

WIOA STATE PLAN FOR THE STATE OF OREGON

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OVERVIEW

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system. The publicly-funded workforce system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all jobseekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

**PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION
(GENERAL)**

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

* Sec. 102(b)(D)(iii) of WIOA

A. INPUT OF STATE REHABILITATION COUNCIL

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

INPUT 1: The council would like to acknowledge the efforts of VR's new Director, Trina Lee, to improve the program's transparency. Her leadership in this area is vital to the culture of VR and to the effectiveness of the SRC-VR federally mandated partnership.

Recommendation(s): a. Continue in efforts to be transparent with the SRC as full understanding of the issues facing the VR program is essential to effective consultation and development of policies and procedures that impact consumer service and informed choice. b. Continue to provide a culture of transparency with VR staff and stakeholders that promotes the input and feedback for program improvement.

INPUT 2: During the past decade, the VR program has weathered both integration into the Oregon Department of Human Services and most recently, the mandate to work more collaboratively with, and to develop a four- year state plan within the Oregon Workforce Investment Board. The SRC is concerned that the VR program will not maintain its autonomy as a specialized service delivery program, both in the definition of the services provided to its consumers and in the utilization of Vocational Rehabilitation Counselors who have received Master's level training in Rehabilitation Counseling. VR differs significantly from other workforce partners with regards to both consumer choice and the individualization of services each consumer will receive. Although we are charged with providing services that assist individuals with disabilities in acquiring and maintaining employment, we are not simply an employment service. Service provision must be in strict compliance with civil rights legislation enacted specifically to provide individuals with disabilities a greater chance at full integration into the community.

Recommendation(s): a. Communicate with the SRC on a regular basis about changes or threats to the integrity of the VR program as a result of increased collaboration with workforce partners who do not have the training in the field of rehabilitation. b. Provide the SRC with annual updates on the number of VR Counselors who have a Master's degree in Rehabilitation Counseling or a related field, those who have achieved a Bachelor's level in rehabilitation counseling or a related field, those who are working toward an advanced degree in rehabilitation counseling or a related field, and the number of VRC's who have current CRC status. c. Encourage and support local offices to host interns who have RSA tuition assistance for their Master's degree in Rehabilitation Counseling.

INPUT 3: On October 1, 2015, VR implemented significant changes to the way that program staff and contracted vendors provide service to consumers. These changes required new contracting with employment providers that called for increased qualifications, changes in rate of payment and new reporting requirements. A draft of these changes, scheduled to be completed by July 2015, were reviewed for the first time with the SRC on May 1, 2015 at our quarterly meeting.

On May 22nd, the SRC sent VR a letter summarizing concerns and recommendations heard at public input and through council discussion. Many provided comments that the process needed to slow down; that stakeholder input needed to be sought in the development, not just the review of the new program services; that some rates are too low and don't reflect the increased demands for certification/training; and that the model is requiring too much paperwork which contractors are not paid to complete. VR failed to respond to this letter, thereby excluding the SRC from active partners in issues impacting services to consumers. The council would like to recognize that VR took other steps to gather feedback from program staff and stakeholders and respond to general input, in writing, on their website. However, we are concerned about the general lack of consultation with your federally mandated policy partners, the State Rehabilitation Council.

Recommendation(s): a. Please address VR's lack of engagement with the SRC in the initial and on-going development and design of the new programs and contracts impacting services to consumers. b. Please engage with the SRC to address the concerns of stakeholders related to the changes in service since October 1, 2015 and to identify needed changes when applicable.

INPUT 4: The council is concerned about the possibility of the VR program moving into an order of selection due to potential budget shortfall for the 2015–2017 biennium and the expected increase in demand for services from the IDD population, including youth in transition programs due to expectations of service established in Executive Order 15–01, and the new WIOA requirements to spend 15% of funds on youth in school.

Recommendation(s): a. Please communicate and work with the SRC on understanding of the threshold for moving to an active order of selection. b. Please work with the SRC to review and revise consumer criteria for placement into the order of selection. c. Please provide consistent feedback to the SRC regarding the new provisions in WIOA for Pre–Employment Transition Services and the new requirements to set aside 15% of the federal allotment and how VR will manage these requirements.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

INPUT 1 VR RESPONSE: VR Administration thanks you for the acknowledgement and accepts these recommendations. With leadership and personnel changes, VR is looking forward to meaningful working relationships with the SRC, VR staff, and stakeholders. With these relationships in place, we can effectively address the needs of disabled Oregonians seeking and maintaining employment.

