

2014

Guam State Rehabilitation Council (SRC)

Lou Ann Mesa, SRC Chair
and Roberta Perez, SRC
Vice-Chair



Guam SRC Council Members Roberta Perez and Lou Ann Mesa with RSA Commissioner, Janet LeBreck at the 2014 Fall CSAVR Conference in Miami, Florida

[FALL NCSRC AND CSAVR CONFERENCE TRIP REPORT]

November 8-12, 2014 Hyatt Regency Miami Miami, FL



FALL TRAINING CONFERENCE

DAY 1: LEADERSHIP TRAINING

SATURDAY, NOVEMBER 8, 2014

HYATT REGENCY MIAMI

INTRODUCTIONS Marlene Malloy, Chair of the National Coalition of State Rehabilitation Councils (NCSRC). Ms. Malloy welcomed the Council members and attending VR staff from all over the US and territories to this year's Fall training conference which was held in Miami, Florida.

WELCOME Roy Cosgrove, program administrator and Andrea Schwendinger, government analyst for the Florida Rehabilitation Council Staff (FRC). Mr. Cosgrove and Ms. Schwendinger provided the welcome remarks and introduced the attending members of the Florida Rehabilitation Council (FRC). Mr. Cosgrove shared that the council's primary purpose is to be a strategic partner with Florida's Division of Vocational Rehabilitation (VR). Establishing an open communication between the SRC Chair and the VR Director is crucial as this sets the tone for the relationship between the SRC and VR.

Nia Young, a government operation consultant with the Florida Rehabilitation Council (FRC) added that educating and advocating for VR with Florida's state legislators is one of the strategic goals that the Council has set for this year. Providing the VR customers an opportunity to give feedback through the consumer satisfaction survey and holding public forums around the state with the Council's business meetings ensures that the public voice is being heard. The response rate of the Consumer Satisfaction Survey (CSS) has increased from 20% to 40% because through the use of phone call surveys. The FRC contracts out their CSS to a "third party". All customers or a percentage of random selection of open and closed cases are surveyed (3000 customers).

MYTHS OF MULTI-TASKING Theresa Hamrick, Secretary for the NCSRC. Ms. Hamrick presented the myths of multi-tasking or the handling of more than one task at the same time by a single person. Do we think we are good at doing several things at once? Reading and listening to music? Driving and talking on the phone (hands free, of course), or texting while sitting in a meeting?

Recent neuroscience research actually tells us that the brain doesn't really do these tasks simultaneously, as we thought. The fact is, we just switch tasks quickly. Each time we move from hearing music to wiring a text or talking to someone, there is a stop/start process that goes on in the brain. This start/stop/start process is actually rough on us. Rather than saving time, it cost time. It's less efficient, we make mistakes, and over time it can be sap our energy.

Theresa had the audience take a small test about mindfulness, delivered by the Potential Project, a group based out of Denmark.

Here's the test:

1. Draw two horizontal lines on a piece of paper
2. Now, have someone time you as you carry out the two tasks that follow:
 - On the first line, write:
 - I am a great multitasker
 - On the second line: write out the numbers 1-20 sequentially, like those below:
 - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

How much time did it take to do the two tasks? Usually it's about 20 seconds.

Now, let's multitask.

Draw two more horizontal lines. This time, and again have someone time you, write a letter on one line, and then a number on the line below, then the next letter in the sentence on the upper line, and then the next number in the sequence, changing from line to line. In other words, you write the letter "I" and then the number "1" and then the letter "a" and then the number "2" and so on, until you complete both lines.

I a.....

1 2.....

I'll bet you your time is double or more what it was on the first round. You also may have made some errors and you were probably frustrated since you had to "rethink" what the next letter would be and then the next number.

What we learned is that we are actually switch-tasking on something very simple and not multi-tasking. And that is exactly what happens when we attempt to do many things (often more complex) at the same time.

"SWITCH TASKING IS VERY COSTLY"

Fun Fact: The longer is worker is distracted by an interruption, the more likely they will continue to be interrupted and not resume the task in the same day.

So the next time we think we're multi-tasking, we need to stop and be aware that we are really switch-tasking. Then give yourself a time limit (10 minutes, 45 minutes?) and focus on just one task and see if you can't complete it better, faster, and with less energy.

TAKING ACTION-Developing Your Leadership Skills

Sherry Taylor, NCSRC Vice- Chair Ms.

Taylor presented a **Taking Action** Activity on the topic of the Comprehensive Statewide Needs Assessment. Each group was provided an activity sheet with a scenario on the CSNA and different roles that each group member is to portray during the discussion. Our group which was composed of Council members from Guam, Hawaii, Florida, Montana and the Virgin Islands were provided the following scenario:

CSNA: The VR agency just published the final CSNA report, which was distributed to the Council. Members recognized that they were left out of the process as mandated in the Rehab Act. Devise a plan for how the SRC can be included as a partner for the next CSNS that will be due in 3 years.

A Chairperson for each group will be designated whose role is to facilitate the discussion about the topic and work with the group to reach consensus for making decisions and taking action. The others at the table will portray different mandated SRC categories and roles: VR Customer, SILC, 121 Project, Special Education, Community Rehabilitation Organization, CAP, or Business, Industry or Labor. Each member's role related to the stance they will take during the discussion with their group as they work to reach a decision.

Example: Your role is: Community Rehabilitation Organization (CRO) rep

You---are the CEO of a local CRO. You are participating in the meeting via teleconference. The phone connection is choppy, there is static on both ends of the line, and you continue to have difficulty hearing the conversation as well as being heard by your peers. You are VERY frustrated.

At the end of the activity, each group reported on what had transpired and what they had learned through their group discussion.



Guam SRC Chair, Lou Mesa with Council members representing Montana, the Virgin Islands and Florida.

TELLING THEIR STORIES: Panel of SRC Chairs Linda Vegoe, NCSRC Steering Committee member. Ms. Vegoe invited four SRC chairpersons to share their stories on different topics/questions. The audience was provided an opportunity to participate in the discussions. Lou Ann Mesa, SRC Chair from the Guam State Rehabilitation Council was one of the participating Chairs.

