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Second Quarter, Year Five (January 1, 2020 – March 31, 2020)

San Diego State University – Interwork Institute

WINTAC Logo

Quarterly Performance and Fiscal Report

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**Workforce Innovation Technical Assistance Center**

**Quarterly Reporting Form**

Name of individual filling out form: Chaz Compton

Organization: SDSU

Quarterly report period: Second Quarter, Year Five

Date submitted: April 30, 2020

# Section I: Universal TA

Universal TA continues to be provided primarily through the website, though there was a big increase in Webinar activity near the end of the quarter due to the onset on the COVID-19 pandemic. There was also an increase in the number of TA requests that came through the website due to travel restrictions and VR staff and partners working from home. The website Analytics are provided below.

**WINTAC Quarterly Report - Website Traffic Analysis**

**Reporting Period: January – March 2020**

## Website Traffic Overview

| **Overview** | **Counts** | **Quarterly Difference** |
| --- | --- | --- |
| Unique visitors | 18,314 | 5,304 |
| Page views | 132,229 | 39,959 |
| Visits | 27,448 | 8323 |
| Returning Visitors | 17.4% | 0.00 |
| New Visitors | 82.6% | 0.00 |
| Pages per Visit | 4.82 | 0.00 |
| Average Duration per Visit | 3:08 | 10 sec. |

## Top 10 Pages Visited

| **Pages** | **Page Views** | **Percentage** |
| --- | --- | --- |
| 1. [Home page](http://www.wintac.org) | 18,011 | 13.62% |
| 1. [Topic Areas > Pre-employment Transition Services](http://www.wintac.org/topic-areas/pre-employment-transition-services) | 10,550 | 7.98% |
| 1. [Topic Areas > Transition to the Common Performance Accountability System > Training](http://www.wintac.org/topic-areas/transition-common-performance-accountability-system/training) | 6,417 | 4.85% |
| 1. [Training > Recorded Training](http://www.wintac.org/training/recorded-training) | 3,750 | 2.84% |
| 1. [Resources for Distance Service Delivery](http://www.wintac.org/content/resources-distance-service-delivery) | 3,470 | 2.62% |
| 1. [User > Login](http://www.wintac.org/user/login) [Login required] | 3,073 | 2.32% |
| 1. [Topic Areas > Pre-employment Transition Services > Overview > Workplace-readiness](http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/workplace-readiness-training) Training | 3,061 | 2.31% |
| 1. [Topic Areas > Pre-employment Transition Services > Overview > Work-based Learning Experiences](http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences) | 2,985 | 2.26% |
| 1. [Topic Areas > Pre-employment Transition Services > Resources](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/pre-ets-implementation-checklist) | 2,738 | 2.07% |
| 1. [Resources](http://www.wintac.org/resources) | 2,401 | 1.54% |

## Traffic Overview by States – 10 States with Higher Traffic

| **Region** | **Sessions** | **Sessions in %** | **% New Sessions** | **New Users** | **New Users  in %** | **Pages / Session** | **Avg. Session Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Virginia | 2,288 | 8.7% | 80.8% | 1,848 | 11.4% | 3.4 | 0:01:56 |
| 1. Washington | 1,907 | 7.3% | 81.5% | 1,554 | 9.6% | 3.1 | 0:01:15 |
| 1. California | 1,599 | 6.1% | 63.2% | 1,011 | 6.2% | 5.9 | 0:04:10 |
| 1. Wyoming | 1,402 | 5.3% | 95.9% | 1,344 | 8.3% | 2.3 | 0:00:16 |
| 1. Florida | 1,112 | 4.2% | 57.2% | 636 | 3.9% | 5.8 | 0:04:11 |
| 1. Texas | 1,010 | 3.9% | 61.8% | 624 | 3.9% | 4.4 | 0:02:52 |
| 1. New York | 969 | 3.7% | 55.2% | 535 | 3.3% | 5.2 | 0:03:36 |
| 1. Georgia | 947 | 3.6% | 59.6% | 564 | 3.5% | 4.9 | 0:03:36 |
| 1. Michigan | 912 | 3.5% | 40.0% | 365 | 2.3% | 6.9 | 0:05:50 |
| 1. Oregon | 854 | 3.3% | 70.0% | 598 | 3.7% | 3.6 | 0:02:34 |

**TA Requests through the Website:**

There were seven TA requests that came through the website’s “Request TA” tab this quarter. The requests are detailed in Table 1.

Table 1

*Website TA Requests for the First Quarter of Year Five*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Website TA Requests for Year 5, Quarter 2** | | | | | | | |
| **State Making Request** | **Topic Area and Number of Requests** | | | | | | |
| **Pre-ETS** | **511** | **CIE** | **Integration** | **CPMs** | **TCI+** | **Other** |
| Colorado |  |  | 1 |  |  |  |  |
| District of Columbia |  |  |  | 1 |  |  |  |
| New Jersey | 1 |  |  |  |  |  |  |
| New Mexico | 1 |  |  |  |  |  | 2 |
| North Dakota |  | 1 |  |  |  |  |  |
| Oregon | 1 |  |  |  |  |  |  |
| Pennsylvania |  |  |  |  |  |  | 1 |
| Texas | 1 |  |  |  |  |  |  |
| **Totals** | **4** | **1** | **1** | **1** | **0** | **0** | **3** |

As indicated earlier, the WINTAC was approved to focus TA efforts to include the development of resources on our website related to COVID-19 and distance service delivery. The increase in website traffic was immediate, and will be more thoroughly documented in the next quarter report as the resources were developed near the end of this quarter in late March. The demand for TA and training in these areas will be documented in the targeted TA section.

# Section II: Targeted TA

The summary of targeted TA for specific VR agencies is detailed in Table 2. The targeted TA for other types than direct to each individual agency is summarized after the table.

Table 2

*Targeted TA in Year 5, Quarter 2*

|  |  |  |  |
| --- | --- | --- | --- |
| **Targeted TA Summary by State: Year 5, 2nd Quarter** | | | |
| **Agency** | **Topic(s)** | **Participants** | **Result** |
| Arkansas Blind | Pre-ETS | 5 | Q&A resource provision |
| Colorado Combined | Pre-ETS | 2 | Q&A resource provision |
| Idaho Blind and General | Business Engagement | 2 | Strategic Planning |
| Illinois Combined | Apprenticeship | 2 | Q&A |
| Iowa General | Pre-ETS | 2 | Q&A; Resource Provision |
| Kansas Combined | Pre-ETS | 1 | Q&A; Resource Provision |
| Kentucky Combined | Integration | 2 | Consultation |
| Michigan Blind | Pre-ETS | 1 | Q&A |
| Montana Combined | Business Engagement | 2 | Consutation and planning |
| Multiple States-Webinar | Pre-ETS | 5000 | NTACT, WINTAC and Y-TAC |
| Nebraska Blind | All | 14 | Monitoring preparation |
| Nebraska General | Pre-ETS; 511 | 6 | Q&A; Resource Provision |
| Nevada Combined | Business Engagement | 2 | Resource Provision |
| New Jersey General | CIE | 1 | Q&A, General Information |
| New Mexico Combined | Pre-ETS | 2 | Consultation |
| New York Blind | Pre-ETS | 6 | Consutation and planning |
| Oregon Blind | Pre-ETS | 1 | Strategic planning |
| Pennsylvania Combined and partners | Pre-ETS | 19 | P&P review; Q&A |
| Tennessee Combined | Pre-ETS | 2 | Q&A; Resource provision |
| Texas Combined | CIE | 1 | Q&A; Consultation |
| Wisconsin Combined | Pre-ETS | 6 | Q&A; Resource provision |
| **Total** |  | **5079** |  |

**Targeted TA of Note this Quarter Related to COVID-19:**

The overwhelming demand for technical assistance related to the COVID-19 crisis resulted in numerous requests for the sharing of resources and best practices regarding operating the VR program by distance and distance service delivery. This demand began in mid-March and caused the WINTAC to request that RSA allow us to expand our TA to include information related to these two areas. Following are excerpts from the WINTAC TA tracking system that document the requests for TA related to the COVID-19 pandemic:

1. New Mexico DVR requested guidance regarding the following Q that was posted on the WINTAC website: Due to the COVID-19, all schools districts in New Mexico have been closed for three weeks. New Mexico DVR has CRPs to provide Pre-Ets. Is the provision for the 15% reserve for Pre-Ets include Pre-Ets be provided via telephone conference or video conference?

Wintac Pre-ETS Team Response: There is not a requirement that Pre-ETS be provided face-to-face, and states do have some flexibility in terms of how those services may be delivered to students. It is our understanding that phone or video conference calls would be an allowable method of service delivery, especially in this situation, as long as the providers are able to document that the curriculum or activities they are using during the conference calls are in line with the five required Pre-ETS activities, that VR approves of those activities, and that the provider will be able to obtain the required documentation to keep track of attendance and student progress.

I also wanted to mention that we do have several states that offer one or more of the five required activities via on-line curriculum such as https://explore-work.com/. Your providers can use this curriculum if they want to, it is free, and we have a short instructional video they can watch if they have any questions. Being able to access Pre-ETS services virtually has been extremely helpful for those students who live in rural or remote areas of the state, and/or in areas where there is limited access to CRPs or other providers that might be able to offer such services.

1. Kentucky VR stated the question is coming up from pre-ets providers about providing virtual pre-ets to students while schools are closed due to the COVID-19 virus. Kentucky wanted to know if this is allowable if it falls into the category of Pre-ETS? A provider is asking about doing pre-ets through google docs?

Wintac response: Absolutely, that is actually a great idea and sounds like a creative way to continue to provide services for students during this time period. We would not see any reason why providers could not offer these required Pre-ETS services remotely. As you know we have been encouraging folks to use the explore-work.com on-line modules as a way to deliver Pre-ETS for students who reside in more remote or rural areas of the state with limited access to providers, so we believe this is allowable.

A couple of things to keep in mind, the VR counselor or provider will still need to obtain the required documentation either through email confirmation, or another mechanism to keep track of attendance and student progress. For those students who are not able to access the internet or participate remotely, the VR counselor or provider will want to circle back around with those students and ensure services are provided in another format if they need them, once they get back to school.

1. Texas Combined, Florida General, Illinois Combined, Indiana combined and California Combined all requested assistance understanding how CC&I&R can be delivered by distance and whether or not DOL's Wage and Hour Division, as well as RSA, would allow for flexibility in meeting the required annual time frames due to the shutdown of many 14c employers during the crisis. I spoke with RSA and they indicated that they will be meeting with DOL to work through these issues. I informed the agencies of this and will contact again when we get answers from RSA.
2. North Carolina General requested a list of online training options available for staff during the time that they are working from home. We compiled a list and sent it to them, as well as including a developing list of online training for our website.
3. New Jersey Blind asked if there were any resources about remote provision of services for individuals who are blind and or visually impaired. Sent 4 resources for consumers regarding access to Freedom Scientific software, Aira, National Braille Press, and the NFB Newline.
4. The Pre-Employment Transition Services team hosted a webex call with states regarding the remote service delivery of pre-ets with options during these times. Additionally, the new website pages were shared. There were 436 participants.
5. Michigan General requested WINTAC provide training and technical assistance to their staff on "Pre-employment Transition Services Tools and Tips" and we provided this training via a webinar for BSBP staff and some of the MRS leadership. Training ppt is in the google drive folder. There were 60 participants.
6. COVID-19 Webinar: WINTAC participated and presented in a webinar hosted by NTACT on Providing Transition-Focused Activities Online and At Home, in which NTACT, WINTAC staff and others shared tips and resources to support the continued learning and skill development of transition age students, while school and community access are severely restricted due to COVID-19. There were 5,000 participants.

The above are just samples of the more than 30 VR agencies that requested TA or assistance understanding how to deliver services by distance in the first week and a half of the shutdown. The requests accelerated into the third quarter and will be reported again in the third quarter report.

## Communities of Practice:

The communities of practice continued to grow this quarter. Each topic area experienced an increase in members. The details of each CoP follow after Table 3.

Table 3

*Distribution Lists Totals as of the Second Quarter, Year 5*

|  |  |  |  |
| --- | --- | --- | --- |
| **WINTAC Distribution Lists Totals for Year 5, Q2** | | | |
| **Topic Area** | **Number Last Quarter** | **Number This Quarter** | **Difference** |
| Global distribution list | 1029 | 1120 | 91 |
| Pre-employment transition services | 860 | 947 | 87 |
| Implementation of Section 511 | 680 | 732 | 52 |
| Competitive integrated employment | 830 | 909 | 79 |
| VR Integration in the WDS | 722 | 778 | 56 |
| Common performance measures | 793 | 853 | 60 |
| Business Engagement | 179 | 266 | 87 |
| LMI-TCI+ | 160 | 229 | 69 |
| Apprenticeships | 176 | 264 | 88 |
| **Totals** | **5429** | **6098** | **669** |

## Communities of Practice by Topic Area:

### Pre-employment Transition Services:

The pre-employment transition services team continues to participate in several CoPs including the following:

**CSAVR Transition Committee Meetings** - As a standing part of each of those meetings, we use this opportunity to meet with transition staff and stakeholders and share information and disseminate resources. This quarter’s call occurred on Feb 13, 2020 with approximately **40 attendees**. All members receive a copy of information and updates that we share.

**CSAVR member monthly calls and Monitoring COP** calls -During this quarter, we participated on monthly calls with states who were preparing for RSA monitoring. We also attend the membership calls in order to give updates and answer any questions. We presented on how to use the website to directors- partnering on WBLE’s, and more on the March call, with **100 individuals in attendance.**

**NCSAB member calls** - We now participate monthly on the NCSAB member calls to share pre-ets subject matter expertise and updates.

**Helen Keller Deaf Blind COP** - Pre-ETS team staff participated in the Helen Keller PLC (Peer-to-Peer Learning Community) in January and February. We presented on Pre-employment transition service Basics and answered questions from the members. **17 attendees**

We continue to participate in the **WINTAC Blindness Agency COP**. This quarter we facilitated a group of blind agency state directors and staff with ideas to share regarding all aspects of the blindness related services in light of COVID 19.

Additionally, we continue to present and provide subject matter expertise on the **National** **Transition Community of Practice** as well as NTACTs **COP for Rural States**.

### Internal Controls

The Internal Controls Community of Practice was established to support a closed group of 15 agencies in the completion of their own strategies for Internal Controls while contributing to the development of a toolkit on this subject in the process. The 15 participating agencies also have activity to address the completion of their strategy identified in their Intensive Technical Assistance plan with the WINTAC.

The regular meetings of this community concluded in the previous quarter, but follow-up support to the participating agencies to complete their internal control strategies will continue through the end of WINTAC. WINTAC is also completing an Internal Control Toolkit based on the discussions and resources shared during the Community of Practice activity. Current plans are to release the toolkit prior to the Summit Meeting in September, and promote the toolkit at the summit and through the WINTAC distribution list.

*Note: Rachel Anderson facilitates the Internal Controls Community of Practice, which began in March and is expected to be completed in October of 2019.*

### Career Pathways

**Purpose and Objectives:** The purpose of the WINTAC Career Pathways Community of Practice is to create a platform for SVRAs and their WIOA partners to present, process and discuss strategies and practices relevant to the development of the emerging Career Pathways systems in their states. It is also anticipated that bringing together providers from multiple systems to discuss strategies and resources relevant to this topic will identify opportunities for increased integration leading to increased access for populations and demographics not currently being reached by these activities. It is also hoped that shared definitions, strategies and terms related to this topic, and that support these outcomes, can be developed.