It is the full intention of VR to utilize the SRC as a partner as required by Federal legislation. More importantly, we will take advantage of the historical and institutional knowledge that resides with the SRC. Additionally, VR strives to effectively capitalize on the passions, interests, and expertise of SRC members as we move forward.

INPUT 2 VR RESPONSE: VR agrees that this is a time of great change regarding the Workforce System of which Vocational Rehabilitation is a core partner. The majority of changes that are required are related to access, partnership, and collaboration which strengthen the Rehabilitation Act as amended in WIOA. VR believes that we have been given an opportunity to evolve the current Workforce System so that equal and equitable services will become available to all Oregonians with disabilities, a goal we will continually strive for.

a. With this in mind, it is imperative that VR work closely and in partnership with the SRC so that we evolve into an increasingly accessible Workforce System. The new Workforce System will still require specialized service delivery to Oregonians with disabilities and VR continues to fill this role in the area of disability and employment.

b. VR agrees to continue to keep the SRC informed as to the progress of our staff in obtaining higher levels of education pertinent to the provision of VR services to Oregonians with disabilities. Please determine the cadence of when the SRC would like to receive this information and include it on the appropriate quarterly agenda.

c. VR agrees to continue to offer opportunities to practicum students and interns in the field of Vocational Rehabilitation Counseling. This past year, VR has reinstated its stipend program for individuals from PSU and WOU who intern in our offices. In partnership with DHS, VR has streamlined the process for interns and practicum students to be eligible to work with our clients. Currently, VR Administration and represented staff from SEIU have formed a sanctioned work group. This group is working to develop options to continue to support and expand intern placement and oversight while remaining cognizant of workload impacts.

INPUT 3 VR RESPONSE: At the February 2015 SRC Quarterly meeting, Kirk Rhoades, the Director of the Office of Contracts and Procurement (OCP) attended and discussed the business and legal needs for VR to adjust its procurement process for obtaining job placement services. At that time the contract was set to expire in June 2015. The Job Placement Contract process and updates were a part of the VR Director's report to the SRC Executive Committee in February, March, April, and May. As part of the process of updating the contract and initiating a legally sufficient procurement method, VR convened an advisory group made up of contractors and VR staff that met in March and again in May. A member of the SRC Executive Committee was part of that advisory group. In April, VR held two webinars to begin to vet the draft model of the proposed Job Placement process. One was geared toward contractors and one was geared toward staff. SRC members were invited to, and attended both of these webinars. A public comment process was initiated after these webinars. Input from SRC members was collected as part of this process. In late March it was obvious to VR Administration staff that we were not going to be able to make changes to the contract and get field staff and vendors trained in time to start the new contract in July. VR petitioned the OCP to extend the current contract beyond the five year limit in order to launch a solid product. OCP agreed and offered to extend the contract through September 2015. All Job Placement contracts were amended at this time. SRC members were given this update and SRC members who had current Job Placement contracts received the amendments. At the May SRC Quarterly meeting the changes to the contract were presented to the SRC and discussed at length. Questions were fielded by VR staff including the comments that were later brought up again in the May 22, 2015 letter. At this SRC meeting the date for public input was extended two weeks to accommodate a request made by the SRC. VR posted on our Public website in June 2015 a list of all comments received during the public comment period and our responses. Those responses were shared with the SRC, our vendor community, and the general public. Several changes to the proposed model and contract were made based on the feedback we received.

a. VR does not feel that there was a lack of engagement of the SRC in the process of updating our Job Placement contract. At no point in the multiple conversations with the SRC between February and May did we intentionally exclude the SRC in the process and established timelines. VR recommends that the SRC create a protocol to communicate to the VR Exec team when further information and collaboration are required.

b. VR will continue to provide updates to the SRC on the actions that the agency is taking regarding contracts and the procurement of services. The agency must act within the bounds of the law and the direction of OCP. The VR Planning and Procurement Workgroup is willing to share their notes and action plans as we develop effective protocols regarding the procurement of services. We will continue to engage with the SRC as appropriate in a manner that is free from conflict of interest or perceived conflicts of interest.

