. )"      
  No. of organizations with certified, active, direct service staff  No. of qualified staff providing direct CE services to clients  No. of qualified administrators supporting, supervising, monitoring CE service delivery  No. of qualified staff participating as a direct service team member only  No. of qualified staff authorizing, referring and/or paying for CE service delivery
  certified, active, direct staff  staff providing direct CE services to clients administrators supporting, supervising, monitoring staff participating as a direct service team member only staff authorizing, referring and/or paying for CE service delivery
Voc. Rehab. [reporting agency]  3  6  6
Other VR Agency      
Community Rehabilitation Providers  2 3 1  
Developmental Disabilities  1    
Education      
Mental Health      
Workforce      
Juvenile Justice      
Foster Care/Homeless Agencies      
Other      
Total  6 3 7 0 6