Here were the following topics/questions:

1. What are your council's major concerns about your VR agency?
 - Long wait for services.
 - Not enough emphasis on Careers vs Jobs.
 - Customer service.
 - Establishing a solid partnership between the SRC and the VR agency.
 - Sharing of information, data and reports by the VR agency in a timely manner.
 - VR Counselor's training and expertise.
 - Diversity concerns.
 - VR staff vacancies
2. Which disability groups seem to be most satisfied with the VR services from your agency? Least satisfied?
 - ADHD/ADD
 - Autism Spectrum
 - Blindness/Vision Loss
 - Cognitive Disabilities
 - Deaf/Hearing Loss
 - Developmental Disabilities
 - Learning Disabilities
 - Mental Illness
 - Orthopedic /Injuries
 - Paraplegia/Quadriplegia
 - Personality Disorders
 - Disabling Health Conditions
 - Others
3. Reauthorization of the Act
 - How has your council reacted to the new legislation-Workforce Investment and Opportunities Act?
 - Is your VR agency working with The NET and TAP to gain access to business offering careers? (National Employment Team/Talent Acquisition Pool)
 - Has your VR agency shared their view of the positives and the negatives of WIOA?



Guam SRC Chair Lou Mesa participated in the Conversations with the Council Chairs activity.

DAY 2: FALL TRAINING CONFERENCE

SUNDAY, NOVEMBER 9, 2014

HYATT REGENCY MIAMI

INTRODUCTIONS Sherry Taylor, Vice Chair of the National Coalition of State Rehabilitation Councils (NCSRC). Ms. Taylor posed questions to the Council members for all to give some thought. Who is your best partner in SRC? How does the SRC educate your policy makers? What do you think is the primary role of SRC? If you could improve SRC, what will it be? Reason you are in SRC? She recommends on the matter of review and analysis of data that if you could change SRC, to focus on issues that SRC can change.

FLORIDA, SRC FOR THE BLIND Alise Fields. Ms. Fields commented that in the state of Florida, there is a cohesive relationship with SRC and Blind Counsel. Florida Division of Blind Services has 10 district offices, and 5 satellite offices, totaling 15 services sites with 299.75 positions. Funding is 78.7% federal and 21.3 state. There are twenty (20) CRPs contracting with Division of Blind Services. And, they have Talking Books Library Services (Braille).

SRC Operations Marlene Malloy, Chair Ms. Malloy asked Council members to make the distinction between Operations versus Mandates. She referred Council members are familiar with the 36th IRI Institute on Rehabilitation Issues, The State Rehabilitation Council – Vocational Rehabilitation Partnership: Working Together Works. Missing or not included in the Issues is the Annual Report. She commented on the Selection of a Hearing Officer, is a mandate that SRC should be involved in choosing the Hearing Officer or Consumers can choose. Included in the 36th IRI Institute of Rehabilitation Issues is the Public Law on Workforce Innovation and Opportunity Act. She offered focus points or tools for Council members to utilize she named SRC 101:

- 1) Create the Work Plan,
- 2) Set your budget and reviewed by Vocational Rehabilitation, 2a) Develop a Resource Plan jointly.
- 3) Have a working set of By-Laws, with a working schedule, and mostly importantly have continuous recruitment and training.
- 4) Resources – staff support i.e. independent contractor, and paid SRC support staff.
- 5) Customer Satisfaction Surveys-provide incentives such as a golf pencil and a pre-addressed envelope,
- 6) Set priorities i.e. needs assessments, standing committee, performance evaluation, and return on investment – matching funds.
- 7) The State Plan is prepared from February to May to be submitted in June.
- 8) Resource Plan-Designing the Plan i.e. Operational costs, staffing; and designing and maintaining the budget-“mother may I”
- 9) The Annual Report is due on December 31, to incorporate “listening to other people’s story” . 10) Write (4.2 (C)) SRC’s job.

CSAVR UPDATE Steve Wooderson presented brief highlights on WIOA, goal being to increase outcome in competitive employment: 1) Regulations are being developed for WIOA. 2) Pre-Employment-Transition Services – maximum flexibility and 15% funding to be set aside. 3) Comprehensive System development, 4) Performance Standards – quality outcome data, 5) Extension of Supported Employment – MOU’s to be developed, and 6) Adult Education.

The NET Kathy West-Evans The NET(National Employment Team) and TAP (Talent Acquisition Portal) are entities that provide many resources of data and personnel. It is a dual customer strategy – the individual and business. We ask business, “What’s working?”

NET and TAP provides 1) a single point of contact – Work as a team in the capacity to share models and deliver across the states, 2) Develop strategies with business to support the employment life cycle, 3) The employment life cycle-disability can change at any time.

Through the NET:

- Make recommendations to business
- National Governor’s Association
- ED 13548 Federal Agencies, Schedule A – USDA Forest Service as an employer.
- Section 503 and VEVRA (Vietnam Era Veterans Ready)
- Defining Federal Contractors i.e. Starbucks, Outerwall, Raytheon, Microsoft, Hyatt
- OFCCP – regulatory body

The NET is a resource for VR such as: prepare customer – safety for employee and company of choice. And, SRC ought to highlight employers.

The NET has online application, access to the workplace, talent acquisition, access to resources for small companies, diversity program, legal/policy development, and business based training, and can access federal contractors.

TAP Talent Acquisition Portal is based in San Diego, California. They have 5,000 candidates in the system. The system contains candidates' profile/resume, skills sets, and security clearances. Candidates should also include information on second language skills/knowledge/abilities.

WIOA OVERVIEW Sue Rankin-White commented that the Reauthorization allows for opportunities to the Vocational Rehabilitation program. WIOA is a bigger change than 1992. As per Ms. Rankin-White regards to Title IV, expect many changes; some programs are being transferred to Department of Health and Human Services, and Title V is expected to have an orderly transition. Transfer of programs, personnel, SILC, and Assistive Technology Act are a complex package.

Title V- Establish timelines, 180 days to draft regulations, due Jan. 31.

- Deliver quality product
- Federal regulations with 60 days to comment.
- Comments to be complied.
- DOL – Adult Education partners

Title IV- Requirements effective upon enactment.