INPUT 4 VR RESPONSE: VR shares the SRC's concern regarding the increased demands on our system. In this environment of increased demand, reduced resources, and increasing service costs, hard decisions will have to be made. This may, in fact, include reinstating a waitlist.

a. VR will continue to communicate and work with the SRC so that both entities are clear on the drivers that impact our ability to provide services to all eligible Oregonians with disabilities.

b. If VR has to enter into a waitlist, Federal requirements will have to be adhered to regarding the prioritization of services. As we move towards this possibility, VR will work with the SRC regarding the criteria and prioritization of services. Both the SRC and VR will strategize in order to make sure we continue to have the best outcomes for Oregonians with disabilities.

c. VR will provide consistent information to the SRC regarding the WIOA requirements for PETS and the 15% requirement, and the steps that the program is taking to meet this federal requirement. VR suggests that the SRC identify a proper cadence for this information and add it to the quarterly SRC meetings.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

Oregon VR did not reject any SRC feedback. Oregon VR and the SRC have a robust and effective working relationship which we will utilize in the future to provide excellent rehabilitation services to Oregonians with Disabilities.

B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

Vocational Rehabilitation (VR) requests a continuation of its waiver of state-wideness for its Youth Transition Program (YTP). Through this program, transition age youth with disabilities are provided with enhanced activities and services that lead to employment or career-related postsecondary education or training.

YTP has two distinct but interconnected goals. The first is to improve post-school transition outcomes for youth with disabilities by preparing them for employment, postsecondary education or training, and independent living. The second is to increase capacity and foster positive systems change in schools and other agencies in assisting youth with disabilities in moving from school to work.

YTP's enhanced transition activities, services, and supports are initiated with youth while they are in high school and continue until one year after post-employment or until one year after youth exit YTP. Services and activities are coordinated by a collaborative team comprised of a school transition specialist, a VR vocational rehabilitation counselor, and students and their families. YTP activities, services and supports have included:

- Individualized planning with a focus on post-school goals and employment.
- Instruction on vocational, independent living and social skills.
- Career development activities.
- Collaboration with the local VR office to arrange for the provision of pre-employment transition services for all students with disabilities, in need of such services, without regard to the type of disability.
- Exposure and connections to paid employment.
- Information and referral to VR and other sources of vocational assistance.
- Follow-up support for one year after leaving the program.
- Refining the processes that schools use to provide VR with information about students in order to determine their eligibility and assist VR in identifying and addressing students' vocational goals and supports.
- YTP will be administered and overseen by VR's YTP Coordinator.
- The University of Oregon, College of Education, under a separate agreement with VR, will operate a team that provides training and technical assistance to participating school staff and VR field staff.
- The Oregon Department of Education also provides support and advice through its Secondary Transition Specialist.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

YTP Cooperative Agreements for 2015 – 2017

Fifty-eight cooperative agreements have been executed with local school districts and educational service districts (representing 112 school districts, consortia of districts, and educational service districts). These agreements will operate local YTP for the July 1, 2015 – June 30, 2017 period. All of the proposed services outlined in these cooperative agreements have been approved by VR.

In instances involving multiple districts, the districts involved will additionally be required to have agreements with each other in order to ensure that the YTP program is appropriately and effectively carried out.

Under the terms of the 2015–2017 YTP Cooperative Agreements, districts participating in YTP will be responsible for providing the Core YTP and other activities, services, and supports described above. Provision of these activities, services, and supports will be subject to VR’s approval prior to implementation and any and all applicable requirements of VR’s State Plan. In addition, the 2015–2017 YTP Cooperative Agreements will:

- Specify that participating districts are to provide matching funds equal to one-third (1/3) of the grant awarded by VR to a district for carrying out the agreement. Moreover, the match must be from a district’s cash funds; and, neither federal nor “in-kind” district resources, including donations or contributions of property or services, may be applied towards the match.
- Require that services provided pursuant to agreements will be provided in accord with the Order of Selection under which VR operates, as long as the Order remains in effect.