This CoP is facilitated by a leadership team made up of the following representatives from Technical Assistance Providers who support the systems targeted by the CoP:

* **National Disability Institute**: WINTAC (RSA), DEI (DOL)
* **Syracuse University’s Burton Blatt Institute**: Southeast ADA Center (NIDILRR)
* **Kentucky Vocational Rehabilitation services**: Project Case (RSA)
* **Institute for Educational Leadership:** YTAC (RSA)

The diverse membership of the Leadership team has allowed for the outreach to, and participation of, staff and administrators from the four targeted titles, as well as other interested providers across the nation. The events have been attended by large and diverse audiences that align with the identified targets (see below).

**Target audience:** The WINTAC Career Pathways Cross Title Community of Practice been primarily targeted toward administrators and staff from the four titles identified under WIOA as being a part of the Career Pathways System defined in the WIOA state plans.

* Workforce Development Activities (Title I)
* Adult Education and Literacy (Title II)
* Wagner-Peyser Act (Title III)
* Rehabilitation Act of 1973 (Title IV)

Topics have included a wide range of subjects relevant to Career Pathways and inclusive of multiple provider perspectives (see Activities below) with an emphasis on covering topics that will be unfamiliar to many included in the targeted audience. Registrations for the calls ranged from 92 to 46 individuals in this quarter’s activities, reflecting participation from all four Core Programs and other stakeholders that participants elected to include.

Activities: The group facilitates a bi-monthly presentation with Q&A and a post-presentation discussion. We have included a variety of topic experts covering many areas of the Career Pathways subject with a focus on access for clients with disabilities. A list of last quarter’s topics and presenters is provided below.

**Kentucky’s Project CASE: Learning to apply the Career Pathways Framework to the Vocational Rehabilitation World:** Four Years into a Five Year Federal Demonstration Grant

**Date:** February 11, 2020

**Presenter**: Helga Gilbert, MRC, CRC Director, Division of Blind Services Kentucky Career Center Office of Vocational Rehabilitation

**Outcomes/impact**

The WINTAC Cross Title Career Pathways Community of Practice meets a need for SVRAs that are adapting to the new service delivery environment under WIOA through the sharing of approaches and models developed in some communities through service coordination. The Community of Practice does this by:

* Presenting on activities relevant to the topic occurring in specific systems that could have relevance to all of the systems involved in a state’s WIOA plan;
* Identifying strategies and resources that might support demographics currently experiencing challenges in accessing Career Pathways opportunities;
* Presenting examples of efforts in which coordinated efforts between Titles have resulted in an increase in access for demographics that have faced challenges in accessing these services; and
* Emphasizing how a Career Pathways approach can be a key strategy in assisting all of the WIOA titles in reaching performance for a broader range of clients than were traditionally considered appropriate for such an approach.

The need for, and usefulness of, such a forum is reflected in the large number of attendees to the events themselves, and in the large number of participants returning for multiple events.

In the next year, the leadership team hopes to identify a core group of participants (identified through their attendance at multiple events) to summarize the impact of the activities of the community, as well as to capture how the information introduced through the events has been applied by the participants and their agencies.

*Note: Brian Ingram of NDI is the Lead for the WINTAC with this Community of Practice, coordinating with the LEAD and DEI Technical Assistance Centers and the Southeast ADA Center. With input from the participants, the CoP will continue with a bi-monthly meeting that will highlight a promising practice and be followed with interactive dialogue and Q&A.*

### Blindness Agency Community of Practice

**Purpose:** The CoP for agencies who serve individuals who are blind, visually impaired and deaf/blind allows a forum whereby agency staff may learn about and share practices and materials to implement the requirements under WIOA while providing specialized services to their consumers. The CoP was re-initiated in February, 2020, after conducting a survey through NCSAB to determine issues of concern. They were as follows: Cost-Sharing in the AJCs, Agency Leadership in WIOA Implementation (state and local), counselor retention and Pre-ETS – meeting state set-aside requirements. Two additional CoPs have been scheduled but topics have yet to be determined.

**Target Audience:**

Agency for the Blind Administrators, VR counselors, Business engagement staff.

**Activities:**

1. 2/11/20 – “Cost Sharing in the American Job Center with WIOA Implementation”

Presenters – William Robinson from Michigan’s Bureau of Service for Persons with Disabilities, on the agency’s work with the Core Programs in supporting thoughtful cost-sharing in the centers, and Doug Keast from WINTAC, sharing a model for cost-sharing based on “customer count” in using AJC services.

William Robinson, Director, Michigan Bureau for Services for Blind People, presented on how his agency partnered with the AJCs. First, partners were asked to formulate a template for an MOU and then negotiate a finalized agreement. Cost allocation was determined by participation based upon zip code. Mr. Robinson noted that it was important to have some level of participation to ensure that agency consumers would receive services. The conversation then turned to the difficulty some consumers were having with the AJCs. Many participants noted that their agency provided AJCs with equipment and assistive technology for use by blind customers. It was also noted that many blind, visually impaired customers were turned away or referred back to the agency since there was a lack of AJC staff familiar with A/T.

Mr. Robinson noted that it was important to remain engaged with the Workforce and the AJCs to ensure that agency consumers can receive services.

There were 46 participants, including VR Directors and Supervisors.

1. 3/10/20 – “Agency Leadership with WIOA Implementation”

Presenter: Cindy Roberts, Virginia’s Department for the Blind and Vision Impairment

Ms. Roberts noted that initially there was a great deal of inconsistency in the service provision between the separate Workforce centers. The VDBVI came together with the other partners to form a Virginia Career Works for every center. She noted that Business Solution Teams were created again with the VDBVI and the other partners. The Business Solution Team invites business to attend their meetings and they have been provided tours to business locations. Ms. Roberts noted that there were opportunities created with this approach. She also noted that the team has grown to include community colleges, high schools and veteran groups. She also pointed out that the VDBVI sits on a Statewide Solution Board. Currently, VDBVI is working with the other partners on a uniformed data collection system.  
  
Comments from agencies made at previous CoPs and during WINTAC site visits noted a significant reduction in referrals and CIE closures. An open discussion occurred on possible reasons and actions agencies have taken to increase their referrals. Two reasons were noted. First, the unemployment rate for individuals with disabilities was very low. Second, due to the implementation of WIOA, resources and attention have been shifted from outreach.

There were 34 participants for this meeting that included VRCs, Supervisors and Agency Directors.

**Outcomes/Impact:**

Copies of the Michigan MOU was provided to agencies who requested it. Cindy Roberts e-mail address was provided to those participants who requested it. Participants discussed steps taken by some agencies to increase outreach to the medical community, Public Service Announcements and partnering with consumer groups.

At the completion of the planned activities in 2019, the design team questioned whether there was a need to continue the Community of Practice further. With the leadership of the NCSAB, we surveyed VR Blind Agency Directors. Their response was very strong that they valued having this activity continue and to continue with an agenda that engaged staff and counselors as well as Directors. It was clear from the responses that they are interested in having a structured opportunity to continue to meet and share practices related to WIOA implementation. This CoP is designed to address this recognized need by agency leadership.

Information is distributed to the Director’s list of NCSAB, and WINTAC also maintains a distribution list of 72 participants.

### Accessible Access to Labor Market Information Community of Practice

This closed group community of practice is currently on hiatus and did not meet during this quarter. We had met regularly for two years prior, and the membership was needing a break. We intend to continue this CoP in the next quarter.

### Self-Employment Community of Practice

Partnering with Sean O’Brien from the Competitive Integrated Employment WINTAC team, we hosted six states (Indiana Combined, Florida General, Minnesota Blind, Connecticut Blind, Utah Combined, and Alaska Combined) on a Community of Practice focused on Self-Employment. We held our first meeting on January 15, 2020 where we outlined the CoP structure. On February 19, 2020 Connecticut Blind provided an overview of their self-employment program. In addition, Rachel Anderson from WINTAC provided guidance on Common Performance Measures and Self-Employment. On March 18, 2020 Florida General presented their self-employment program to the group. In addition, Sean O’Brien from WINTAC discussed the distinction of self-employment as a means to reaching competitive integrated employment. This CoP will continue until August 2020.

***Labor Market Information Evaluation Community of Practice***

This CoP involves several state agencies we are working with on ITAA’s to focus our efforts on evaluating the impact of LMI on casework. This CoP began on February 18, 2020 with a meeting between Michigan Blind, Minnesota Blind, South Carolina Blind, Mississippi Combined, Delaware Blind, Connecticut Blind, Florida General, and Utah Combined. During this meeting we set the criteria for future meetings.

Many of the participants on this call are agency administrators. Subsequently, over half notified us prior to the March meetings that they would not be available due to COVID-19 related responsibilities. As such, we cancelled this meeting and will review the information requested at the April meeting. This group will continue to meet until September 2020.

### Supported Employment Community of Practice (SE CoP)

WINTAC’s SE CoP assists State VR Agencies in improving the delivery of their SE services by identifying challenges in delivering those services and sharing approaches to developing, implementing, and evaluating SE service delivery in accordance with the requirements within WIOA and the Rehabilitation Act Amendments of 2014 and RSA Guidance, Technical Assistance, and Monitoring results.

During the second quarter of FFY 2020 (Jan-March), we held two SE CoP calls on: 2/13/20, 3/13/20.

SE CoP membership currently consists of 30 individuals from the 18 VR agencies listed below with approximately eight agencies active and regularly attending those meetings:

Alaska C, Arizona C, Arkansas B, Colorado C, Delaware B, Hawaii C, Idaho G, Florida G, Louisiana C, Maryland C, Minnesota C, Montana C, New Jersey C, Oregon G, Pennsylvania, Utah C, Virginia G, Wisconsin C

**Topics Included:**

* On-going Extended Services (ES) concerns including identifying non-VR resources to cover these costs
* Sharing strategies that assist VR providers to provide high quality SE services including provider training and quality control/monitoring approaches
* Specific strategies to assist VR agencies to assess, develop and improve the delivery of SE services including the recent example of the on-site TA delivered to Oregon VR from Cornell University staff
* Leveraging the national ‘Employment First’ initiatives to help improve the delivery of SE services
* Assistance in the monitoring preparation and post monitoring follow up
* Sharing SE innovative approaches and solutions between states such as Florida, New Jersey and New York’s approach on delivery SE in their states with a focus on how their providers are trained in SE
* Strategies to build and sustain SE provider capacity, training, credentialing, payment structure and quality

### Customized Employment:

Number of Participating Agencies-15

Number of Participants-48

TAC-WINTAC/Y-TAC/NTACT

The Customized Employment (CE) Community met 3 times during the second quarter of this performance year. This CoP offers state agencies the opportunity to share information, progress, challenges and questions with other agencies involved in CE Pilots.

Going forward the community will include VA-G, UT-C, SD-G and FL-G. SD-G and VA-G are both running successful CE pilots both of which WINTAC has delivered targeted TA. FL-G has a long standing CE service delivery system and can add a great deal of experience to the community.

Worth noting, is that the March CoP was devoted to a discussion of needs and strategies for those states implementing CE. The CE narrative will discuss strategies that have been developed as a result of these discussion.

Of note, the March CoP included a discussion with participants about their needs and challenges around CE during the COVID-19 crisis. WINTAC is working to address their needs (see Customized Employment Narrative) working directly with the states and with the training entities. This is the list the CoP generated of ways TACs can assist them with CE during this pandemic.

**What can the TAC centers do to support you in your efforts?**

* Learning platform support in what learners may need to participate in distance learning
* Gap training
* What the workforce will look like tomorrow? Skills, strategies etc.
* Information on impact on benefits
* WINTAC has Orientation to CE archived webinar (50 minute) on the website (resources section)
* Additional resources available on WINTAC website- topical area of Competitive Integrated Employment
* Pursuing with training providers to provide topical webinars:
* What topics would you like?
* -Basic CE certification (connected with technical support)
* -Training for VR teams
* -Working with UCEDs for on-going partnerships
* -Informational interviews (themes testing)
* -working with families
* -integrating natural supports (up front planning)
* -using OJT, internship and apprenticeship
* -financial management benefits, literacy (DJ volunteered to teach this)
* -PASS and working with small business
* -Ethical considerations
* -Continuing on with the regular COP calls

# Section III: Intensive TA

There were no new ITAAs developed this quarter, and there will not be any further new ones through the end of the project. The teams are working on sustainability plans for the current work. Many of the activities are drawing to a close. The progress on the activities, outputs and outcomes are detailed in the attached spreadsheet which includes all in one sheet and a sheet for each topic area.

It is important to note that the COVID-19 pandemic has resulted in us providing all of our TA and training by distance at this time. We continue to have regular teleconferences or Zoom meetings with our agencies and to adapt our work to respond to the reality of trying to deliver VR services remotely. Much of the VR program work is reliant on guidance provided by RSA, and this is ongoing. We have been helping many programs review and revise policies and procedures and are sharing information about effective practices across multiple agencies.

A summary of the intensive TA States, their topic areas and the TA partners are included in Table 4.

Table 4

*Intensive TA Agreements by VR program, Topic and Partner*

Contains a list of all 53 agencies that have an intensive agreement by topic area, TAC partner and date of initial agreement.  A detailed version is included as an attachment to the report.

As indicated, the spreadsheet identifying start and end dates and progress on activities, outputs and outcomes for each agreement is attached separately. The spreadsheet contains specific information on the progress that has been made to date on achieving the outputs and outcomes identified in all 53 ITAAs. A comprehensive program evaluation report will be submitted by May 31, but the attached spreadsheet contains information for each program and their progress to date.

## Topic Area Updates:

### Pre-employment transition services

The demand for pre-employment transition services continues to be the most pressing area of training and TA. This demand took an explosive turn upward with the COVID-19 crisis and the move to a distance service delivery model for VR programs. The demand for our online pre-ETS modules increased accordingly and is detailed below.

**Explore-Work.Com Pre-employment Transition Services Online Modules for Students with Disabilities:**

Explore-Work.com has students participating from all 50 states and U.S. Territories. As of March 31, 2020, the site has had over 17,758 sessions, with the week of March 30th having 10,925 views. The following table (taken from the website statistics) shows comparison from 2019 to 2020 for second quarters by Months and the Average per Day.

|  |  |  |  |
| --- | --- | --- | --- |
| **Explore-Work Page Views** | | | |
| **Year** | **Month** | | |
| **Jan** | **Feb** | **Mar** |
| 2019 |  | 2,009 | 8,845 |
| 2020 | 6,708 | 5,495 | 17,758 |

This spike in activity is directly tied to the COVID-19 pandemic and the repeated marketing of the website in the month of March. We expect the usage to grow exponentially as states’ closures continue to affect schools, CRP’s and other vendors, and VR agencies. Here is a snapshot (taken from the website statistics) of the last 2 weeks in March. March 16 through March 22 had 2,599 total website views. March 23 through March 29 had 7,993 total views, showing an increase of **207.54%**.