Quick notes:

- Joint regulations –alignment
- Unified and Core Indicators have to be aligned
- Engagement – initiate conversations with Vocational Rehabilitations.
- WIOA – more employers than before
- Unified Plan – target date - July 2016 enactment.
- “All partner to fully engage” it might take awhile to get/develop strategic plan.
- Title 1 WIOA Section 2
- Title 1 Workforce provision
- 116 performance indicators
- New definition in Section 7
- President State of the Union Message – “Employer engagement”.
- Serving students with disabilities – reserving 15% funds, pre-employment transition services, Title IV Section 113.
- Section 113 – list of services with other authorize activities
- Student with disabilities verses youth with disabilities
- Title IV – Competitive integrated employment in integrated place of employment
- Merging – Customize employment, 101 data on customize employment services – description of customize employment
- Timelines – IPE not later than 90 days
- Expedite VR process
- Maintenance of effort
- Effective Oct. 1, collection of open case data now mandated

- CSPD – Changes in personnel
- WIOA – Blog
- Supported employment has been overheard, now 24 months or longer if needed to achieve employment outcome.
- Administrative cost reduced in Title VII
- 1.8 – 2.0% for training i.e. technical support, Part C
- 50% supported employment allotment to youth with 50% to be matched
- Extended Services for 4 years to youth
- Title VI – Labor to develop draft report in 2 years

RSA UPDATE Janet LaBreck, RSA Commissioner commented that the President emphasized the importance of Job Driven Programs as the way versus VR programs. And, in demand or high demand for College Training Programs. To stay updated join RSA Roundtable discussion on the Web.



Guam SRC Vice-Chair, Roberta Perez and other NCSRC Council members listen to RSA Commissioner, Janet LeBreck give her opening remarks



DAY 1: FALL CSAVR CONFERENCE

MONDAY, NOVEMBER 10, 2014

HYATT REGENCY MIAMI

FIRST GENERAL SESSION Presiding: Steve Wooderson, Chief Executive Officer (CEO), CSAVR

Welcome: Betsy Hopkins, President, CSAVR, State Director, Maine General; Aleisa McKinley, State Director, Florida Division of Vocational Rehabilitation; Robert Doyle, State Director, Florida Division of Blind Services; Dr. Fred Schroeder, Executive Director, National Rehabilitation Association, (NRA)

✚ Washington Update and Call to Action on Implementation of the Workforce Innovation and Opportunity Act (WIOA)

- Opportunities for growth for Vocational Rehabilitation (VR).
- We need to express the most effective way to implement the law.
- Stop flow of transition youth into subservient jobs.
- 15% of VR Funds must be used for transition services. Regulations need to be defined as what those pre-employment transition services will look like.
- RSA needs to establish regulations to define “reasonable period of time”.
- Full access to equal opportunities for individuals with disabilities.
- Helping people gain access to employment.

✚ Workforce Innovation and Opportunity Act Challenges and Opportunities

Expectations – Fall 2014 CSAVR

- Report out specific language in WIOA.
- Formulate questions regarding practical application.
- Identify potential resolutions for consideration.
- Develop a common voice.
- Demonstrate respect for all opinions and responsibilities.
- Expect a few solid answers.

What Have We Learned?

Challenges:

- “VR needs a shake-up”.
- Outcomes must increase.
- Difficult to get buy-in from such a large community

Opportunities:

- We do good work.
- As a community, we are better together than apart.
- Showcasing creativity and demonstration of our value.

What is our “CALL TO ACTION”?

- We have to STEP UP to put the “**I**” and “**O**” in **WIOA**.
- The “**I**” – INNOVATION
 - Joel Barker says “Vision without action is just a dream. Action without vision just passes the time. Vision with action can change the world.”
 - Change, Quality, Transformation is needed.
 - Must honor our missions.
 - Must result in increased measures.
 - Must stretch our current systems and thinking. Expand pockets of excellence. Reach up and manage down.
 - Must be ever adapting.
- The “**O**” and re/branding of VR
 - To re/brand the nation public vocational rehabilitation program in light of
 - One program – 80 agencies
 - Community Partners
 - University Partners
 - Employers
 - Local, state, regional and national needs
- The “**O**” and celebrating our richness
 - To celebrate the richness of our profession
 - Oldest counseling specialty
 - CRCC was first certification in the field of counseling
 - Often VRC skills exceed that of other counseling fields
 - Cuts across multiple disabilities, cultures, and disciplines
 - Demonstrate the value of the VRC standards
- The “**O**” and creating a platform for change
 - To create a platform for transformational change

- NET, TAP and Business Relations (National Employment Team/Talent Acquisition Portal)
- Intentional strategies to build innovation as core competence
- Expand on traditional relationships and create new partnerships

WIOA Challenges & Opportunities by Connie Garner

- It is not just about finding a job but a **“life”**.
- Need to start in middle school.
- Needs to be person-centered.
- Share the stories of the “real” people you are helping.
- Think outside the box and be creative.
- It’s not about what vendors VR have but what the person needs.
- How do you measure functional outcomes?
- It is not about numbers and percentages.
- Local VR needs to be responsible to help you.
- Education/IDEA is the most important partner VR should have.
- Schools and Rehab people need to **COLLOBORATE**.
- Individuals with disabilities also want a life that they are happy with.
- When parents ask the question “What is going to happen to my child when I am no longer here?” This is what should drive you to **MAKE IT WORK**.



Miami River as seen from the Hyatt Regency Miami Hotel

SECOND GENERAL SESSION Presiding: Steve Wooderson, CEO CSAVR

Presenting: Michael Yudin, Acting Assistant Secretary, Office of Special Education and Rehabilitative Services (OSERS); Melody Musgrove, Director, Office of Special Education Programs (OSEP); Johan Uvin, Acting Assistant Secretary, Office of Career, Technical and Adult Education (OCTAE); Gerri Fiala, Deputy Assistant Secretary, US Department of Labor, Employment and Training Administration (ETA); Janet LeBreck, Commissioner, Rehabilitation Services Administration (RSA)

 **The Workforce Innovation and Opportunity Act Overview of Title IV: Amendments to the Rehabilitation Act of 1973**

Key WIOA Points

- A. Aligns Federal investments to support job seekers
 - Unified strategic planning across “core” programs at State level;
 - Plans include strategic vision and goals for preparing an educated and skilled workforce and meeting needs of employers’
 - Unified plan must address a State’s strategy for engaging community and technical colleges as partners in workforce system.
- B. Establishes common performance measures and encourages common data systems across core programs.
 - Six primary indicators of performance to be negotiated with each State by Secretaries of Education and Labor as part of the Unified state plan. States negotiate performance levels with local areas.
 - Indicators include employment, related outcomes, credential attainment and measureable skills gain. Performance goals reflect economic conditions and participant characteristics.