3. ALL STATE PLAN REQUIREMENTS WILL APPLY

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

The contracts with the local entities providing YTP were written with the VR service portion of the Unified Plan in mind and therefore the requirements will be adhered to.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

The Oregon Vocational Rehabilitation Program (VR) has developed and maintains cooperative agreements and cooperative relationships where necessary with federal and state agencies not carrying out activities through the statewide workforce investment system. This cooperation includes, but is not limited to the Centers for Independent Living (CILs), Oregon Developmental Disability Services (ODDS), local I/DD brokerages, county service providers, Oregon's Mental Health Programs (including programs that serve in and out of school youth), the Client Assistance Program (CAP), Tribal Vocational Rehabilitation 121 Programs, Oregon Department of Education (ODE), local school districts, community colleges, Access Technologies Inc. (ATI), and local agencies providing services to our clients. VR strives to have cooperative relationships that streamline referral and service delivery, including joint planning, leverages funds, provide coordinated and non-duplicated services, and maximize the use of wrap around services to ensure success. VR's goal is to simplify, streamline, and expedite services to clients while maximizing access to services that will help with their success.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

Access Technologies, Inc. (ATI), serves as the Implementing Entity for the Oregon Statewide AT Program; providing all State Level and State Leadership activities as mandated by the Assistive Technology Act of 1998, as amended. ATI has entered into an administrative agreement with Oregon's Lead Agency (the Department of Human Services or DHS). This administrative agreement sets forth the activities that must be conducted by ATI on behalf of DHS and the system of oversight to be provided by ATI's Board of Directors. DHS has assigned a Project Officer to oversee the administrative agreement, and who will meet with the President of ATI quarterly to discuss activities and the implementation of this state plan. The Project Officer, and/or a representative from the Lead Agency, attends all Advisory Council meetings for ATI. ATI submits monthly expenditure reports to the Project Officer for review and approval, while the Lead Agency Project Officer ensures that the DHS fiscal unit provides timely and appropriate assistance to ATI. ATI also provides annual reports to DHS on activities completed, activities planned, and any data related to those activities.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

VR has no cooperative agreements or cooperative relationships with programs currently being carried out by the Under Secretary for Rural Development of the Department of Agriculture.

4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

VR does not currently have any cooperative agreements with non-educational agencies serving out of school youth.

5. STATE USE CONTRACTING PROGRAMS.

VR utilizes the Statewide Office of Contracts and Procurement to memorialize service delivery arrangements through the use of cooperative agreements with entities outside of the Statewide workforce system.

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. DSU'S PLANS

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

Oregon VR has third party cooperative agreements with over 112 school districts in the state to run the Youth Transition Program (YTP) which constitutes more than 3/4ths of the high schools in Oregon. Performance benchmarks for YTP are in place within the cooperative agreements to ensure the timely development and approval of individualized plans for employment for the participating students.

VR actively works in coordination with state and local education officials to assist eligible and potentially eligible students in pursuit of their employment goals and to facilitate their transition from school to employment, higher education or vocational training. This occurs on a regular and continuing basis as part of delivery of individualized vocational rehabilitation services to youth now including the provision of pre-employment transition services.

It necessarily includes development and approval of individualized plans for employment as early as possible during the transition planning process, but at the latest 90 days after the student is determined eligible for VR services (or in the event VR is subject to an Order of Selection and a waitlist for services is being utilized, before each eligible student able to be served leaves the school setting).

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

Information on the formal interagency agreement with the State educational agency with respect to consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

The Oregon Department of Education and VR have executed an agreement and MOU to coordinate transition services leading to successful transition for students with disabilities from a free and appropriate public education to postsecondary career-related training and employment activities.

VR and the Oregon Department of Education additionally have developed another agreement to co-fund eight regional Transition Network Facilitators (TNFs) who cover the entire state. The role of the TNFs is to coordinate transition services between every LEA and the local VR offices throughout the

state. The TNFs are working with every LEA to ensure the provision of pre–employment transition services are available to all students with disabilities in need of such services.

VR Transition Staff

VR has a full–time YTP/Transition Coordinator. This position is responsible for leading and coordinating YTP and more generally VR’s transition efforts, including serving as VR’s liaison to the Oregon Department of Education, the State Advisory Council for Special Education and its Transition Advisory Committee; the Oregon university system; and the state’s secondary education system and schools on transition issues. The coordinator and other VR staff work closely with Oregon’s community colleges and foster care, youth, and workforce programs on transition and related service coordination issues. On a related basis, the Department of Education has a secondary Transition Specialist and this position is a member of the State Rehabilitation Council, VR’s policy–making partner. The YTP Coordinator, Department of Education Transition Specialist, and the University of Oregon YTP T/A Team, together comprise the cross–agency YTP administrative team.