In addition to our pre-recorded webinar on the navigation and use of the Explore-Work.com site, we have done numerous real time webinars for specific states and their partners, as well as draw attention to this resource since the pandemic started. Employment Resources, Inc., who developed and maintains the Explore-Work site, has recently had to move it to a new server because the expansion of users exceeded capacity. They will be adding some enhancement features on the site and including a new, updated pre-recorded webinar training on "how to use", along with a FAQ resource and additional trainer materials.

**Webinars**

This quarter ended with an increase in demand of existing webinars, as well as new additions.

**Existing Webinars- attendees as of March 31, 2020:**

[**Using Explore-Work.com Pre-Employment Transition Services Online Modules**](https://events-na1.adobeconnect.com/content/connect/c1/2256426871/en/events/event/shared/default_template_simple/event_registration.html?sco-id=2745522874&_charset_=utf-8) **696** attendees.

[**Overview of Pre-Employment Transition Services**](https://gwcrcre.adobeconnect.com/ebh1h96zyd1v/event/event_info.html) **448** attendees

[**Pre-Employment Transition Services Topic Area Update**](https://gwcrcre.adobeconnect.com/e3veskwea7b6/event/registration.html) **446** attendees

[**WIOA & IDEA Performance: Transition Planning & Aligning Outcomes**](https://gwcrcre.adobeconnect.com/ej6i37ffaoln/event/registration.html) **466** attendees

**New Webinars in response to COVID-19:**

03/31/20 **NTACT/WINTAC state conversation: Supporting the delivery of transition services to students and youth with disabilities during unique times**-this was the first of several COVID-19 related webinar, done in collaboration with NTACT. **100 education; 36 VR; 7 Parent; 36 other, total= 178 attendees**

03/26/20 **WINTAC PRE-ETS Discussion with State VR Agencies** - **441 callers participated**

**Webinars in partnership with other TAC’s:**

3/26/20 - Melissa Diehl, along with Ruth Allison from NTACT, pre-recorded **Week 3: Local Partnership Planning Implementation Quality Practices for the NTACT/Transition Coalition Self-Study for Vocational Rehabilitation”.**Attendee participation is limited to **30 staff** with a total of 8 teams from across the country.

1/23/20 **"Ask the Expert": Effective Strategies to Build Collaborative Partnerships** - WINTAC/NTACT webinar on information regarding effective strategies and tools to build collaborative partnerships between VR and LEAs to improve the coordination of services for students with disabilities. **73 attendees.**

**State Specific Webinars:**

3/25/20Due to cancelled travel and conference events, Michigan BSBP opted to provide their training, “WINTAC Pre-ETS Tools and Resources Webinar” virtually. **60** **VR attendees.**

**RSA/ ETA Webinar** - 3/31/20 - **“Vocational Rehabilitation and WIOA Youth Programs Collaboration Opportunities”** - this is part one of series broken out into 2 Webinars, #1 Intro to VR for WIOA Youth and #2 Intro to WIOA Youth for VR. The series provides a high-level overview of the programs in order to improve coordination of workforce preparation activities and employment services between the two programs and more effectively serve youth with disabilities. **298 views to date**.

**RSA VR 100 series** - The month of February was devoted to Pre-ETS. Our team has provided several student success stories from states.

**3/30/20** - **RSA VR stakeholder COVID-19 Conference Call** - Melissa Diehl spoke on how the WINTAC Pre-ETS team has been responding to the TA demand. Featured speakers were Acting Assistant Secretary Mark Schultz, OSERS; Deputy Secretary of Education Dr. Mitchell Zais; David Steele, OSERS; Chaz Compton, WINTAC; and Dacia Johnson, Oregon VR, and Kevin Miller, Ohio VR.

### Section 511:

All of the activities related to Section 511 in the 12 ITAAs where it is included has completed. In addition, the outputs are completed, as are several outcomes. The last six months have been focused on trying to help VR agencies identify specific data related to the activity and progress of individuals, especially youth, that received 511 services as they moved through the VR program. We submitted the following data template to each of the programs where we have provided TA to determine what the impact of 511 activity has been.

Table 5

*Data on Individuals Working in Subminimum Wage and Youth Seeking to Enter Subminimum Wage Employment*

|  |  |  |  |
| --- | --- | --- | --- |
| **Data on Individuals Working in Subminimum Wage and Youth Seeking to Enter Subminimum Wage Employment** | | | |
| **Item** | **2017** | **2018** | **2019** |
| **Current SMW Workers** |  |  |  |
| Number of individuals were working in SMW that received CC&I&R |  |  |  |
| Number of individuals that were working in SMW that received CC&I&R that applied for VR services |  |  |  |
| Number of individuals that received CC&I&R that applied for services and were found eligible |  |  |  |
| Percent of total (Row 7/Row 6) |  |  |  |
| Number of individuals that received CC&I&R that were found eligible (Row 7) and had an IPE developed |  |  |  |
| Percent of total (Row 9/Row 7) |  |  |  |
| Number of Row 9 that were closed without employment |  |  |  |
| Number of Row 9 that were closed in employment |  |  |  |
| **Youth seeking to enter SMW** |  |  |  |
| Number of youth that applied for VR services seeking to enter SMW |  |  |  |
| Number found eligible |  |  |  |
| Number found ineligible by choosing not to pursue CIE |  |  |  |
| Number found ineligible due to being too significantly disabled to benefit |  |  |  |
| Number of Row 15 that had an IPE developed |  |  |  |
| Number of Row 18 that entered employment |  |  |  |

Nevada was able to complete the data request, while three other States submitted partial data that included the number of individuals receiving C&I&R. The challenge remains being able to pull the data as requested in the above template as VR programs are not tracking these individuals once they apply for services. The data for Nevada is contained in Table 6.

Table 6

*511 Data for Nevada Combined*

|  |  |  |  |
| --- | --- | --- | --- |
| **Data on Individuals Working in Subminimum Wage and Youth Seeking to Enter Subminimum Wage Employment** | | | |
| **Item** | **2017** | **2018** | **2019** |
| **Current SMW Workers** |  |  |  |
| Number of individuals were working in SMW that received CC&I&R | 1172 | 1151 | 1282 |
| Number of individuals that were working in SMW that received CC&I&R that applied for VR services | 76 | 50 | 39 |
| Number of individuals that received CC&I&R that applied for services and were found eligible | 58 | 40 | 33 |
| Percent of total | 76.3% | 80.0% | 84.6% |
| Number of individuals that received CC&I&R that were found eligible and had an IPE developed | 49 | 39 | 30 |
| Percent of total | 84.5% | 77.0% | 91.0% |
| Number closed without employment | 43 | 30 | 18 |
| Number closed in employment | 6 | 9 | 12 |
| **Youth seeking to enter SMW** |  |  |  |
| Number of youth that applied for VR services seeking to enter SMW | 33 | 55 | 90 |
| Number found eligible | 16 | 13 | 2 |
| Number found ineligible by choosing not to pursue CIE | 20 | 50 | 89 |
| Number found ineligible due to being too significantly disabled to benefit | 2 | 1 | 0 |
| Number that had an IPE developed | 8 | 8 | 0 |
| Number that entered employment | 0 | 0 | 0 |

The data indicates a disturbing trend that will need investigation in the future. It appears that the message that youth can simply choose to not pursue CIE as a way to enter subminimum wage is becoming more pervasive and common, with only two individuals out of 90 in 2019 deciding to pursue CIE. As time progresses, it seems clear that the message to youth about choosing not to pursue CIE to facilitate the entrance into subminimum wage work through a quick ineligibility decision has become the rule. This will need to become a focused area of TA in the future, along with the continued attempts to help agencies establish protocols for gathering and reporting data.

### Competitive Integrated Employment

**Customized Employment:**

As WINTAC enters into the final 6 months of its grant, this will report will focus on the focus of activities around Customized Employment. It will also address the focus of activities for the final six months

* After working on CE at an intensive TA level for 4.5 years it can be said that implementation efforts going forward (beyond WINTAC) should focus on not whether CE is effective, but HOW it will be effective given unique characteristics of states. Any pilot efforts should be designed to demonstrate the conditions necessary to make CE effective. These include partnerships, fee structures, tracking and evaluation protocols and sustainable on-demand training that is cost effective. To this end, WINTAC will be working with states to design sustainability plans that can be enacted post WINTAC.
* At the end of the grant cycle, WINTAC will have conducted Intensive TA with 15 VR agencies in 12 states. WINTAC will have provided significant targeted TA to over 10 states and the District of Columbia.
* WINTAC has expanded the work around CE to include working with an Employment First committee in South Carolina. This committee consists of VR, DD, MH, IL Workforce, Education, Medicaid, Protection and Advocacy and the DD Council. The Systems is designed with the following objectives: 1) Create a cross-agency pilot for CE and Integrated Resource Teams (IRT) in one part of the state. This will allow the system to study the interaction between CE and IRTs. We hypothesize that IRTs can enhance the CE process by building in key supports from the beginning that will increase retention. WINTAC will work with the South Carolina Employment First Coordinating Committee to design the pilot which will most likely take place after the WINTAC grant is finished.
* CE Forum (attached agenda) WINTAC and TAC partners were working with RSA to conduct a CE Capstone Forum. The Forum was scheduled for May but has been postponed until September or will be conducted virtually. The objectives of the summary include a state-by-state summary of each of the 12 pilot states; present sustainability strategies; and, have cross-federal agency policy discussion with Education, Labor and CMS
* In the fifth year of WINTAC, the focus areas of the CE pilots have been completion of the pilot, evaluation of the pilot, develop a sustainability plan. For each focus, WINTC will work with the pilot states to insure successful competition, comprehensive evaluation and a clear, practical, and achievable sustainability plan (see attached plan)
* The WINTAC CE team has worked closely with the WINTAC Evaluation team to design and implement comprehensive tracking of CE outputs and outcomes and evaluation of the pilot. The Evaluation team has created and implemented a ‘CE Dashboard’ that all states have access to. States can also update the CE Dashboard at any time. The state results are aggregated to a national Dashboard of WINTAC CE pilot states. The Evaluation Team is also working with individual states to design individuals evaluation plans
* WINTAC and the University of South Florida have partnered to develop and pilot an online CE platform that will be combined with a face-to-face credentialed training. This platform is scalable and will include training for VR staff and families. Additionally, a CE fidelity scale has been developed. The online system is currently in pilot status with Louisiana VR. The COVID-19 situation is requiring adjustments in the delivery of training.
* One of the tangible system changes resulting from the WINTAC work is the shift in how training providers deliver CE services. Griffin-Hammis and Associates have developed a fidelity scale for their training. Several states working with Griffin-Hammis are using the scale and the data, and Utah State University is collecting this data nationwide. Also both Griffin-Hammis and Marc Gold and Associates are developing more affordable and sustainable training approaches. Under these scenarios, after a certain point, states will be able to use the curriculum from both training entities to develop their own training platforms. This gives the states affordable, on-demand and cost-effective training programs
* COOVID-19 strategies- WINTAC is working with both states and training providers to modify the delivery of training and technical assistance. Training will move to on-line platforms. Both Griffin-Hammis and Marc Gold and Associates are working with states to modify service delivery using remote platforms such as Skype to Discovery services.

### Integration of VR into the Workforce Development System

**Current Activity**

There are currently 19 SVRAs engaged in Service Integration technical assistance out of the 46 currently active ITAAs. This activity has fallen into four different groups within this WINTAC Topic Area:

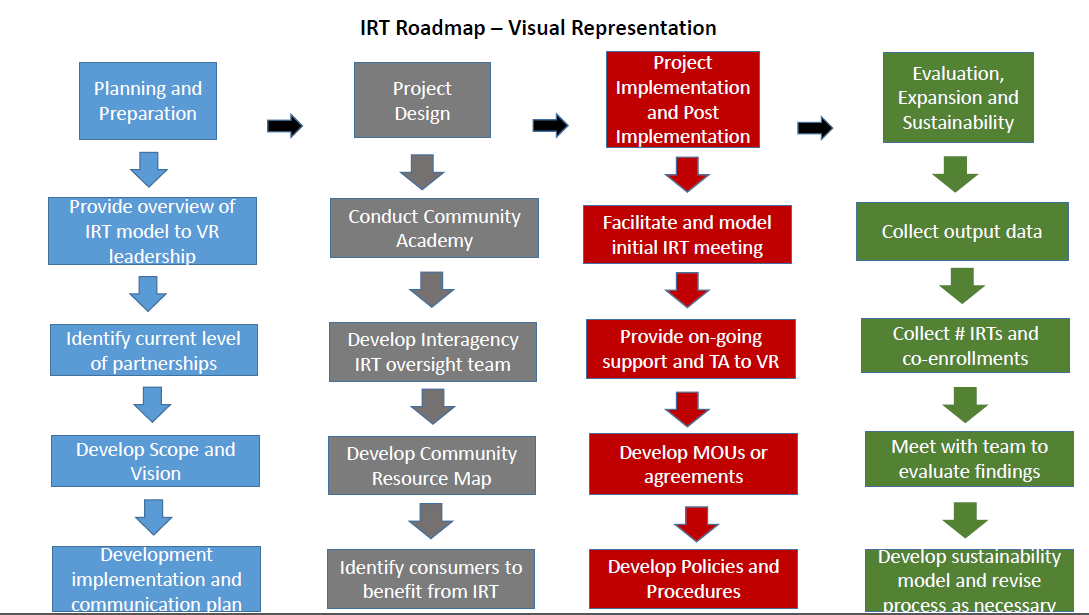
1. Integrated Resource Team (IRT) Strategies
2. Strategic Service Alignment Planning (SSAP)
3. Career Pathways
4. WIOA Implementation

As WINTAC’s fifth year hits the halfway mark, five state agencies have engaged the WINTAC in activity implementing Integrated Resource Team (IRT) initiatives, with one completing the activity and establishing a sustainability strategy. A sixth, Rhode Island, begun planning with the WINTAC team and Core Programs just as the COVID-19 pandemic was began in this country. Five agencies have engaged in Strategic Service Alignment Planning (SSAP) to improve service alignment, and are implementing recommended strategic action as a result. 12 Agencies have engaged the WINTAC team to support the development of a Career Pathways approach in the provision of rehabilitation services. “Road maps” have been developed for each of these three areas to allow us to chart agency progress in different areas of approach with service alignment. Four other VR agencies have ITAAs that reflect Service Integration-related activity with regard to general WIOA implementation.

**Integrated Resource Team (IRT) Strategies**

* Iowa Blind *(completed)*
* Massachusetts
* Arkansas Blind
* Delaware Blind
* North Carolina
* Rhode Island

The use of the IRT strategy is one of the strongest approaches to provide experience to VR Counselors and service staff of AJC Program Partners in the sharing of expertise and resources to support individuals with significant barriers to meeting career objectives. In the process, partner agencies often will use this experience to improve service flow for job seekers, programmatic access of collaborative systems and career pathways engagement for customers with disabilities. The WINTAC has been working closely with the Targeted Communities Technical Assistance Center to support SVRAs in leading IRT activity in their states. The Iowa Blind Agency, which has completed their IRT pilot, had zero IRTs in PY16, eight in PY17 and 18 in PY18. They have developed a sustainability plan that will include an annual review of Counselors with regard to their active IRT participants (and those that exited) and support to new staff in reviewing the recorded training available on the WINTAC web portal.



| **Stage 1**  **Planning and Preparation** | **Stage 2**  **Project Design** | **Stage 3**  **Project Implementation and Post-Implementation** | **Stage 4**  **Evaluation, Expansion and Sustainability** |
| --- | --- | --- | --- |
| Arkansas Blind | North Carolina | Massachusetts | Iowa Blind |
| Delaware Blind |  |  |  |
| Rhode Island |  |  |  |

As we consider the position of each agency on the road map above, Iowa Blind has completed activity during the last quarter with the development of their sustainability plan. Massachusetts has been actively engaging individuals in IRTs, and is ready to review agreements and procedures and move into the evaluation and sustainability stage (4). North Carolina and Delaware Blind had been ready to move with active implementation steps in March, but plans for both agencies were put on hold with precautions taken related to COVID-19. Arkansas Blind has been on hold for over a year, but has identified a new pilot site, and activity is ready to begin there as well as with Rhode Island.