WIOA TITLE IV

Effective Date:

- WIOA Section 506(d) – Disability Provisions- Except as otherwise provided in Title IV of this Act, Title IV, and the amendments made by Title IV take effect on the date on enactment of the Act. (Rehab Act) (July 22, 2014)

Activities You Can Engage in Now:

- Proactively engaging with the workforce partners in your State in the strategic planning process to develop the Unified Plan, including the strategic vision and goals for preparing and educating the skilled workforce and for meeting the needs of employers;

- Reviewing your MOUs with One-Stop partners and assessing your presence and participation in One-Stops;
- Coordinating with education partners, including LEAs, on the provisions of pre-employment transition services to students with disabilities and other transition services to students with disabilities and other transition services with disabilities under the 15 percent reserve;
- Dialoguing with your State Rehabilitation Council around implementation plans;
- Developing draft policies and procedures on new requirements, such as the new 90-day IPE timeline, the revised CSPD requirements, provision of pre-employment transition services;
- Ensuring your staff is familiar with the new requirements;
- Planning with IT staff to update management info systems in preparation for reporting on new data elements;
- Partnering with employers to improve and expand employment opportunities for individuals with disabilities, including work-based learning experiences;
- Partnering with local providers to increase resources for extended services for individuals with the most significant disabilities in Support Employment including youth with the most significant disabilities.

Key WIOA Title IV Changes

- Emphasizes achievement of competitive, integrated employment through:
 - Customized employment;
 - Supported employment; and
 - Individualized services
- Emphasizes career advancement through graduate degrees, particularly in STEM careers.
- Expands VR focus on employer engagement to provide work-based learning experiences and to identify competitive integrated employment opportunities for Individual with Disabilities (IWD) in the job driven workforce.
 - VR portion of the Unified State Plan must describe how VR agencies will work with employers to accomplish these aims;
 - VR agencies will assist to gain the skills and training to promote careers matching employer's needs;
 - Work-based learning includes internships and apprenticeships.
- Places significant emphasis on serving students and youth with disabilities by increasing opportunities to practice and improve workplace skills, including internships and apprenticeships.
 - Promotes participation in post-secondary education to obtain and advance in high demand jobs and careers, including STEM.
 - Requires VR agencies to reserve 15 percent of federal VR funds to provide pre-employment transition services to assist students with disabilities

transitioning from secondary school to post-secondary education programs and employment in competitive integrated settings and to coordinate with services under IDEA.

- Pre-employment Transition Services are available to students with disabilities.
- Strengthens coordination between VR agencies and LEAs in the provision of transition services provided under IDEA and the provision of Pre-employment Transition Services.
- Pre-employment Transition Services include:
 - Job exploration counseling; work-based learning experiences (including internships); counseling;
 - Funds used under this reserve may not be used to pay for administrative costs.
- **Other VR-related changes:**
 - Definitions – WIOA revised some existing definitions, deleted others and added new ones (competitive integrated employment, customized employment, student with a disability, youth with a disability, pre-employment transition services).
 - VR State Plan is now the Vocational Rehabilitation portion of the Unified State Plan in Title I of WIOA.
 - VR portion of Unified State Plan includes additional descriptions related to how the VR agency will work with employers to identify competitive integrated employment opportunities for IWD.
 - WIOA permits States under an OOS to elect to serve eligible individuals who require specific services or equipment to maintain employment.
 - Timeline for IPE development is “as soon as possible, but not later than 90 days after the determination of eligibility, unless the individual and VR counselor agree to a specific extension.
 - WIOA provides that the assessment of the Maintenance of Effort penalty can be imposed in any subsequent fiscal year.
 - WIOA changes reporting requirements in section 101 (a)(10) now requiring open-case data on some elements (training/pre-employment transition).
 - The standards and indicators in section 106 must be consistent with the performance provisions in Title I section 16(b) of WIOA.
- **WIOA changes CSPD requirements**
 - Section 101 requires that personnel have a 21st century understanding of the evolving labor force and the needs of IWDs.
 - Section 101 requires the DSU to describe its CSPD, the continuing education of rehabilitation professionals and para-professionals, particularly with respect to rehabilitation technology.

- Eliminates the requirement in the VR portion of the plan to that VR agencies describe the steps to be taken to retrain or hire personnel to meet the appropriate professional requirements in the State.
- **WIOA makes changes in the Supported Employment program:**
 - VR agencies provide SE for a period of not more than 24 months except that period may be extended as necessary in order to achieve the employment outcome in the individual IPE.
 - WIOA limits the percent of the SE allotment need for administrative costs to 2.5 percent.
 - WIOA requires VR agencies to reserve and spend 50% of their Federal Supported Employment allotment for the provision of supported employment services to youth with the most significant disabilities to assist them to achieve an employment outcome in supported employment.
 - WIOA permits VR agencies to provide extended services for youth with the most significant disabilities up to 4 years.
- **New section 511 – Limitations on the use of subminimum wage.**
 - Individuals age 24 or younger may not begin work paying subminimum wage (less than Federal minimum wage) unless the individual has completed and produces documentation indicating completion of each of the following:
 - Received pre-employment transition services or transition services under IDEA, and
 - Applied for VR services and has been found ineligible for services, or has been determined eligible for VR services but has not been successful and has been provided career counseling information and referral to other appropriate resources for services designated to assist the individual in attaining competitive integrated employment.
 - Entities holding 14(c) certificates may not continue to employ an individual wage, regardless of age, unless:
 - The individual is provided career counseling, information and referrals by the VR agency; and is
 - Informed by the employer of self-advocacy, self-determination, and peer mentoring, training opportunities provided by an entity that does not have a financial interest in the individual's employment outcome.
- **Transfers programs from ED to the Administration for Community Living (ACL) in HHS.**
 - State Independent Living Services Program
 - Centers for Independent Living Program
 - Programs under the Assistive Technology Act of 1998

- **RSA maintains administration of Independent Living for Older Individuals Who are Blind Program.**

**Title IV – Section 109 – Training and Services For
Employers/OOS Exemption for Specific VR Consumers**

A. Section 12: Administration of the Act

- In carrying out the purposes of this Act, the Commissioner may...provide technical assistance to the designated state units on developing successful partnerships with local and multi-state businesses in an effort to increase the employment of individuals with disabilities;
- Also included self-employment and technical assistance to community rehabilitation providers on competitive, integrated employment.