With regard to sustainability for these agencies after September, 2020, when the WINTAC support ends, one of the benefits of the use of the road map is that the strategies for the next steps will have a logical structure based on where they are currently positioned. Agencies not in Stage 4 will be able to use the road map with the support of the WINTAC team to outline their strategy to continue in this effort with their partner agencies.

With regard to numbers of employment outcomes for individuals with IRTs, Iowa Blind reports nine of the 18 individuals in IRTs are working as of the end of PY18, with three of them at a level meeting their Career Objectives. Massachusetts has individuals active in IRTs at this time, but does not have a work outcome report yet. Three participant stories are featured on the web portal:

* [Michael](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Michael.pdf)
* [Betty](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Betty.pdf)
* [Sheila](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Sheila.pdf)

**Strategic Service Alignment Planning**

* Delaware Blind
* Louisiana
* Illinois
* Mississippi
* Virgin Islands

The use of Strategic Service Alignment Planning has evolved in design as a result of the activity in developing a self-assessment tool, which is available online at [www.wintac.org](http://www.wintac.org/topic-areas/integration-workforce-development-system/resources). The online tool provides the opportunity for a single agency to measure its level of integration with each Program Partner and compare ongoing progress with that initial self-assessment over time. The Strategic Service Alignment Planning approach to technical assistance from the WINTAC is a process that allows the VR agency and WIOA Program Partners to establish an understanding of how closely they operate in alignment and their objectives for aligned operation together. This approach can be implemented at a state level, but it is more common to be implemented as a local pilot. In these pilots, the agencies together will establish where they operate on the continuum (i.e., Isolation, Communication, Coordination, Collaboration, Integration). There are no values placed on these levels. The objective is to determine where they currently operate and, subsequently, where they would like to operate, if they believe they could be more effective at a higher level.

This assessment is applied across the following six operational areas:

1. Outreach/Intake
2. Career Services
3. Assessment
4. Career Pathways
5. Case Management
6. Business Services

The collaborations will select priority areas from the assessment discussion, which include those areas in which they would like to increase their service alignment. With the WINTAC’s facilitation, these collaborations develop their strategic plan to increase their level of service alignment or integration and determine the expected outcomes of their activity.

More time is needed to gain a complete picture of the impact of this planning process, but current status reports for the states of Illinois and Delaware are featured on the WINTAC Web Portal:

[View the Illinois Strategic Service Alignment Planning Report](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Illinois-Practice.pdf).

[View the Delaware Strategic Service Alignment Planning Report](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Delaware-Practice.pdf).

In both of these examples, a VR agency in the state has engaged the WINTAC team to support them and their Core Program Partners and State Workforce Boards in assessing their service alignment, establishing priorities and implementing work plans to address those priorities. The state of Illinois is unique in the fact that they took this approach, but restructured it to specifically address 13 operations and values they established at the state level, and to engage all 22 Local Workforce Development Boards and Core, Required and Other agencies that make up their workforce systems in completing locally focused assessments and work plans.

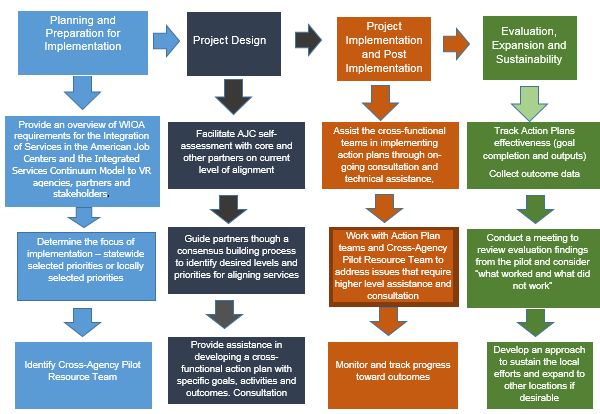
The progress of all agencies that have engaged WINTAC support in addressing collaborative, strategic service alignment self-assessment and planning has been charted using the “road map.” The road map is characteristic of the process of agencies in addressing service alignment with their partner programs. An overview of agency progress is reflected in a chart below and addressed in a separate report attached to this one.

Also attached to this report are examples of self-assessment reports and recommendations for the Michigan Blind and Mississippi VR agencies. Both of these agencies engaged WINTAC in service alignment-related activity, but used the online, self-assessment process to monitor progress in alignment with other service programs.

The Illinois and Delaware documents are the “stories” that reflect a collaborative process in addressing service alignment on a wide scale. The approach engaged by the Michigan Blind and Mississippi agencies reflect the use of the online, Integration Continuum self-assessment by a single agency to analyze their own progress with service alignment.

All of these reports and stories feature the engagement of the diverse programs that make up a state’s workforce system, with a core leadership role for the VR agency in addressing customer service. Contribution to the process by these separate programs and the impact to date is reflected in the reports.

**Strategic Service Alignment Roadmap – Visual Representation**



| **Stage 1**  **Planning and Preparation** | **Stage 2**  **Project Design** | **Stage 3**  **Plan Implementation and Post-Implementation** | **Stage 4**  **Evaluation, Expansion and Sustainability** |
| --- | --- | --- | --- |
|  | Louisiana | Mississippi | Delaware Blind |
|  | Virgin Islands |  | Illinois |

**Career Pathways**

Twelve SVRAs have taken a focus on the Career Pathway approach in the provision of strong vocational rehabilitation services with the WINTACs support. This reflects the largest focus for agencies in the service alignment technical assistance area. These agencies include:

* Alaska
* Arkansas Blind
* Connecticut
* Delaware Blind
* Florida Blind
* Iowa Blind
* Louisiana
* Maine
* Massachusetts
* Mississippi
* New Hampshire
* Rhode Island

Common activity provided to SVRAs in the Career Pathway area include assessment of agency readiness to engage in a Career Pathway approach to customer service and the recommendations to address agency policy and procedures in service provision. This activity blends very effectively with IRT and Apprenticeship technical assistance, is an area that is improved with a collaborative focus and is sometimes identified as a priority in strategic, service-alignment planning. There is also a very strong cross-over connection with support and training with the use of Labor Market Information and WIOA Performance. With the increased emphasis on increasing the skills and abilities of agency participants and demonstrating measurable skills gains (MSGs) and credential attainment in performance, Career Pathways is a logical agency approach for customer service.

A development in WINTAC technical assistance in Career Pathways comes in the use of a newly established tool for agencies to assess where they are at in terms of a Career Pathway focus with their rehabilitation services in collaboration with their partner agencies. This tool or checklist has been used with teams from agencies that we have served. It serves to support group analysis of agency activity and to facilitate identification of activity or strategies to improve services in support of stronger career outcomes. This resource will be sustainable for agencies beyond WINTAC.

[Checklist](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/CP-checklist_CN_FINAL_2.pdf)

The following are examples of how the Career Pathways checklist has been useful with VR Agencies.

**Maine**: *The WINTAC team met with the Maine agency leadership to address Career Pathways and the Transition to the Common Performance Measures jointly. As a result of the process and discussion while reviewing the checklist together, the agency leadership recognized a need for stronger guidance for staff related to the “90-days-to-plan” process. A direct outcome was a change in guidance for staff activity and documentation related to IPE development and revisions in agency procedures.*

**Arkansas Blind**: *The WINTAC team met with administrators from the Arkansas Blind agency and facilitated a discussion while reviewing the Career Pathways Checklist together. The checklist highlights activities that can be defined as supporting a Career Pathways focus in services. The discussion identified practices and strategies the agency was currently using that supported CP, and strategies and practices they might consider in the future. The checklist also led the agency to consider their relationships in the provider community and how these relationships were relevant to supporting their clients while accessing Career Pathways. The team discussed how these relationships might be operationalized to a greater degree than what is currently practiced. The IRT was identified as a strategy that could have great relevance in helping to deepen the agencies’ relationships in the provider community as well.*

**Iowa Blind**: *The WINTAC Team met with an administrator of the Iowa Blind agency and took a great deal of time and care in reviewing the CP Checklist as a team (three, 90-minute meetings total). The Administrator shared the following statement: “The checklist, and the discussion we had about it, helped me to realize that Career Pathways is not just about plan development. It’s a fundamental shift in perspective, and our task is to make this shift, then incorporate it into everything we do.” The agency is now in the process of updating staff training and policies and procedures to facilitate and support this shift.*

Below is an example of the Career Pathway technical assistance work with another agency and its impact.

**Connecticut**: A series of webinars covering Career Pathways and Common Performance were developed. Next steps for CT VR will be to operationalize the Career Pathways approach. The first training in the series related to Career Pathways served as a foundation for the counseling staff*.* “*CT VR-General enhanced the VR Counselor’s understanding of their role pertaining to WIOA initiatives around education and career growth, advancement and attainment of industry-recognized credentials, and the linkage to employment planning with the individuals served. The number of technical assistance calls related to documentation, policy and procedural guidance has increased over the past six months as these conversations transpire during routine counseling sessions. WINTAC served as a sounding board for many of these inquiries, enhanced our communication with RSA directly and provided valuable guidance and feedback during this TA period. As a result, Leadership, QA and Training Staff have an expanded understanding of WIOA priorities. CT VR-General looks forward to the next phase of our partnership, increasing VR Counselor’s knowledge and comfort with utilization of Labor Market Information, collaboration with American Job Centers and local Community Colleges and incorporating training that can be accessed on-demand for the Career Index Plus.” (Alicia Kucharczyk, Education Service Specialist, Connecticut Department of Rehabilitation Services)*

Current efforts are being coordinated with the Pre-ETS team, as the agency wants to expand their Pre-ETS program to include looking at the effectiveness of their current program and how to expand resources to include increasing exploration of Career Pathways and partnerships to develop new and more expansive opportunities for youth. As we move forward with the TA around operationalizing a Career Pathways framework, it will include the connection to youth and the best practice of using Pre-ETS as a first step in the process.

*“From the CT VR-General perspective, collaboration with WINTAC on development of training materials has been extremely effective. Specifically, CT VR-General has identified a focus on accuracy and validity of enrollment data in order to begin evaluating, training and incorporating the discussion of career and educational advancement into employment planning sessions with consumers. CT VR-General has developed case scenario training on how to accurately record MSGs with our case management system, trained on and disseminated the WINTAC-developed desktop reference guides, secured the National Student Clearinghouse Student Tracker to review post-exit enrollment and credential data, and has continued the training and conversation at local and regional staff meetings on practical case application. As a result of our efforts over the past six months, we have already seen noticeable improvements in the number of MSGs CT VR-General has gained credit for. For example, in Quarter 2 of Program Year 2018, RSA Dashboards reflected a total of 22 MSGs earned from consumers we are serving. As of Quarter 1 of Program Year 2019, RSA Dashboards reflected 59 MSGs earned by the Bureau. Procedural guidance and additional desktop reference information are forthcoming with the goal of reducing the caseload management burden and streamline data collection efforts, with a focus on supporting documentation.”* Alicia Kucharczyk, Connecticut Department of Rehabilitation Services

| **Stage 1**  **Planning and Preparation** | **Stage 2**  **Career Pathway Design** | **Stage 3**  **CP Implementation and Post-Implementation** | **Stage 4**  **Evaluation, Expansion and Sustainability** |
| --- | --- | --- | --- |
| Arkansas Blind | Alaska | Delaware Blind |  |
| New Hampshire | Florida Blind | Maine |  |
|  | Iowa Blind | Mississippi |  |
|  | Massachusetts | Rhode Island |  |
|  | Louisiana |  |  |
|  | Connecticut |  |  |

To support analysis of each agency in their progress in engaging in a Career Pathway focus in the provision of Vocational Rehabilitation Services, agencies participating in this area of technical assistance follow a common road map, and each are currently at milestones noted in the chart above. Their current location is an indicator of possible recommendations for each with regard to next steps. None of the SVRAs engaged in the Career Pathway technical assistance have arrived at the final milestone area where they address the evaluation and sustainability of their Career Pathway approach.

Shifting to a Career Pathway focus in service delivery reflects an emphasis across all levels of service in:

1. how initial assessment and use of available Labor Market information to generate an employment objective for each participant is completed;
2. how the agency works with business groups, economic development boards and the leadership of other AJC programs in identifying Career Pathways;
3. how the agency works with these groups to identify and develop resources to support job seekers in building skills and abilities needed to enter those Pathways, meet initial career objectives and maintain a path of ongoing growth in their career;
4. the ability to connect this focus with an emphasis on these Pathways that begins in the Pre-ETS services with work experiences embedded in the identified Career Pathways, and continues in support of all VR participants;
5. how the agency identifies outcomes that demonstrate success for participants in meeting Career Pathway objectives.

The evaluation of the impact of a Career Pathway focus overall remains a work in progress. Mississippi has reported that they engaged six students with disabilities in a Career Pathway focus in service in PY17 and increased that to 417 in PY18, but other agencies have not identified a means to capture and report this emphasis. This type of reporting is more of an output than an outcome however, as it does not capture the impact of that focus for the participant in terms of meeting the career objective. Discussion with agencies and other teams has led this team to look toward shifting the outcome emphasis on the impact in terms of the top SOC codes reported by agencies in their annual reports. We will need to address the question of how well agencies are supporting individuals in achieving more skilled positions in recognized Career Pathways in terms of progress. Currently, for many agencies, the employment outcomes in entry-level types of positions are more common. Developing the means to make comparisons to demonstrate impact (along with median income) will enhance evaluation of Career Pathway models in service for program improvement.

**WIOA Implementation**

* Hawaii
* Michigan Blind
* Michigan
* Nebraska

These agencies that have identified service-alignment activities as they relate to the overall WIOA Implementation for their agency have focused on activity and practice related to the development of agreements with other AJC Core and Required Programs, Cost Sharing, Service Alignment Practice and Order of Selection. Of late, there have been more questions with regard to state-plan development and infrastructure cost-sharing for the American Job Centers. Recently, the WINTAC team worked with RSA in the development of an example of cost allocation using customer count, which can be applied to some costs in the AJC. In the development of this example, RSA engaged representatives from OCTAE and ETA in the review and completion.

[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)

**The five most common activities in Intensive TA Plans related to Service Integration in the workforce system:**

**Activity 1:** Assist agency to implement an **Integrated Resource Team (IRT)** service delivery strategy for eligible consumers. This will be done collaboratively (with identified partners). This will be a multi-phase process that includes ongoing technical assistance to establish sustainability, including: A) Partnership Development, B) Team Building and C) Training.

**Output:** Newly developed policies and procedures on collaborative customer engagement and service and completed/updated MOUs as applicable **(IRT Pilot).**

***Total Number in ITAAs: 5***

***Completed Activity: 1 (20%)***

***In progress: 4 (80%)***

**Completed Output**: 1

Activity 2: Assist Agency and partner programs with a system-wide self-assessment regarding workforce system alignment/integration.

**Output:** Report with Strategic Plan and recommendations **(Strategic Service Alignment Planning).**

***Total Number in ITAAs: 7***

***Completed Activity: 6 (86%)***

***In progress: 1 (14%)***

**Completed Output**: 6

**Activity 3:** Plan Implementation, including: 1) coaching in implementing collaborative change efforts, 2) information on effective alignment approaches in other states and 3) establishment of impact measures and support in evaluation and ongoing improvement using those measures.

**Output:** Quarterly progress meetings over the period of a year, with a plan for ongoing implementation and sustainability **(Strategic Service Alignment Planning).**

***Total Number in ITAAs: 3***

***Completed Activity: 2 (67%)***

***In progress: 1 (33%)***

***Completed Output: 2***

**Activity 4:** Assist agency in **assessing** its current utilization of **Career Pathways** in the IEP development process and the resources needed to increase the use of Career Pathways in future planning with consumers (checklist).

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

***Total Number in ITAAs: 12***

***Completed Activity: 10 (83%)***

***In progress: 1 (8%)***

***Not Started: 1 (8%)***

***Completed Output: 10***

**Activity 5:** Assess 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:** Draft of new and/or revised policies and procedures related to Career Pathways (customer engagement, how to develop IPEs, establishing a training objective, provide assessment, recording performance, etc.).

***Total Number in ITAAs: 12***

***Completed Activity: 4 (33%)***

***In progress: 7 (58%)***

***Not Started: 1 (9%)***

***Completed Output: 4***

**Summary of joint efforts with DOL Centers**

Members of the WINTAC’s Service Integration team continue to meet at least monthly with leadership representatives from two of DOL’s technical assistance centers; The LEAD Center and the Disability Employment Initiative (DEI) technical assistance team. These meetings are designed to keep the teams aligned in technical assistance activity and have led to:

* 1. Collaborative technical assistance in Alaska, Iowa and Connecticut
  2. Shared support to Career Pathways Community of Practice
  3. Opportunities to develop shared resources around:
     + Career Pathways
     + Integrated Resource Teams
     + Financial Literacy
     + Programmatic Access
  4. Exploration of service alignment subjects that may be further explored in the future, including common intake.

**Products, initiatives and activities worthy of mention**

[**Collaborative Strategic Planning for Service Alignment**](https://youtu.be/fkc9V6Pop_U)

The Collaborative Strategic Planning for Service Alignment training covers the WIOA requirements for service alignment and how Vocational Rehabilitation leaders can use a strategic and integrative planning process with Core and Required Partners in American Job Centers to improve services for job seekers and disabilities and others with substantial barriers to employment. The advantages of shared planning and examples from states using Strategic Self-Assessment and Planning for Service Integration are shared.

[Click to view the PDF version of the training slides](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta04-IntergrationVR/Collaborative_Strategic_Planning_for_Service_Alignment.pdf)

**Support to the Delaware Collaboration in Using the Zoom platform to facilitate WIOA Work Group Meetings**

The Delaware Agencies participating in the Strategic Service Alignment Planning technical assistance activity with the WINTAC Team were faced with how to continue the meeting of the five work groups addressing the separate activities of their work plan. WINTAC team staff provided support to them in setting up their group meetings using the Zoom platform.

**Resources that will continue to support SVRAs beyond WINTAC**

**Are you ready for a Career Pathways Approach with WIOA Implementation?**

WINTAC has developed this review to help your agency determine where it is positioned with regard to providing career counseling and rehabilitation services within a Career Pathways structure. 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. Numerous resources are also included.

**Career Pathways: A Roadmap for Innovation and Integration**

[*Enter the training site on the TMS: ID170411*](http://lms.wintac.org/course/view.php?id=53)

Linking the objectives of key business sectors with the training and upskilling resources of your community with the support of employment specialists, case managers and VR Counselors is what Career Pathway models are all about. How can this structure support your services and career counseling efforts with your participants? This session may be a good step in finding the answers to this question for your agency and for your community partnerships.

**Integrated Resource Teams**

**The IRT and WIOA: The Strategy and its Relevance**

[*Enter the training site on the TMS: ID190401*](http://lms.wintac.org/course/view.php?id=68)

The Integrated Resource Team strategy is a service approach designed to blend the expertise of other agencies with that of your rehabilitation counselors in realizing the career outcomes of participants. This presentation outlines the deliberate approach that many agencies are taking to make collaborative service delivery an inherent component of their workforce system for job seekers with multiple challenges to meeting their objectives.

**WIOA Vision: Self-Paced Training**  
In this WINTAC Self-Paced Training, review the vision of WIOA in terms of customer service, as well as areas in which the State Vocational Rehabilitation Agency emerges as a leader in every state in achieving this vision.  
[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)**"**

Implementing WIOA according to its vision in the act and in RSA TAC 15-01 with regard to service alignment and integration with the other Core and Required partners is a multi-step process. From a customer-service standpoint, the nature and impact of the services provided and received have as much to do with how state and local partners work together as the guidance for implementation itself. To support your agency in this process, WINTAC has created a [checklist](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/Are-you-ready-for-Integrated-services-AJC_cn_120617.docx) to assist with your ongoing review of this implementation.

**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.

[Click this link for more information about the three ways to use the Continuum.](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/ContinuumPromo_ACC.pdf)

**Assessing WIOA Service Integration: The Integration Continuum**

[Enter the training site on the TMS: ID180407](http://lms.wintac.org/course/view.php?id=67)

Where do you see your agency and services aligning with those of your partners? Are your agencies in agreement in your assessment of service alignment? WINTAC is using the “Integration Continuum” self-assessment with VR agencies and their partners in WIOA implementation. This tool provides a tangible basis to reflect upon where agencies align to support discussion about where they would like to be and activity that will help get them there.

[**Collaborative Strategic Planning for Service Alignment**](https://youtu.be/fkc9V6Pop_U)

The Collaborative Strategic Planning for Service Alignment training covers the WIOA requirements for service alignment and how Vocational Rehabilitation leaders can use a strategic and integrative planning process with Core and Required Partners in American Job Centers to improve services for job seekers and disabilities and others with substantial barriers to employment. The advantages of shared planning and examples from states using Strategic Self-Assessment and Planning for Service Integration are shared.

[Click to view the PDF version of the training slides](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta04-IntergrationVR/Collaborative_Strategic_Planning_for_Service_Alignment.pdf)

**"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. There are shorter videos that reflect the specific service integration strategies in Creston, Iowa, Covington, Kentucky, and Woodbridge, Virginia. These [videos](https://www.youtube.com/watch?v=GPR9_GFfbFo&list=PLRSw4FK3pwcBYx642GZm3YEJe-d8u9HBK) and the [accompanying report](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_IntegrationVR/Finding_Integration_final.pdf), 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.

**Sharing American Job Center Costs Using “Customer Count”: One Approach to Cost Allocation Under WIOA**

The use of square footage and FTEs as a basis for a local funding mechanism to support cost-sharing in American Job Centers is common across the country. Joint guidance in RSA 17-03 “IFA and Cost Sharing” (corresponds to OCTAE 17-3 and TEGL17-16), issued January 18, 2017, includes examples in which other methods might be considered for certain kinds of costs (Attachment 1). In [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), the WINTAC and the RSA, in consultation with the OCTAE and the ETA, present an example of programs adopting “Customer Count” as a method for the allocation of costs related to career services available in an AJC.

“**Hello. Is Anybody Here?**” **A Support for Workforce Partners in Including Job Seekers that are Blind and Visually Impaired in AJC Services”**  
State Vocational Rehabilitation agencies focusing primarily on serving individuals who are blind or visually impaired are great resources to their Workforce partners, building their capacity to include those individuals in their services. Many of these agencies provide support to partner staff through training and discussion to increase their comfort and competency in this area. The Iowa Department for the Blind has developed this fun and educational training for their partner staff. WINTAC and the IDB team have collaborated to create a series of short videos and a facilitator’s guide so the training can be replicated elsewhere.

* [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)

**Additional attached document:**

Strategic Service Alignment and Planning Road Map featuring agency progress

### Transition to the Common Performance Accountability System

**Current Activity**

Demand for technical assistance to support SVRAs in their transition to using the common performance measures in their WIOA reporting and continuous improvement efforts remains high. Currently, there are 46 VR agencies with ITAAs with WINTAC. 33 of these TA agreements include CPM TA activity, and the team has provided Universal or Targeted Technical Assistance to most other SVRAs. The WINTAC Team completed a Community of Practice focused on Internal Controls this quarter, which included 15 agencies that were receiving TA from WINTAC. WINTAC will continue follow-up calls to participating agencies through the rest of this year to complete the outputs desired. The WINTAC team also completed a series of short, recorded training events with RSA that address the changes in the RSA 911 Case Management reporting that will go into effect 7/1/20.

The Short Term outcomes for all participating agencies are reported as being completed with the exception of one agency, as they are completing their RSA 911 quarterly reports and ETA 9169 annual reports. There are a number of activities for most agencies that are not completed yet, specifically in the areas of Internal Controls and Staff Evaluation procedures. These are activities that will require longer-term support to complete in many cases due to the challenges in transition for many agencies and the reality that some of the changes in guidance for state agencies are still in the process of definition and clarification this year. These are issues relevant to ongoing program quality and improvement, and agency emphasis in improving in these areas will continue beyond the life of WINTAC.

In recognition of the long-term emphasis for agencies in building their data capturing and reporting capacity, and the benefit of the technical assistance available through WINTAC, two additional agencies have added WIOA performance technical assistance to their intensive technical assistance agreements.

Current SVRAs receiving Intensive TA from WINTAC related to WIOA Performance:

* Alaska Combined
* American Samoa Combined
* Arizona Combined
* Arkansas Blind
* California Combined
* CNMI Combined
* Connecticut
* Delaware Blind
* District of Columbia Combined
* Florida Blind
* Georgia Combined
* Hawaii Combined
* Idaho General
* Indiana
* Iowa Blind
* Kentucky
* Louisiana Combined
* Maine General
* Massachusetts General
* Michigan Blind
* Michigan General
* Minnesota Blind and General
* Mississippi Combined
* Montana Combined
* Nevada Combined
* New Hampshire
* NC Blind and General
* Puerto Rico Combined
* Rhode Island Combined
* South Carolina Blind
* Utah Combined
* Virgin Islands Combined

While 33 of the 78 SVRA’s have been engaged in WINTAC technical assistance with regard to WIOA performance at the intensive level, nearly all other agencies have engaged the WINTAC team in support on a targeted or universal TA level. This support can be in the form of answering questions, researching an issue or in gathering and providing examples of practice from other states. While not meeting the definition of “intensive” technical assistance, the range of support requests from some agencies have been such that a WINTAC SME might still be engaged with an agency on a weekly basis over a period of time.

Below are a few observations by the WINTAC team on the nature of Performance related to technical assistance.

Outcome of Timely Reporting is met, yet Emphasis on Increasing Accuracy continues

At this point, all but one VR agency are successful in completing quarterly RSA 911 reports, yet agencies continue to engage WINTAC for technical assistance in improving the quality and accuracy of the of the reports. Under-reporting of key data elements is an ongoing concern, which negatively impacts the ability of the agency to analyze and improve customer service. While VR agencies recognize that they are successfully completing their reports, most indicate that the quality of information reported needs to be improved.

Outcome of Timely Reporting is met, yet Capacity Building Activity continues

Addressing the quality and accuracy of data for program improvement is dependent upon the processes, case-management tools and staff competencies to implement agency processes. Long-term, intensive-level technical assistance is still requested by agencies to improve:

* Policies and Procedures
* Internal Controls
* Staff Evaluation Processes

These activities combine to increase an agency’s ability to improve the use of data and information to improve service outcomes and efficiency.

The Structure for Data Capturing and Reporting continues to change

Over the period that WINTAC has offered support to VR agencies, guidance continues to be improved and refined, underscoring the benefit of ongoing technical assistance support to the agencies, as transition to the WIOA Performance Measures continues. The opportunity for the WINTAC team to work very closely with RSA in rolling out new resources and tools to accompany releases on guidance and clarification by the agency has been extremely helpful. As initial work with many agencies has been completed early on, updates in guidance over the past four years have prevented the sense that the work is complete.

Changes Impact Case Management Systems agencies use

A primary tool for agencies and their counselors in the capture and reporting of data is their case-management system. Noted earlier, the guidance for data reporting continues to be adjusted and clarified, requiring the electronic case management system to be updated over time as well. Conversely, the assessment process for the WINTAC SME with agency leadership, with regard to questions or challenges with regard to data reporting often includes more in-depth investigation of the case-management system to determine how it moves data into the data elements for the RSA 911 Case Management report. There are multiple systems available and used by VR agencies in addition to the agencies that have developed their own case-management systems. WINTAC SME’s often work with representatives from Case Management System companies along with state or agency IT staff and agency data professionals to clarify system function and sometimes identify changes needed. Where there is change, there will then be changes in data migration and reporting strategies and operational procedures, followed by additional staff training.

The strong relationship between the tracking and reporting of WIOA performance and the activities of virtually all of the other WINTAC technical assistance teams has brought our support activity together with many agencies. Our teams have collaborated on tools, provided training events and traveled together on site visits. In each instance, it has been well-received and seems to strengthen the relevance of the material covered for the target audiences.

The WINTAC is part of the ReThink workgroup, which also includes VR agency representatives, RSA staff and CSAVR/NCSAB members. These meetings have consisted of brainstorming, discussion and developing priorities to ReThink when addressing performance issues within the VR program. The work of this group has strengthened the development of useful tools and resources by RSA and WINTAC to support the VR agencies in their performance review and negotiation preparation during the past quarter.

The six most common activities in Intensive TA Plans related to the Transition to Common Performance Measures:

**Activity 1:** Provide Common Performance Measure ***training*** to SVRA staff.

**Output:** The number of staff that receive Common Performance Measure training.

Total Number in ITAAs: 23

Completed Activity: 19 (83%)

In Progress: 3 (13%)

Not started: 1 (4%)

Completed Output: 19 (83%)

**Activity 2:** Analyze VR agency **readiness and capacity** to collect and report CPMs (checklist).

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

Total Number in ITAAs: 25

Completed Activity: 23 (92%)

In Progress: 2 (8%)

Not started: 0 (0%)

Completed Output: 22 (88%)

**Activity 3:** Review and/or develop/revise as needed **policies and procedures** for the tracking and reporting of RSA-911 data elements and CPMs.