B. Section 109 – Previous Language – Training of Employers with Respect to ADA of 1990

- A State may expend payments received under Section 111
 - Program to train employers on compliance with Title I of the ADA;
 - Inform employers of the existence of the program and availability of services.

C. Section 418 – Training and Services for Employers

- Providing consultation, technical assistance, and support to employers on workplace accommodation, assistive technology and facilities and workplace access through collaboration with community partners and employers across State and nationally;
- To enable the employers to recruit, job match, hire and retain qualified individuals with disabilities who are recipients of VR services under this title, or who are applicants for such services, and;
- Assisting employers with utilizing available support for hiring or accommodating IWDs.
- A State may expend payments received under Section 111 to educate and provide services to employers who have hired or are interested in hiring IWD under programs carried out under this title, including
- (l) providing training and Technical assistance to employers regarding the employment of IWD, including disability awareness and the requirements of the Americans with Disabilities Act of 1990 and other employment related laws.

D. Section 412 – State Plan

- OOS – (D) notwithstanding subparagraph (C), permit the State in its discretion to elect to service eligible individuals) whether or not receiving VR services) who require specific services or equipment to maintain employment.
- Coordination with Employers

- The State Plan shall describe how the DSU will work with employers to identify competitive integrated employment opportunities and career exploration opportunities, in order to facilitate the provision of vocational rehabilitation services; and
- Transition services for youth with disabilities and students with disabilities such as pre-employment transition services.

E. Section 413 Eligibility and IPE

- (3) amended, as necessary, to include the post-employment services and service providers that are necessary for the individual to maintain or regain employment, consistent with the individual’s strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

CONCURRENT SESSION

1A. Workforce Innovation and Opportunity Act – Title I

1. State & Local Workforce Boards (Workforce Development Boards)

- a. State Board Membership: Shall include representatives of government who shall include the lead State officials with primary responsibility for the core programs:
 - 101(d) Functions of State Board
 - Develop, implement, modify State Plan
 - Policy changes to align workforce program
 - Continuous process improvement
 - Develop and update performance accountability measures
 - Develop strategies for technology across partner programs

*****VR Directors shall have a seat on the WIB (Workforce Investment Board)**

2. VR State Plan

“Unified State Plan or Combined State Plan”

- a. Unified State Plan
 - Federal program funds only for activities authorized under the core program
 - Describe how agency administering core program will implement this strategic vision of the one stop system.
- b. Combined State Plan
 - Option of combined State plan for the core programs and other one-stop partner programs
 - Shall include a description of the methods used for joint planning and coordination of the core programs and activities covered by the plan

*****VR is submitting to Unified State Plan. Unified Plan is on Program Year which is July 1 - June 30. Funding is on federal fiscal year October 1 – September 30.**

3. Funding Infrastructure for One-Stop Delivery Systems

a. Infrastructure spending based on local board agreement

- Absent consensus-state funding method applies
- Contribution based on proportionate use determined by State Board
- Costs include
 - Non-personnel costs
 - Costs necessary to general operations and outreach
 - Rent, utilities, maintenance
 - Equipment and technology
- **VR Cap on infrastructure funding .75 – 1.5% of grant**

4. Fiscal Accountability

- State agencies, local boards, state elected officials in the state shall establish and operate
 - A fiscal management accountability information system
 - Based on guidelines established by the Secretary of Labor and the Secretary of Education
- Guidelines shall promote efficient collection/use of fiscal and management information for reporting and monitoring the use of funds authorized under the core programs and for preparing the annual report.

5. Performance Accountability

- **INCLUDED PROGRAMS** – The programs included under clause (1) are (I) the youth programs (II) the adult program(III) the dislocated worker program (IV)the program authorized under title 1 of the Rehab Act of 1973
- **STATE PLAN** – Shall identify expected levels of performance for each of the corresponding primary indicators. State agreement with the Secretary of Labor and Secretary of Education on levels of performance for each indicator.

6. Establishment of One-Stop Delivery Systems

Continuous Improvement

State Board

Shall establish objective criteria and procedures

Local Boards

Shall access one stop centers every 3 years

- ✓ Effectiveness
- ✓ Physical & programmatic accessibility
- ✓ Continuous improvement

7. Establishment of One-Stop Delivery Systems

Program Access

The one-stop delivery system at a minimum shall make each of the programs, services, and activities described 1 paragraph (I) accessible at not less than one physical center in each local area of the State.

Employment & Training Programs

SSA Ticket to Work

SBA/SBDC

Food & Nutrition Act (SNAP)

Rehabilitation Act

National & Community Services Act

Other employment education and training (federal, state, local, libraries)



Downtown Miami as seen from Miami Beach

DAY 2: FALL CSAVR CONFERENCE

TUESDAY, NOVEMBER 11, 2014

HYATT REGENCY MIAMI

THIRD GENERAL SESSION

Presiding: Andrea Guest, State Director, Delaware General

Presenting: Bill East, Executive Director NASDSE, Nation Association of State Directors of Special Education, and Steve Wooderson, CEO, CSAVR

- ✚ CSAVR/NASDSE - Collaboration on the Implementation of the New Transition Requirements in the WIOA. (Areas covered – Title 1V, Section 422, Pre-Employment Transition Services, Section 113, Provision of Pre-Employment Transition Services and Services to Groups)

Notation of Bill East Statements:

- Transition – develop state and or local MOUs. We cannot afford to wait to update MOU's.

- The DSU in collaboration with LEA shall: PETS Post-Secondary Education Training Services for all Students with Disabilities.
- WIOA strengthen connection in transition: Middle school level,(age 14-VR), high school, and Post-Secondary and Employment.
- Find out what the issues are? Especially, in the elementary school years. What can you do to change reading outcomes?