**Output:** Complete draft policies for tracking and reporting.

Total Number in ITAAs: 31

Completed Activity: 14 (45%)

In Progress: 13 (42%)

Not started: 4 (13%)

Completed Outputs: 14 (45%)

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

**Output:** Completed draft policies and procedures for staff evaluation.

Total Number in ITAAs: 25

Completed Activity: 2 (4%)

In Progress: 13 (52%)

Not started: 10 (40%)

Completed Output: 2 (4%)

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

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

Total Number in ITAAs: 9

Completed Activity: 4 (44%)

In Progress: 5 (56%)

Not started: 0 (0%)

Completed Output: 4 (44%)

**Activity 6:** Review, develop and/or revise, as needed, **internal controls** necessary for WIOA, RSA-911 and CPMs.

**Output:** Completed draft of internal controls with procedures.

Total Number in ITAAs: 23

Completed Activity: 2 (9%)

In Progress: 16 (61%)

Not started: 5 (30%)

Completed Outcome: 2

**Products, initiatives and activities worthy of mention**

**PD 19-03 Resource – Supporting State Vocational Rehabilitation Agencies with the Changes in the RSA-911 Report:**

RSA-PD-19-03 Was released in May of 2019, with an implementation date for the Case Service Report (RSA-911) of July 1, 2020. The WINTAC, in partnership with RSA, released eight pre-recorded webinar trainings to assist VR agencies with implementation of these new requirements. The WINTAC began releasing two trainings per month in October of 2019 and completed the series in February, 2020. The WINTAC and RSA will consider additional training events to address any questions or areas needing clarification that were not covered in the initial eight trainings. Throughout these webinars, RSA and the WINTAC intended to 1) explain the intent of requirements; 2) record trainings and post them on the WINTAC and RSA sites for national availability; 3) when possible, share examples of what needs to live outside of the RSA-911 reporting, in addition to the discussed data elements (e.g., Pre-ETS, SF-425, Source Documentation); 4) provide considerations and expectations during each training (e.g., policies agencies need to have, tools and resources that are available, Must vs. May, internal controls); and 5) be open to feedback for additional training needs.

The eight pre-recorded trainings will be posted here as they become available.

1. **Background and Implementation (October 2019)**
   * [Recording of Background and Implementation](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training01-19-1011.mp4)
   * [Background and Implementation Presentation](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training01-19-1011.pptx)
   * [Transcript of Background and Implementation](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training01-19-1011transcript.docx)
2. **Reporting Expenditures for VR Services (October 2019)**
   * [Recording of Reporting Expenditures for VR Services](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training02-19-1025.mp4)
   * [Reporting Expenditures for VR Services Presentation](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training02-19-1025.pptx)
   * [Transcript of Reporting Expenditures for VR Services](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training02-19-1025transcript.docx)
3. **Pre-Employment Transition Services (November 2019)**
   * [Recording of Pre-Employment Transition Services](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training03-19-1108.mp4)
   * [Pre-Employment Transition Services Presentation](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training03-19-1108.pptx)
   * [Transcript of Pre-Employment Transition Services](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training03-19-1108transcript.docx)
   * [Pre-ETS RSA-911 Reporting FAQs](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/FAQ-Pre-ETS.docx)
4. **Supported Employment Services (November 2019)**
   * [Recording of Supported Employment Services](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training04-19-1122.mp4)
   * [Supported Employment Services Presentation](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training04-19-1122.pptx)
   * [Transcript of Supported Employment Services](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training04-19-1122transcript.docx)
5. **Measurable Skill Gains and Credential Attainment (December 2019)**
   * [Recording of Measurable Skill Gains and Credential Attainment](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training05-19-1219.mp4)
   * [Measurable Skill Gains and Credential Attainment Presentation](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training05-19-1219.pptx)
   * [Transcript of Measurable Skill Gains and Credential Attainment](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training05-19-1219transcript.docx)
6. **Exit and Post-Exit Data Elements (January 2020)**
   * [Recording of Exit and Post-Exit Data Elements](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training06-20-0110.mp4)
   * [Exit and Post-Exit Data Elements Presentation](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training06-20-0110.pptx)
   * [Transcript of Exit and Post-Exit Data Elements](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training06-20-0110transcript.docx)
7. **New Data Elements – Additional “Need to Know” Information (February 2020)**
   * [Recording of New Data Elements – Additional “Need to Know” Information](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training07-20-0220.mp4)
   * [New Data Elements – Additional “Need to Know” Information Presentation](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training07-20-0220.pptx)
   * [Transcript of New Data Elements – Additional “Need to Know” Information](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training07-20-0220transcript.docx)
8. **RSA-911 Information Used in the WIOA Annual Report (February 2020)**
   * [Recording of RSA-911 Information Used in the WIOA Annual Report](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training08-20-0221.mp4)
   * [RSA-911 Information Used in the WIOA Annual Report Presentation](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training08-20-0221.pptx)
   * [Transcript of RSA-911 Information Used in the WIOA Annual Report](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-wintac-tr/rsa-wintac-training08-20-0221transcript.docx)

**RehabData Workgroup – ReThink VR Performance Tools/Webinars**

The Rehabilitation Services Administration (RSA) has established the RehabData Workgroup consisting of federal and state representatives with data or program expertise to identify how to use data to best tell the story of the success of the VR program and identify areas for continued evaluation. The Workgroup is also charged with developing and distributing tools and information that State VR agencies may use to help assess VR program performance using data that is already being collected.

**Measurable Skill Gains – Tool**: [This MSG - tool](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/PY17-18_MSG_Data_with_Dashboards_-_Accessible.xlsx) showcases data reported by VR agencies for Program Years 2017 and 2018. The [tool](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/PY17-18_MSG_Data_with_Dashboards_-_Accessible.xlsx) provides national- and state-level MSG data to all VR programs while being a resource for state VR agencies to analyze their MSG data compared to national rates, similar states and/or agencies and in a variety of additional ways.

* + [MSG – Tool](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/PY17-18_MSG_Data_with_Dashboards_-_Accessible.xlsx)
  + [MSG – Tool PowerPoint Presentation](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-msg-tools-tr/Rehabdata-Workgroup-MSG-Tool-PPT-Final.pptx)
  + [MSG – Tool Presentation Transcripts](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-msg-tools-tr/RehabData-WorkGroup-MSG-Tool-Transcript20-0203.docx)
  + [MSG – Tool Recording](https://wintac-website-bfiles.s3-us-west-2.amazonaws.com/bfiles-t05/t05-rsa-msg-tools-tr/RSA-RehabData-20-0203-Final.mp4)

**Calculating VR Performance for MSG Tool - Program Years 2020-2021**

The WINTAC, in partnership with RSA, developed this [Calculating VR Performance for Measurable Skill Gains (MSG) Tool](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/Calculating-VR-Program-Performance-for-MSG-in-Program-Years-2020-and-2021_Final_Accessible.pdf) to demonstrate how RSA will calculate performance after each Program Year ends. The tool includes two examples that show how RSA will use negotiated levels of performance, the Statistical Adjustment Model’s (SAM) estimated levels of performance, and the State VR program’s actual level of performance to calculate the Individual Indicator Score for MSG. This [Excel file](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/t05_CommonPerformance/t05_resources/VR_Program_Statistical_Adjustment_Model_for_MSG_Rate_(PYs_2020_and_2021).xlsx) includes the SAM’s estimated levels of performance and MSG performance for Program Years 2017 and 2018 for each State VR program.

**Resources that will continue to support SVRAs beyond WINTAC**

**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). The Workforce Innovation and Opportunity Act (WIOA) and Individuals with Disabilities Education Act (IDEA) require VR and Education agencies to collect data and report on results-driven outcomes. These agencies can support student outcomes and improve agency performance by understanding how they align, the potential impact on shared student data, timelines and priorities. This resource provides a crosswalk of VR and Education performance indicators. In addition, the WINTAC has developed a [crosswalk](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta01-pre-ets/WIOA-IDEA-Perkins-Indicators-WINTAC19-1122.pdf) that includes Perkins V Indicators for Career and Technical Education (CTE) programs.

**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). The purpose of this WINTAC guide is to provide technical assistance to State Vocational Rehabilitation Agencies (SVRA) to understand the requirements of recognized education and training programs related to the Credential Attainment and MSG Indicator, and to develop policies and procedures using federal joint guidance. In this guide, the WINTAC outlines questions an SVRA would need to answer, provides some credential and MSG examples (i.e., do and do not count) and highlights other considerations.

**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. The Office of Career, Technical, and Adult Education and the U.S. Department of Labor’s Employment and Training Administration have reviewed this [crosswalk](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) and agree that it may be a useful technical assistance resource as VR agencies collaborate with their state partners, across all titles of WIOA, to ensure each core program’s employer services are collected and reported to the departments as this indicator is piloted.

**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. 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.

### Business Engagement

The BE team is working to help VR programs deliver business engagement services by distance. The activities that can be delivered by distance are continuing while others have been delayed during the crisis.

### Labor Market Information – The Career Index Plus:

**TCI+ User Facing Activities**

During this quarter, Portals LLC has engaged with ‘user facing’ activities on TCI+, including the following:

* Engaging with nine (9) users directly who requested assistance through the website, answering questions or providing guidance on usage of the system.
* Provided one (1) in-depth training over two days with a JAWS user who was struggling to utilize the site.
* We had no ‘error reports’ reported this quarter.

**SVRA Training Plan Activities**

The continued development and publication of our SVRA Training Plan has increased in importance since the onset of COVID-19. We have been working on four (4) additional training videos on using TCI+ as well as five (5) articles for the training plan. We anticipate this will be complete by the end of the next quarter.

**Technical Assistance Activities**

During this quarter, Portals LLC has worked with on multiple Technical Assistance projects, including the following:

***Universal Technical Assistance***

Website Maintenance and User Support Activities

***Target Technical Assistance***

Communities of Practice Activities are considered ‘Targeted Technical Assistance.’ See above.

***Intensive Technical Assistance***

See the Excel Spreadsheet completed for updates on our ITA’s.

**Program Evaluation Activities**

Evaluation activities are being established in four phases:

1. LMI – Stories

We have started collecting stories of LMI-TCI+ usage during the COVID-19 pandemic. We intend to share these stories with agencies and WINTAC official as needed.

1. LMI – Data Comparison

Our LMI Evaluation CoP is focused on this activity.

1. LMI – ITAA at IPE

For our ITA agencies, seven now require LMI at IPE (confirmed) while three are unknown.

1. Delaware Blind – Required at IPE
2. Iowa Blind – Required at IPE
3. Iowa General – Required at IPE
4. Michigan Blind – Required at IPE
5. Michigan General – Unknown
6. Minnesota Blind – Required at IPE
7. Mississippi Combined – Required at IPE
8. New York General – Unknown
9. Rhode Island Combined – Unknown
10. South Carolina Blind – Required at IPE

Other agencies we work with for which we are aware of their requirements:

1. Utah Combined – Required at IPE
2. Florida General – Required at IPE
3. Connecticut Blind – Required at IPE
4. North Dakota – Required at IPE

### Topic 8: Apprenticeship

There are currently three SVRAs engaged in Apprenticeship technical assistance out of the 46 currently active ITAAs. There are more agencies that WINTAC has provided support to on a targeted level in this area and the team facilitates an ongoing, 14-agency discussion group.

**Apprenticeship Pilots**

* Alaska
* Iowa Blind
* Maine

The Apprenticeship activities remain strongly connected with support related to Career Pathways, Integrated Resource Team approaches and Service Integration with Core and Required Program Partners. The team has also engaged the expertise of the Pre-ETS and the Common Performance Measure teams in the provision of support to VR agencies related to Apprenticeship activity. Alaska is expanding its Career Pathway approach this year as an enhancement of its Apprenticeship efforts.

Each of the three agencies that engaged WINTAC technical assistance on an intensive service level to establish sustainable Apprenticeship strategies followed a “road map” in their implementation. All three agencies are currently in the fourth and final stretch on this road map, and will have a sustainability strategy prior to the end of WINTAC in September, 2020.

| **Stage 1**  **Planning and Preparation** | **Stage 2**  **Project Design** | **Stage 3**  **Project Implementation and Post Implementation** | **Stage 4**  **Evaluation, Expansion and Sustainability** |
| --- | --- | --- | --- |
|  |  |  | Alaska |
|  |  |  | Maine |
|  |  |  | Iowa Blind |

The initial stages in planning/preparation and project design involved establishing the partnership relationships and roles of professionals in the key Core and “Other” WIOA programs in establishing Apprenticeship strategies that effectively include VR participants. ITAAs that include Apprenticeship exist in three states (four agencies) – **Maine** General and Blind agencies, **Alaska** Combined and **Iowa** Blind – with VR participants already engaged in Apprenticeship activity in all three states. The current number of VR participants actively engaged in Apprenticeship or pre-Apprenticeship activity by these agencies:

**Maine Agencies** – One in a Registered Apprenticeship Program (RAP), 11 in the pipeline. The agencies **expanded** to statewide, and opened up into all high-growth industries. The Maine project started with an emphasis on Apprenticeships in a single Career Pathway. The scope of the partnership has also expanded, and includes veteran services and employer groups.

**Alaska** – There are 17 in RAPs.

**Iowa (Blind)** – None in RAPs, though one was to enter a pre-Apprenticeship program before school shut down due to COVID and another was entering an Apprenticeship opportunity as he was offered a full-time position that met his career objective. The agency has **expanded** this past quarter, as the original pilot site was small, and the partnership was determined to widen the area included to have the potential to engage more IDB participants in Apprenticeship opportunities. With regard to the individual referred to above, this effort has expanded the partnership to include a school pre-Apprenticeship program that has not worked with students with an IEP previously.

While the WINTAC team has supported four VR agencies at an intensive level in three technical assistance agreements, support has also come to these agencies from their peers through an ongoing discussion group facilitated by the WINTAC SME. The 14 participating VR agencies have shared and discussed their visions, strategies and experiences in their efforts to effectively engage their participants in “earn and learn” opportunities to build careers. Two more state agencies in Colorado and Wisconsin joined this group at the end of March and connected on a targeted-service level, bringing the total number of agencies in the facilitated discussion group to 16.

**The primary activities in Intensive TA Plans related to Apprenticeship:**

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

**Output**: Engagement of resources that will promote and increase the use of Apprenticeships in the VR service delivery system.

**Total Number in ITAAs: 3**

**Completed Activity: 3 (100%)**

**In Progress: 0**

**Not Started: 0**

**Completed** **Output**: 3

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

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

**Total Number in ITAAs: 2**

**Completed Activity: 2 (100%)**

**In Progress: 0**

**Not Started: 0**

**Completed Output: 2**

**Facilitated discussion groups**

**Apprenticeship**

At the end of the last quarter, two more agencies, Wisconsin and Colorado, joined the facilitated discussion group, bringing the number of participating agencies up to 16. The connection with these agencies were initiated with direct, “targeted” level technical assistance on Apprenticeship. The WINTAC team provided support to Wisconsin on March 31 and a meeting is scheduled with Colorado on April 3.

While the discussion group did not meet during the last quarter as was planned, activity is expected to pick up again this quarter.

These calls include the three pilot agencies that the WINTAC is working with on an intensive level. This exchange has been an opportunity to expand the knowledge exchange between VR agencies wishing to expand their ability to include individuals with disabilities in Apprenticeship. Agencies have shared materials, resources, tools and presentations by agencies or other resource entities over the course of the year.

In addition to Wisconsin and Colorado, the other 14 participating state agencies include Arizona, California, Florida Blind, Iowa Blind, Iowa General, Maine Blind, Maine General, Missouri General, Pennsylvania General, South Carolina Blind, South Dakota, Vermont, Virginia General and West Virginia.

Many of the individuals in this exchange had an opportunity to meet at the Fall CSAVR meeting in Jacksonville, and representatives from Maine, Missouri and Iowa were included in a panel presentation, sharing their experiences including VR customers in Apprenticeship activity.