A. FOUR SIMPLE QUESTIONS FOR COLLABORATION

- Who cares about this and why?
- What work is already underway separately?
- What shared work could unite us?
- How can we deepen our connections?

B. SECTION 422: Required Activities

- Job exploration counseling
- Work-based learning experiences
- Counseling...comprehensive transition services or post-secondary education programs in IHEs
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy

C. TRANSITIONS ACTIVITIES AND IDEA (Similar language in VR and WIOA)

- Coordinated activities designed to be in a results-oriented process
- Focused on improving academic and functional achievement
- Facilitates movement from school to post-secondary education, vocational education, and integrated employment (including supported), continuing and adult education, adult services and independent living or community participation.
- Based on child's needs (strengths, preferences, interests)
- Includes:
 - Instruction
 - Related services
 - Community experiences
 - Objectives for employment and post-school adult living
 - If appropriate, daily living skills and a functional vocational evaluation

D. SPECIAL EDUCATION (IDEA) REQUIREMENTS. VR should be part of IEP. Find some way to provide information on student to VR, if VRC cannot be in IEP.

- Summary of Performance (SOP) –Provide youth with (1) summary of academic achievement and functional performance (2) recommendations on how to assist child in meeting youth's postsecondary goals.

- Indicator 13 – document and report percent of youth aged 16 and above with an IEP that includes coordinated, measurable goals and transition services that will reasonable enable the student to meet postsecondary goals.
- Indicator 14 – document and report percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school. Indicator 14 follows VR definition.
- Section 110D – State to reserve 15% specific to federal funds only. VR agencies may choose to spend more that 15% can use their match. The state’s choice to use their match.
- Include on its State Advisory Panel – not less that one representative of a vocational, community, or business organization concerned with the provision of transition services.
- Transfer rights to student at age of majority.
- If talking about postsecondary goals and transition services, must invite student to IEP meeting.
- Invite agency likely to be responsible for providing or paying for transition services to the IEP meeting.

Section 422: Authorized Activities

✚ Presenter’s response to question on Section 504 – Some reasons why some students are not eligible for SPED i.e. doing well in general education but can’t pass finals. Presenter encourages attendees to have conversations with your community. Home Schooling – Students with disabilities are entering public school but are not ready. Language in MOU’s to identify underserved populations between VR and DOE.

- Independent living and inclusion strategies
- Independent living, postsecondary education, competitive integrated employment
- Instruction for VR counselors, school transition personnel, others
- Disseminating information on innovative, effective and efficient approaches
- Coordination with IDEA services provided by LEAs
- Applying evidence-based findings to improve policy, procedure, practice and the preparation of personnel.
- Model transition demonstration projects/establishing multi-state partnerships
- Disseminate information/strategies to improve transition to postsecondary activities for traditionally underserved populations.
- “Coordination” ...Working together to solve problems:
- Attend IEP – when invited
- Work with workforce development – Internships, summer employment, school year employment, apprenticeships
- Work with schools to coordinate and ensure provision of PETS
- Attend person centered planning meetings for Title XIX (Medicaid)-when invited

- Stakeholder as Allies – Reference...National Community of Practice on Transition, “Youth Leader Webinars” to involve youths.

FOURTH GENERAL SESSION Presiding: Mark Schultz, State Director, Nebraska General

Presenting: John Lui, Ph.D. Executive Director, Stout Vocational Rehabilitation institute (SVRI), University of Wisconsin-Stout; Co-Director, Rehabilitation Research and Training Center on Evidence-Based Practice in VR (RRTC-EPB-VR). And, Fong Chan, PhD., Professor, Department of Rehabilitation Psychology and Special Education, University of Wisconsin-Madison; Co-Director, Rehabilitation Research and Training Center on Evidence-Based Practice in VR.

- ✚ EVIDENCE-BASED PRACTICES AND PREDICTORS IN VOCATIONAL REHABILITATION - WHAT WE KNOW AND WHAT WE STILL NEED TO KNOW

RRTC – EBP VR (Rehabilitation Research & Training Center for Evidence-Based Practice in Vocational Rehabilitation)

- Is a national research collaborative partnered by the following key institutions and organizations: The University of Wisconsin-Madison, University of Wisconsin-Stout, University of Texas-El Paso, South University at Baton Rouge, and, Michigan State University.

A. WHAT DOES THE RRTC-EBP VR DO?

- Conduct research on evidence-based practice
- Provide VR practitioners with knowledge and tools for implementing evidence-based vocational rehabilitation practices
- Goal: improve employment rates and quality of employment for people with disabilities
OUR GOAL...To ensure that new knowledge gained through the course of research ultimately improves the lives of people with disabilities, and furthers their participation in society (NIDRR,2005).

B. The Desired Impact of the RRTC-EBP VR...

- Improve employment and quality of employment for people with disabilities
- Communicate important research findings related to high performing state VR programs.
- Showcase effective Vocational Rehabilitation Service Delivery
- Enhance and influence policy development to improve outcomes in the VR system
- Demonstrate effective tools and strategies to advance the Knowledge-to-Action goal: ACQUIRE, APPLY, SHARE.

Our Initiatives: Research – Phases 1, 2 and 3

- A. PHASE 1 – A multi-level analysis of economic indicators, VR agency characteristics, and RSA-911 data.
- B. PHASE 2 – Best practices in achieving employment outcomes: Findings from a multiple case study of state VR agencies. Promising practices being used by state VR agencies...
- Organizational, and Management Best Practices...
 - ✓ Advocacy culture that leads to innovation
 - ✓ Outcome focused business models
 - ✓ Advanced information technology
 - ✓ Collaborative partnership that enhances results
 - ✓ Staff training and development
 - Clinical Service Delivery
 - ✓ Transition from School to Adulthood
 - ✓ Individual placement and Supported Employment Model
 - ✓ Workplace Specialized Skills Training
 - ✓ Benefits Counseling
 - ✓ Workplace Support

Evidence-based VR best practices (EBP-VR) – secondary transition, the IPS model of supported employment, enhancing client motivation, motivational interviewing, self-determination, strength-focused approach, dual-customer approach.

Promising practices – benefits counseling, workplace socialization skills training, workplace support interventions.

- C. PHASE 3 – (reference: Journal of Vocational Education-website)
- Personal and environmental factors that support and encourage innovation and best practices that lead to employment outcomes in public rehabilitation
 - Delphi study on the importance and portability of promising practices for other state-federal VR agencies to implement in order to increase employment outcomes customers.
 - National study of state VR directors, supervisors, and counselors regarding the identified needs and gaps in evidence-based practices.
 - KNOWLEDGE TRANSLATION (KT) is the process of taking information gained from relevant research and delivering it to VR Counselors in a clear and useable format. (Reference: Canadian Institute of Health Concept; CRC code of competences is the key). RESEARCH → PRACTICE
 - KT is now gaining recognition for applicability across a broader range of fields
*KT processes are inherently bidirectional and participatory in nature, as the steps necessary to identify and replicate EBP

Knowledge-to-Action (KTA) Framework provides a clear model for KT in Rehabilitation

- Acquire
- Apply
- Share
- Research <-> Practice

A. Knowledge Creation

- What areas VRC's would benefit from receiving more information and training?
- What areas VRC's believe training in EBP could help them perform their job differently?
- How can information provided through the RRTC-EBP VR be of value?
- What are the barriers and challenges?

B. Knowledge Action- Sample Approaches

- Web-based plain language summaries
- Brief quizzes
- Self-paced training modules
- Face-to-Face Trainings
- Presentations in classrooms
- Self-evaluation tool to guide a critical approach to applying EBP
- Social Media
- Communities of Practice (CoPs)
- Technical Assistance
- Feedback (Formative Evaluations)
- Quarterly Newsletter

C. Gaps, Future Directions and Research Recommendations

- Organizational and management practices;
- Evidence-based VR best practices; and
- Knowledge translation.

D. Findings related to Organizational and Management Practices (OMP)

- Eliminating the layers of bureaucracy
- Encouraging innovation
- Supporting a learning environment
- Emphasizing accountability and outcome orientation
- Building partnerships with external stakeholders
- Harnessing advances in information and communication technologies to achieve outcomes

E. Gaps & Recommendations of OMP

- Develop and validate a fidelity measure of collaborative/generative business in VR

- Develop and validate a brief measure to assess the propensity of VR personnel to adopt innovations
 - Develop and validate a brief measure of technology acceptance in state VR agencies
 - Conduct research to improve talent management and retention
- F. **Four Stages of Organizational Maturation** - Regulative Business Model, Collaborative Business model, Integrative business Model, and Generative business Model.
- G. **Gaps in EBP VR**
- Use the International Classification of (F,H,and D Model)Functioning, Health, and Disability model as a framework for a systemic, research-driven approach (VR to use ICF to evaluate and assess individuals)
 - Develop formal needs assessment using the ICF model as a framework
 - Conduct validation studies to determine universal best practices
- H. **Gaps in KT**
- Gap in information flow to practitioners of effective intervention supported by research findings
 - Need exists to identify and incorporate participatory approaches to engage the key stakeholders in the planning, development and implementation of all research, training, dissemination, and technical assistance activities
 - Must include employers/business and industry(demand) because they are vital partners in ensuring successful employment outcomes for individual with disabilities.
- I. **Knowledge Mobilization (KMb)**
- Infused in all research activities and components
 - Participatory Action-DRIVER
 - Formative Evaluation-MUST

GOAL: ACQUIRE, APPY, SHARE.

FIFTH GENERAL SESSION Presiding: John Connelly, Director of Grants and Research, CSAVR

Presenting: Julisa Cully, Knowledge Translation Program Director Institute for Community Inclusion; Cecilia Gandolfo, Program Director, Institute for Community Inclusion; Susan Foley, Senior Research Fellow and Research Director Institute for Community Inclusion; Mary Wright, Program Director, Jobs for the Future.

 **THE JOB DRIVEN VOCATIONAL REHABILITATION TECHNICAL ASSISTANCE CENTER (VR TAC)**

- A. JOBS FOR THE FUTURE – is a non-profit organization located in Boston. “Learners” education to economic opportunities pipeline.
- Our Mission: JFF works to ensure that all lower-income young people and workers have the skills and credentials needed to succeed in our economy

- Our Vision: The promise of education and economic mobility in America is achieved for everyone.
- JFF SOLUTIONS – Start at 9th Grade, preparing for College and Career/earning, Earning Postsecondary Credentials, and Advancing Careers and Economic Growth.

B. JOB-DRIVEN CENTER 4 TOPIC AREAS:

- Use of labor market and occupational information to provide individuals with disabilities with the best information regarding job demand, skills matching, supports, education, training, and career options.
- Disabilities related consultation and services to employers related to competitive employment of individuals with disabilities, including strategies for training employees with disabilities and strategies to retain or reemploy employees with disabilities.
- Build and maintaining relationships with employers (at both the staff and system levels).
- Services and supports to providers of customized training and other employer-driven training programs that is directly responsive to employer needs and hiring requirements.

C. CREDENTIALS THAT WORK – Uses for Labor Market Information: Demand driven Curricula, Content, Employer Engagement, and Career Guidance. Using data to make better decisions.

D. WHY JFF? JFF leverages resources. ICI's – RRTC on Demand Drive, side strategies used in Vermont, Nebraska, and, Alabama. National Center with a topical focus: design to provide all 80 VR agencies Knowledge Translation.

GUIDING PRINCIPLES

- Conceptual framework: VR Program Management framework with 3 organizational levels
- Supports implementation of knowledge-based practices as well as addressing specific issues identified by the VR agencies to improve employment outcomes.
- Provides distance and on demand TA to states addressing implementation of policies, practices or capacity building efforts within a state VR program.
- Participant-driven learning.
- Explore VR organization-Portal for JDVRTAC
- Survey: Identify JDTA needs and existing practices
- Gathering information regarding evidence-based and emerging practices
- Plan of Evaluation
- HIT THE GROUND RUNNING!!!