*Note: Nikki Powis (NDI) has been the lead in facilitating quarterly calls designed to support an exchange between state agency practitioners on the subject of Apprenticeship.*

**Summary of joint efforts with DOL Centers**

**ODEP and Apprenticeship**

Following the award of the AIM project in September of 2018, ODEP and SPR reached out to the WINTAC and engaged Nikki Powis to assist with connecting with VR agencies that were either currently involved in Apprenticeship efforts or were interested in commencing work in this space. Nikki engaged SPR staff in meetings with six agencies. Although ultimately the decision from SPR was to go with pilots on the demand side, we agreed that staying connected and keeping each other informed on the work we were each doing was important.

Since the SPR pilot sites – Amazon, Microsoft, the Healthcare Career Advancement Program and the Industrial Manufacturing Technical Apprenticeship program – were decided and announced, we have maintained communication with this project and its goals. Vince Koehler (SPR) and Carolyn Jones (ODEP) presented during the May 2019 WINTAC Career Pathways CoP. The recording is available on WINTAC.org within the CP CoP section.

The WINTAC team has participated with SPR in work they are doing around the Veteran’s Registered Apprenticeship Projects. They have various workgroups and Nikki Powis from the WINTAC team met with the planning team on March 30, 2020, to explore ongoing strategies for the workgroups in supporting project progress.

Carolyn Jones and Nikki Powis continue contact to ensure complimentary and non-duplicative efforts. As the ODEP project is focused on the demand side of Apprenticeship and WINTAC/VR agencies are working with primarily the supply side, efforts continue to support each informing the other.

**Products, initiatives and activities worthy of mention**

Two stories of VR participant apprentice experiences have been shared with RSA as a response to their outreach for stories to be featured in the VR 100 celebration. These stories can be found posted on the WINTAC web portal at: <http://www.wintac.org/topic-areas/apprenticeships-and-customized-training/promising-practices>

The Apprenticeship “Road Map” has been refined this year, and is now used to chart the progress of agencies participating in intensive level technical assistance. As noted above, all three intensive level Apprenticeship pilots are in their fourth and final phase along the road map, and will be establishing their sustainability strategies by the end of September.

**Resources that will continue to support SVRAs beyond WINTAC**

In addition to the sustainable Apprenticeship strategies for agencies involved in the three pilot projects, the WINTAC team has identified prominent resources available to agencies in their development of an Apprenticeship strategy, along with practice examples at <http://www.wintac.org/topic-areas/apprenticeships-and-customized-training>

**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. 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.

**Additional attached documents**

The Apprenticeship Road Map was developed as part of their TA in this topic area. The road map is included below.

**Apprenticeship Pilot**

**Implementation Roadmap**

**INTRODUCTION:**

This roadmap is a guide to use for planning and implementation of an apprenticeship pilot within VR agencies, core partner state agencies, community rehabilitation programs and other stakeholders. It provides guidance, structure orientation, planning and implementation.

The Roadmap is composed of 4 distinct parts; each part contributes to the complete roadmap to launching an apprenticeship pilot in a state.

1. *Planning and Preparation for implementation*
2. *Project Design*
3. *Project Implementation and Post-Implementation*
4. *Evaluation, Expansion and Sustainability*

Internally, TA Staff (including project lead, trainers, other team members) can walk through the below items in advance of the first meeting with VR and agree on a general design and discussion strategy that is in alignment with what the agency hopes to accomplish regarding the implementation of the apprenticeship pilot.

**Section I: Planning and Preparation for Implementation**

* 1. Provide an overview on apprenticeship and the components that comprise a registered apprenticeship program and occupations that are federally or state recognized as apprentice-able. Include information on how apprenticeship ties into Career Pathways, Common Performance Measures and the intent of WIOA. Discuss other drivers of apprenticeship movement to include Presidential Executive Order, Federal and State agency initiatives, EEO changes within apprenticeship, and industry demand. This is generally conducted on-site with leadership and multi-level management initially as an awareness and planning tool.
  2. Investigate the apprenticeship infrastructure that is currently operating in the state and determine where, how and with whom, connection can be made to support the implementation of pilots to increase inclusion of individuals with disabilities within the current structure.
  3. Identify existing apprenticeship sponsors who may be interested in engaging with VR and being included in the pilot or identify existing connections with business who may have interest in beginning an apprenticeship model to meet their workforce needs.
  4. Identify Cross-Agency Pilot Resource Team to support the pilots that includes agencies, organizations, Businesses and individuals relevant to B and C
  5. Identify status of current partnerships with core partners and other key stakeholders needed to support wrap around services and continuum of service and supports for apprentices involved in the pilot for achieving success. Identify gaps and strategies to expand and enhance partnerships.
  6. Engage partners identified in E. and determine roles and responsibilities for participation in pilot for support, feedback, and continuous improvement
  7. Develop vision of pilot implementation and communication plan to include decision points:
     1. Identification of location of pilot, regional, local office, etc. taking into consideration VR staff and partner resource capacity
     2. Identification of staff roles and responsibilities, expectations and evaluation
     3. Identification of target sponsor/sponsors; existing or newly developed, LMI consideration, future potential for growth
     4. Identification of target clientele; unemployed or incumbent worker, new or existing client, level of support needs, motivation level, previous relevant experience, functional capacity both physical and cognitive
     5. Points of contact and communication within and outside pilot project team
  8. Determine the scope, timelines and expected outcomes of pilot

**Section II: Project Design**

1. Develop/identify an interagency team to oversee implementation of the apprenticeship pilot
2. Engage pilot sponsors and providers of related instruction in project design to ensure business needs are met and method for supporting apprentices on the job and in the classroom have been identified and planned for
3. Develop referral process from partners to VR and apprenticeship pilot sponsors and identify resources within partner agencies that will be leveraged
4. Provide assistance in the development of a cross-functional action plan to implement strategies that could lead to increased access to existing or proposed apprenticeships (pilot) that includes:
   1. Specific goals, activities, outcome measures and timeline
   2. Consultation, communication and reporting plan
   3. Procedural changes for counselors to include inclusion of identified SMART goals within the IPE that are apprenticeship focused.

**Section III: Project Implementation and Post-Implementation**

1. Identify VR, consumers to be a part of the apprenticeship pilot
2. On-going Support for VR in use of apprenticeship, including problem-solving, on-going partnership development
3. Develop MOUs/Interagency Agreements to reflect agency roles; braiding resources
4. Development of Policies and Procedures for Apprenticeship that includes counselor roles and responsibilities, IPE development and goals for apprenticeship, process flow and expectations of counselors and other agency staff
5. Maintain consideration of support needs on the job and within classroom during related instruction component through on-going communication with sponsors and training providers

**Section IV: Evaluation, Expansion and Sustainability**

1. Collect output data (training events and participation levels)
2. Track #of consumers participating in pre-apprenticeship of apprenticeship programs
3. Conduct a meeting to review evaluation findings from the pilot and consider “what worked and what did not work”; discuss improvements or alternative strategies for implementation.
4. Develop an approach to sustain and increase inclusion of individuals with disabilities in apprenticeship opportunities
5. Develop/Revise statewide policies, procedures for implementation
6. Continue to expand number of existing and new apprenticeship sponsors who include individuals with disabilities in their apprentice pipeline

**Resources:**

Registered Apprenticeship Programs: Improving The Pipeline For People With Disabilities July 2015| Final Report U.S. Department of Labor Office of Disability Employment Policy: <https://www.dol.gov/odep/pdf/ApprenticeshipReport.pdf>

Presidential Executive Order: <https://www.whitehouse.gov/presidential-actions/3245/>

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: <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>

Title 29: Labor PART 30 Equal Employment Opportunity In Apprenticeship And Training: <https://www.doleta.gov/OA/pdf/U.S.%20Department%20of%20Labor%20Title%2029_Part%2030.pdf>

Video Explaining Updated EEO regulations that pertain to Apprenticeship

<https://mahernet.adobeconnect.com/_a14339732/p96txksu3gnn/>

FAQs on Apprenticeship EEO Final Rule: <https://www.doleta.gov/oa/eeo/pdf/FAQs.pdf>

ApprenticeshipUSA Toolkit: [www.dol.gov/apprenticeship/toolkit.htm](http://www.dol.gov/apprenticeship/toolkit.htm)

Apprenticeship Fact Sheet: <https://www.dol.gov/apprenticeship/pdf/RA-WS-Partnerships.pdf>

# Section IV: Collaboration with other TA Centers

The WINTAC continues to collaborate with all of the other TA Centers through the TAC Collaborative calls and through shared projects and intensive TA agreements. Collaboration has been very strong with the NTACT especially due to the COVID-19 pandemic. Multiple Webinars and distance activities began near the end of the second quarter and continue.

The WINTAC, Y-TAC and NTACT continue to collaborate as the youth-focused centers and have been involved in joint planning and provision of all TA types. We are collaborating closely with the innovation grant funded centers on rehabilitation counselor training through GW and the employment center through ICI.

# Section V: Workforce Innovation Pilot Projects

## CAREER INDEX PLUS:

Please see the LMI-Career Index Plus summary in the topic area section.

## SARA:

**Summary:**

SARA became a critical component for agencies in the second quarter of year 5, due to the impact of the Covid-19 pandemic. All agencies closed offices to the public and used SARA to send out Bulk Text and Email notifications to clients.

Staff in all agencies moved to working remotely from home and using SARA as the primary contact method for clients.

Agencies used SARA to update all existing client appointments to phone or video appointments and notify the attendees.

Agencies used SARA to capture required documents, receipts, etc.

**Kentucky:**

TCI has made multiple failed attempts to contact Kentucky administration to establish a plan to reengage Administration. Despite lack of engagement from Administration, 3,648 case notes were generated for 5,121 clients.

**Nevada:**

Nevada took action to modify policies and procedures to incorporate SARA functionality, during office closures and stay-at-home orders. SARA processed 361,800 case notes for 63,899 clients.

DETR announced a plan to use SARA for agency data sharing. SARA will be used to facilitate Release of Information consent from clients, in addition to sharing common client data between partners. At the request of the DETR, TCI is developing enhanced sharing functionality that will be deployed in Q3 of 2020.

**Alaska:**

TCI worked with state IT staff to upgrade their version of the SARA Sync API. The agency is conducting the project in two phases. Phase 1 was completed in Q1 of 2020. Phase 2 is currently delayed, due to the pandemic.

SARA generated 31,870 case notes for 7,038 clients across Alaska.

## PEER MENTORING:

Quarter Two of Year 5 of the WINTAC Peer Mentoring Workforce Innovation Pilot Projects (WIPPs) began with the continued development of the initial Peer Mentoring Pilot Projects with an intended expansion and redevelopment in the initial pilots and an adjustment to the launch schedule for the second cohort of peer mentoring pilots. It ends with the challenges and opportunities resulting from the impact of the COVID-19 virus.

Expansion of Florida’s statewide peer mentoring pilot with an adjusted focus on post-secondary transition students with disabilities and a renewed focus on training of the network of community rehab provider peer mentor coordinators and the re-establishment and scheduling of monthly community of practice calls followed by regional coordinator training provided through the WINTAC intensive technical assistance activity rounded out effort to develop and expand the state’s peer mentoring service. A redesign of the state’s peer mentoring fee schedule and the state’s vocational rehabilitation training program for the expansion of the pilot to focus on self-advocacy and retention in post-secondary transition activities for students with disabilities initiated the expansion of the training and certification material support provided by the WINTAC support team for the new peer mentoring model’s goals.

As these modifications to the goals and support needed for the expansion of the peer mentoring program were underway, the social distance imperative necessitated by the impact of the COVID-19 crisis presented a challenge to current provision of training to the network of peer mentoring coordinator training provided by WINTAC PM WIPP project staff to work with state to develop a new method of delivery to the statewide service delivery network of PM coordinators. The development of web-based certification and training to replace regional one-day drive-in training to meet the new reality will allow for an expanded availability of training and reduce wait time for CRPs staff expansion.

Mitigation strategies employed by current peer mentoring providers in Florida resulted in the mentors adoption and use of a web-based platform service delivery model allowing for the support of students with disabilities with safe and supportive service delivery at a time when the State’s Vocational Rehabilitation Agency were reconsidering direct-service delivery through distance learning and virtual direct delivery of services to clients including students with disabilities. The promise and opportunity to deliver virtual peer mentoring presented by the national crisis allowed coordinators and mentors to explore the effectiveness and value of the provision of mentoring services on free and available web-based meeting platforms. The result of this opportunity was a reported uptick in mentoring service hours resulting from an increase in availability and decrease in challenges associated with accessible travel. Mentors were able to engage and assist mentees in self-advocacy and access to support through virtual mentoring at a time of increased need and isolation.

These successes and impacts provide opportunities to reevaluate the promise and opportunities inherent in web-based engagement and support through peer mentoring. The provision of mentoring on virtual meeting platforms presents some challenges but increases the ability to use existing tools and web-based activities that may enhance impact of the service delivery. These include:

* + Reducing travel and scheduling cost for direct mentor/mentee service delivery;
  + Increasing accessibility of peer mentoring service through web-based accessibility tools like active or automated captioning, and sign-language interpreters;
  + Expanding geographic reach of existing network of available Community Rehabilitation Providers (CRPS), Peer Mentoring Coordinators and Peer Mentors;
  + Providing for the expansion of peer mentoring to rural and underserved regions without local community rehabilitation service provider networks;
  + Increases opportunities of mentor and mentee to share web-based exploration of curricula, on-line tools, networking platforms, and self-advocacy tool kits; and,
  + Thus, increases ability of CRPs and coordinators to structure and document peer mentoring activities through the use of free on-line assessment tools like surveys, activity guides that support reporting and documentation of the provision of the peer mentoring service and the impact of the self-advocacy instruction.

As a result of the initial success of web-based peer mentoring activities employed in the field during the COVID-19 period of mandated social distance guidance and the recognition that distance service delivery through virtual conferencing was a viable and allowable platform to deliver appropriate services; Florida’s State Vocational Rehabilitation Agency (SVRA) and WINTAC Peer Mentoring Technical Assistance Team began working to develop a test pilot with existing peer mentoring providers to test and employ virtual peer mentoring. This pilot is envisioned to provide guidance and best-practice identification for the current state wide student peer mentoring service and to serve as a framework for the expansion and focus of the peer mentoring services targeted to students with disabilities engaged and pursuing post-secondary transition and will include consideration for delivery of peer mentoring through web-based delivery.

The result of this pilot will also develop a potential design framework, training and guidance for other pilot states and SVRA’s interested in implementing a web-based option for states interested in adding a peer mentoring service to support self-advocacy instruction as well as the other required Pre-Employment Transition Services. The impact of COVID-19 on other pilot states launch date for peer mentoring pilot is undetermined. Capacity of SVRA to launch peer mentoring pilots with undeterminable forecast for academic school year timeframes and focus on traditional service provision issues may present challenges for peer mentoring launches, but the potential for materials and training for coordinator and peer mentoring training and tools for the delivery of peer mentoring virtually will likely enhance and increase opportunities to expand peer mentoring as a service enhancement for Pre-ETS for students with disabilities. The added value to the delivery of peer mentoring as a web-based activity includes the development of tools that more completely capture the impact for students who receive peer mentoring.

**Peer Mentoring Workforce Innovation Pilot Projects –**

To-date the WINTAC PM WIPP team has six ITAs. In addition to the primary ITAs agreements, three of the six peer mentoring pilots include active participation in the pilot of the other vocational rehabilitation agency. These PM WIPPs are in various stages of development and expansion but may primarily be grouped into two groups.

The WINTAC PM WIPP Group A includes Alaska, Mississippi and Florida. These were the initial pilots initiated in 2017 with states agencies that were seeking intensive technical assistance through the WINTAC. Continued expansion of Florida with initial model design and an expansion to target post-secondary education transition students is being designed and developed with active infrastructure developments with state community rehab provider system and new customization of Peer MentoringWorks training and certification modules to support goals of new peer mentoring pilot initiative. Mississippi’s goal to expand their peer mentoring pilots to statewide universities and to replicate design in community college system is part of state plan but staff capacity to support expansion has potential to suspend progress on the initiative.

The WINTAC PM WIPP Group B includes Maine, Maryland and Virginia. The 2nd quarter of year 5 continues with the readjustment of pilot timeline in response to feedback of Community Rehab Provider/Employment Services Organizations in VA and ME and potential impact of COVID-19. Consideration of a potential launch of a summer pre 2020 school year launch of a mini pilot is being explored but capacity to launch pilot for summer program will likely be impacted by virus and launch of program in 2020-2021 academic year is potentially in jeopardy. WINTAC PM WIPP Group A – On-going Support and Expansion

In the 2ndst quarter of year five of the WINTAC project continued training and development of the first group of Peer Mentoring Pilot Projects continued to develop network of trained and certified Peer Mentoring Mentors and Coordinators. Florida relaunched training for referral procedures for the state network of VR counselors to increase counselor’s awareness of peer mentoring services to increase referrals for the emerging network of peer mentors available to provide the service. A schedule of monthly Community of Practice (COP) calls was implemented to continue to provide support for the peer mentoring service to students with disabilities in Florida. Peer mentoring Coordinator training was conducted by WINTAC PM WIPP staff at three regional locations to continue to develop network of certified Peer Mentor Coordinators. Schedules for on-going monthly COP calls followed by at least one regional coordinator training has been published and disseminated the CRP network of certified Peer Mentoring service providers. One Peer Mentor Coordinator Training and community of practice was cancelled due to Administrative Human Resource personal issue. Due to impact of COVID-19, on-site drive-in coordinator training has been cancelled and is being replaced by webinar distance learning platform. This will actually expand opportunities for training to the whole state and CRPs will not need to wait for a local provision in order to expand coordinator training and certification. The first new distance learning scheduled training for peer mentor coordinators will take place the Friday after the next community of practice call in May. Continued support of peer mentoring program is Florida is active and on-going as state looks to expand program. During the COVID 19 outbreak, an active CRP provided continued peer mentoring activities through zoom. This model is being investigated with intent to document, expand and pilot peer mentoring on a distance learning platform that will take advantage of the platform to provide more structure and feed back available through the online platform. This pilot initiative may be expanded through the state’s current peer mentoring model and incorporated into the expansion to focus on peer mentoring for students in post-secondary transition service. The exploration a a distance delivered peer mentoring may also lead to solutions for state VR agencies who might consider using peer mentored distance engagement to reach students with disabilities who do not live in locations where person-to-person pre-employment transition services are readily available due to lack of local providers.

Preliminary investigation of a new pilot initiative to focus on students with disabilities enrolled in post-secondary education began in Fall 2019. Florida’s Division of Vocational Rehabilitation (FL DVR) is in the process and has drafted a proposed new fee schedule for the new pilot initiative. A review of training and certification for the VR procedures and referral processes is underway with plans to launch the peer mentoring service in early Fall of 2020. PolicyWorks is modifying and remodeling additional training and certification modules through Peer MentoringWorks learning management system to meet the focus for the new peer mentoring objective. In addition, new features will include modules to be used on distance learning platforms now under consideration due to COVID-19. An outline of Peer Mentoring post-secondary self-advocacy competencies for peer mentors and coordinators under the new initiative is in development.

The expansion of peer mentoring to serve post-secondary transition for students with disabilities represents a targeted expansion of peer mentoring services developed to improved post-secondary transition success and academic retention for students with disabilities. Peer Mentoring as a PreETS enhanced service to develop social, community and professional networking skills as a means to increase self-advocacy skills will continue to expand as the network of on-boarded Community Rehab Providers (CRP) with trained and certified Peer Mentor Coordinators and available certified and screened peer mentors become available to meet the increasing demand created by the counselor’s awareness, knowledge and experience with the referral of students with disabilities to the new service. The ability to provide peer mentoring through distance learning platforms provides a mentor an expanded capacity to reach and engage their mentee without the challenges inherent in person-to-person service provision.

Enthusiastic adoption of peer mentoring as an important enhanced service provision by the Community Rehab Provider network is evidenced by provider participation in monthly Community of Practice webinars and the continued request for access to and scheduling of regional training and certification Provided through Peer MentoringWorks on-line and by WINTAC’s PM WIPP Project Staff.

The Alaska Division of Vocational Rehabilitation (DVR) PM WIPP is currently exploring the expansion of the initial Peer Mentoring Pilot for post-secondary education beyond the initial pilot at the University of Alaska Juneau. A review of fee schedules from other peer mentoring pilot projects is underway to help state remodel the fee schedule for expansion of peer mentoring for post-secondary pilot expansion. The goal of this peer mentoring pilot expansion is to improve student self-advocacy and access to supports to improve program retention and success rates at additional post-secondary institutions in Alaska.

Group B – PM WIPP – Pilot initiation and Service Development-

2nd Quarter of Year Five Group B Peer Mentoring WIPP includes limited activities as each state pilot site explores academic year 2020 launch with possible summer test pilots under consideration in Maine and Virginia.

Maine’s Division Vocational Rehabilitation (DVR) and Maine’s Division of Blind and Visually Impaired (DBVI) with the support and on-site participation of WINTAC WIPP staff conducted an orientation and coordinator training webinar in October 2019. The on-site webinar was recorded and captioned for providers unable to attend the orientation and training. In 2nd Qtr of year 5, Exploration of a National Federation for the Blind (NFB) model used by the Mississippi Department of Rehabilitation Services for the Blind was shared with the Maine Division for the Blind and Visually Impaired was presented as option for Peer Mentoring program where the Maine VR Agency would contract with NFB for a weekend self-advocacy workshop that would include peer mentors provided through NFB to deliver peer mentoring services to clients of Maine DBVI. The impact of COVID-19 on the engagement of the NFB by Maine’s DBVI to deliver a weekend self-advocacy camp model that includes a peermentoring works training provision is temporarily stalled with the potential of restrictions for travel and the challenges of social distancing. Two Community Rehab providers in Maine have agreed to pilot peer mentoring as new service with launch of pilot in summer and fall or 2020.

Five (5) Pre-ETS provider Employment Service Organizations (ESO) have completed the orientation and training to participate in the peer mentoring pilot. These ESOs serve both DARS and DBVI with DBVI having a few unique providers in their network. Peer Mentoring will serve to provide additional self-advocacy development for the student with disability around social, community and professional networking as well as potential support for the delivery of all 5 required Pre-ETS services.

Feedback from participants at the pilot launch led Virginia’s DARS and DBVI staff to reevaluate pilot project timeline for on-boarding or coordinators and mentors. Plans are in development to evaluate efficacy of a small test pilot through one or more of the ESO’s in attendance at the training and orientation in preparation for the regional launch in Fall of 2020. Continued support of Peer Mentoring Pilot through WINTAC was identified as potential challenge due to timeline adjustments but resources are being identified by Virginia and Peer MentoringWorks to continue to support the implementation and development of the Peer Mentoring Pilot in Virginia.

**Peer Mentor and Coordinator Training and Certification Activities (2nd Qtr., Year 5)**

Florida continued rollout and statewide development of Florida’s integrated model, including the recruitment, engagement and training of Community Service Providers (CRPS) to provide peer mentoring as a specific VR service to eligible recipients. The project team conducted 3 project coordinator on-site trainings in 3 cities throughout Florida. To date, we have the following number of individuals in the process of becoming trained and certified as coordinators to provide peer mentoring services to VR clients in Florida.

In 2019, 131 students were referred for Peer Mentoring services. 112 peer mentors received a Peer MentoringWorks certificate after completing the Peer MentoringWorks on-line modules. Currently, an additional 10 peer mentors are actively enrolled in the peer mentoring training. 105 Community Rehab Providers (CRPs) have completed PMW Coordinator Training and 55 CRPs have completed certification and are eligible to receive as peer mentors complete background check and certification.

Florida Peer Mentoring Community of Practice which includes Practitioners, Provider Liaisons from each VR Region and State staff meets on the third Wednesday of the month by phone and has had 8 meetings. Discussions focus on identifying and resolving system problems, identifying best practices and engaging service providers.

Due to barriers to access to state data from the VR agency impacted by COVID-19, the State Vocational Rehabilitation Agency Peer Mentoring Transition Director indicated that there are: 41 regional Community Rehab providers providing peer mentoring services under the supervision of 40 certified coordinators associated with these providers. 27 Peer Mentoring coordinators have mentors who are certified and able to receive referrals and currently they are providing peer mentoring services to 141 clients in 2019.

**Community Rehab Provider Snapshot Program in Florida-**

Independence Works doing business as Work Opportunities Unlimited reported the following information on peer mentoring services provided with support of the WINTAC PM WIPP in Florida. From April 1, 2019 to March 31, 2020, Work Opportunities Unlimited, a Community Rehabilitation Employment Provider qualified, trained and certified to provide peer mentoring services through the WINTAC Peer Mentoring WIPP project, accepted 95 referrals from 32 different local VR counselors for students with disabilities. 59 of the 95 referrals are reported to be closed to-date as result of the CRP completing identified referral activities and completion of a final report. The demographic breakdown of the mentee population includes 63 male and 32 female at an average of 19 years of age. The average length of service for all of these referrals is 175 days with an estimated average of 30 hours of peer mentoring service for each mentee. Disability types included in the student mentee population includes: Aspergers; Autism; Cerebral Palsy; Deaf, Hard of Hearing, Late Deafened; Developmental Delay; Down Syndrome; Intellectual Disability; Mental Health Diagnosis; Orthopedic Impairment; Other Health Impairment; Specific Learning Disability; and Speech Language Impairment.

From March 27, 2018 to March 31, 2020, 149 students with disabilities have received peer mentoring services through referrals from 38 different counselors and 116 peer mentoring referrals have been closed.

# Section VI: Supplement Summary Report

## Supplement 1: Training for the Career Index Plus

**TCI+ User Facing Activities**

During this quarter, Portals LLC has engaged with ‘user facing’ activities on TCI+ on several occasions, including the following:

* Engaging with 12 users directly who requested assistance through the website, answering questions or providing guidance on usage of the system.
* Posting and rectification of 1 ‘error reports.’

**SVRA Training Plan Activities**

This quarter we audited our SVRA Training materials and began putting together a project list for 2020 completion. The goal of this activity is to have a stand-alone LMI training delivered to agencies by September 2020.

**Technical Assistance Activities**

During this quarter, Portals LLC has worked with on multiple Technical Assistance projects, including the following:

***Universal Technical Assistance***

Website Maintenance and User Support Activities

***Target Technical Assistance***

Communities of Practice Activities are considered ‘Targeted Technical Assistance.’ See above.

***Intensive Technical Assistance***

See the Excel Spreadsheet completed for updates on our ITA’s.

**Program Evaluation Activities**

Evaluation activities are being established in four phases:

1. LMI – Stories: We have collected five stories thus far, to be used with our LMI training.
2. LMI – Data Comparison: Our LMI Evaluation CoP is focused on this activity.
3. LMI – ITAA at IPE
4. For our ITA agencies, 7 now require LMI at IPE (confirmed) while 3 are unknown.

Delaware Blind – Required at IPE

Iowa Blind – Required at IPE

Iowa General – Required at IPE

Michigan Blind – Required at IPE

Michigan General – Unknown

Minnesota Blind – Required at IPE

Mississippi Combined – Required at IPE

New York General – Unknown

Rhode Island Combined – Unknown

South Carolina Blind – Required at IPE

1. Other agencies we work with for which we are aware of their requirements:

Utah Combined – Required at IPE

Florida General – Required at IPE

Connecticut Blind – Required at IPE

North Dakota – Required at IPE

## Supplement 2: The Technical Assistance Center Information System (TAC-IS)

Analytics:

| **Overview** | **Counts** | **Qtrly Difference** |
| --- | --- | --- |
| Unique visitors | 9 | 2 |
| Page views | 127 | 100 |
| Visits | 14 | 4 |
| Returning Visitors | 27.3% | -0.03 |
| New Visitors | 72.7% | 0.03 |
| Pages per Visit | 9.07 | 6.37 |
| Average Duration per Visit | 3:31 | 3 min 5 sec |

**Top 10 Pages Visited**

| **Pages** | **Page Views** | **Percentage** |
| --- | --- | --- |
| 1. [Map page](https://www.tac-is.org/us-map) | 34 | 26.77% |
| 1. [TAC-IS Home page](https://www.tac-is.org/) | 18 | 14.17% |
| 1. [Map > PA](https://www.tac-is.org/us-map/PA) | 15 | 11.81% |
| 1. [Map > CA](https://www.tac-is.org/us-map/CA) | 11 | 8.66% |
| 1. II-CDL Staff (Editing) | 4 | 3.15% |
| 1. Login page | 3 | 2.36% |
| 1. [Map > NC](https://www.tac-is.org/us-map/NC) | 2 | 1.57% |
| 1. [Map > NH](https://www.tac-is.org/us-map/NH) | 2 | 1.57% |
| 1. [Map > OH](https://www.tac-is.org/us-map/OH) | 2 | 1.57% |
| 1. [Map > OR](https://www.tac-is.org/us-map/OR) | 2 | 1.57% |

**Traffic Overview by States – 10 States with Higher Traffic**

| **Region** | **Sessions** | **Sessions in %** | **% New Sessions** | **New Users** | **New Users  in %** | **Pages / Session** | **Avg. Session Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. California | 6 | 42.9% | 16.7% | 1 | 12.5% | 14.8 | 0:05:53 |
| 1. District of Columbia | 3 | 21.4% | 66.7% | 2 | 25.0% | 6.3 | 0:01:52 |
| 1. Kansas | 1 | 7.1% | 100.0% | 1 | 12.5% | 1.0 | 0:00:00 |
| 1. Maryland | 1 | 7.1% | 100.0% | 1 | 12.5% | 1.0 | 0:00:00 |
| 1. Michigan | 1 | 7.1% | 100.0% | 1 | 12.5% | 5.0 | 0:04:47 |
| 1. Mississippi | 1 | 7.1% | 100.0% | 1 | 12.5% | 3.0 | 0:00:16 |
| 1. Washington | 1 | 7.1% | 100.0% | 1 | 12.5% | 9.0 | 0:03:16 |

\* Visitors were from 7 states only during this quarter.

## Supplement 3: Job Driven Vocational Rehabilitation Technical Assistance Center Topic Areas

All of the content from the JDVRTAC has been fully migrated to the WINTAC website. The topic areas have been added to the WINTAC main page and to all applications on the website. The work continues under a subcontract with ICI and the University of Washington.