CONCURRENT SESSION 2B Presiding: Andres Aguirre, State Director, Washington General

Presenting: Kim Peck, State Director, Minnesota General

 WORKFORCE INNOVATION AND OPPORTUNITY ACT, TITLE IV-SECTION 458 - LIMITATIONS ON USE OF SUBMINIMUM WAGE

A. Policy Objectives of Section 458

- Reduces the “tracking” of transition aged youth into sheltered workshop settings
- Supports the Employment First agenda
- Ensures the informed choice process includes consideration of and experience with competitive integrated employment via access to VR
- Consistent with DOJ’s enforcement of Olmstead Decision
- Prohibits entities holding 14c special wage certificates from paying less than the Federal minimum wage (\$7.25/hr) to any individual with a disability age 24 or younger, unless:
 - IWD has applied for VR services and determined ineligible;
 - or IWD eligible for VR with IPE and has worked toward employment outcome for reasonable amount of time without success; and
 - IWD’s VR case is closed and they have received career counseling and I & R regarding other resources offering competitive employment services and supports.
- Local or state educational agencies cannot contract with entities holding a subminimum wage certificate for the purpose of operating a program to employ IWD younger than age 24 at wages below minimum wage
 - Individuals must receive counseling in informed choice and it must be documented (DSU to develop a process of this documentation), as per Kim Peck.
 - DSU and State educational agency must develop process that documents completion of informed choice actions
 - DSU must provide documentation to IWD; employing entity must review and maintain copies
 - DSU or DOL required auditing employing entity’s documentation.
 - Effective Date for Section 458: July 22, 2016, 2 years after enactment of the Workforce Innovation and Opportunity Act.

B. Issues and Opportunities to consider...

- Relationship to pre-employment transition services (Section 422, aka 113). (VR to provide pre-employment transition services).
- Resource implications
- Underscores importance of interagency agreements/cooperation, State education agency and State Medicaid agency (Use of CMS and VR funds for Job Coaching Services, term duration, can start with VR and can switch to Medicaid. However, for utilization of Medicaid waiver, employment is more in integrated setting.

- Transforming provider business models – Capacity of business model. Is it meeting the needs of VR? Is VR providing supports to business/employer?
- Future of 14c special wage certification?

C. Specifics of Section 458

- Entities cannot continue to employ IWD, regardless of age, at subminimum wage unless DSU provides career counseling and I & R that facilitates independent decision making and informed choice....every 6 months for the first year of employment, then annually thereafter.



Sue Rankin-White, Director, State Monitoring & Program Improvement Division, RSA addresses the National Councils of SRCs

DAY 3: FALL CSAVR CONFERENCE

WEDNESDAY, NOVEMBER 12, 2014

HYATT REGENCY MIAMI

CONCURRENT SESSION

3B. Title IV – Subtitle H – Independent Living Services and Centers for Independent Living

Presiding: Russ Thelin, State Director, Utah Combined

Presenting: Betsy Hopkins, State Director, Maine General; Mark Schultz, State Director, Nebraska General

1. Administration

- Administration moves to the Administration for Community Living in Department of Health and Human Services
- Creates a new Independent Living Administration division
- Creates a Director of Independent Living Administration to provide technical assistance, support and oversight of Independent Living programs

2. Subtitle H

A. State Plan Changes

- Developed by Chair of SILC and directors of CILs after public input from individuals with disabilities and other stakeholders
- Signed by Chair of SILC, director of designated State entity, and not less than 51% of directors of CILs in the state

B. State Entity Designation

- Administrative/Fiduciary responsibility
- May retain no more than 5% for administration

C. SILC Membership

- Adds representative of CIL run by American Indian tribes (if one exists)
- Designated State entity and representatives from State agencies providing services for individuals with disabilities are ex-officio, nonvoting members (Same)

D. SILC Duties, Authorities and Limitations

- Adds duty to coordinate activities with other entities who provide services similar to or complementary to IL services (Long-term community-based services and supports)
- Adds authority to work with CILs to improve services
- Adds authority to conduct resource development activities
- Adds limitation that SILCs shall not provide)or manage) IL services

E. Subtitle H Indicators

- Indicators of minimum compliance for CILs and SILCs
- To be developed 1 year after date of enactment
- Annual report will describe how CILs have complied with the standards
- Annual report will be made available to the public

SIXTH GENERAL SESSION

Presiding: Betsy Hopkins, President, CSAVR

Presenting: Janet LeBreck, Commissioner, RSA; Ed Anthony, Deputy Commissioner, RSA and Sue Rankin-White, Director, State Monitoring & Program Improvement Division, RSA

COMMISSIONER'S REPORT/RSA UPDATE

- WIOA has incredibly, complex information
- Questions, concerns and comments should be addressed to RSA
- Important to go back and share info with staff from top-down
- Webinars and process for active participation will be forthcoming
- Framework of moving forward
- SRCs play an important role to look at certain pieces and participate in WIOA recommendations
- Hear VR partners about what they are doing with WIOA
- Give opportunities for comments (State Directors, IWDs, SRCs...)
- 2016 State Plan
 - Look at MOUs of Partners
 - Work with SRCs
 - Partners need to come to the table
 - Guidance from RSA regarding VR portion of the unified state plan by end of year but continue to work with partners on how to carry out the plan
 - “Shall” language cannot be change; “may” gives the flexibility of developing regulations to clarify certain sections of WIOA
 - Go back and work on State Plan with spirit of WIOA
- “You cannot do business as usual; Business needs to be done with WIOA in mind.”
- How can we leverage our partnerships so that at the end of the day, it is our VR Customers that matters?

ADDITIONAL RESOURCES

1. Access the Fall 2014 CSAVR Conference Power Point Presentations can be found at <http://www.rehabnetwork.org/> - Fall 2014 Presentations Posted to Website/Conference Presentations page
2. Additional resources can be found at www.ncsrc.net/ - Resources for SRCs
3. Talent Acquisition Portal – TAP <https://tapability.org/welcome>
4. National Employment Team – The NET www.rehabnetwork.org/customers-2/business/
5. Workforce Innovation and Opportunity Act <http://www.doleta.gov/wioa/>;
<http://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html>

2014 FALL CONFERENCE PHOTO JOURNAL



Guam SRC with Florida SRC rep, Becky Forsell



NCSRC Leadership Training, Hyatt Miami Regency



NCSRC reception at the Courtyard by Marriott Miami with Shori Teeple, NCSRC IT & Web Designer and Florida SRC rep, Becky Forsell



CSAVR reception at the Hyatt Regency Miami with SRC representatives from the Virgin Islands and Louisiana



Lunch at the El Fresko Greek Restaurant in Downtown Miami



CSAVR Reception at the Hyatt Regency Miami on November 10, 2014