In addition, VR and its YTP partners:

- Maintain a YTP website. The site (www.ytporegon.org) provides information on transition, YTP, special education and related services, research, training, and links. The intended audience is school and VR personnel, youth and adults with disabilities, parents and other supporters of such individuals, and the public at large. The website is also used to transmit and report on YTP performance data.
- Jointly sponsor and organize two statewide transition conferences, provide training on a regional basis throughout Oregon about transition, IDEA, modified diploma standards, and the VR process.
- Serve as liaison to the Oregon Association of Vocational and Special Needs Personnel’s Board of Directors; and U of O and ODE representatives serve on the State Rehabilitation Council, VR’s policy–making partner.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

YTP Transition Specialists, TNFs, and school transition staff members partner with local VR offices and VR Counselors to coordinate the development and implementation of individualized education programs. When a student is determined eligible for VR services, he or she works with a school transition specialist and a vocational rehabilitation counselor to develop an Individualized Plan for Employment (IPE) that reflects the interests, strengths, and abilities of the student, and which addresses the barriers to training or employment outcomes for the student. VR is serving all eligible individuals and is not utilizing an Order of Selection waitlist. Should it be necessary for VR to reinstitute an Order of Selection, the scope of VR services and expected employment outcomes for all individuals served by VR, including YTP students, will be modified to comply with VR’s Order of Selection.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

Under YTP, VR is responsible for:

- Administering and coordinating YTP.
- Entering into YTP cooperative agreements (referred to as intergovernmental agreements in Oregon) with school districts that wish to participate in YTP and that are selected through a competitive process. The

agreements provide districts with the funding needed for the staff that deliver a district's YTP activities, services, and supports. •Working with school district staff at the VR field/school level to provide YTP activities and services, and providing needed technical assistance and support.

All financial agreements for the sharing or blending of funds are handled by VR and ODE through Cooperative Agreements. For example with VR's YTP program the participating school or districts provide VR with matching funds that are paid back the schools along with VR program funds when they provide the required services through the cooperative agreement. In this way VR can assure that the services paid for are an enhancement to the service the school district are required to provide.

NEW INFO:

The MOU between ODE and VR outlines and designates the lead representatives that will coordinate services between the two agencies including the Youth Transition Program (YTP) and other cooperative transition services and programs. Oregon VR administers the YTP in over two thirds of the school districts in Oregon. This program is funded through third party cooperative agreements where LEAs provides one third of the funding for the total budget and VR provides two thirds of the funding. During this agreement cycle, ending on June 30th 2017, the LEAs are contributing \$3,974,685 and VR is contributing \$7,949,372 to the operating budget for YTP. The combined funding for YTP is \$11,924,056 from 7/1/2015 through 6/30/2017.

Under YTP, VR is responsible for: Administering and coordinating YTP. The agreements provide districts with the funding needed for the staff that deliver a district's YTP activities, services, and supports. Working with school district staff at the VR field/school level to provide YTP activities and services, and providing needed technical assistance and support. The YTP, school staff are also responsible for the development and coordination of Pre-Employment Transition Services within the district.

The Oregon Department of Education and VR have a separate MOU that outlines that both agencies will provide equal funding for eight Transition Network Facilitators (TNF). The roles and responsibilities of the TNFs are outlined above. VR and ODE each contribute 880,000 per year to fund the TNFs.

All other financial agreements for the sharing or blending of funds are handled by VR and ODE through Cooperative Agreements. For example with VR and ODE have a collective agreement with our parent training and information center in Oregon (FACT) to provide specific transition services to students and families.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

VR and the Department of Education co-fund eight regional TNFs who cover the entire state.

These eight regional TNFs work with every high school in the state to educate school staff, families, and other provider agencies to perform outreach and identification of students with disabilities in need of transition services.

One hundred twelve school districts in the state run the Youth Transition Program (YTP) which constitutes more than three-fourths of the high schools in Oregon.

VR has a Statewide Transition Coordinator that works with the Oregon Department of Education to develop trainings that help school's identification of students with disabilities who need transition services.

VR has entered into a contract with Family & Community Together (FACT) Oregon the statewide Parent Training and Information Center (PTI) to train, inform parents, and provide outreach to identify students with disabilities that need transition services.

VR counselors regularly attend functions (back to school nights, job clubs, vocational classes, etc.) at high schools to educate youth, families, and school staff about VR services. In many cases VR staff collaborate with districts to provide pre-employment transition services which leads to identification of students that can benefit from VR services.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

Oregon Vocational Rehabilitation (VR) continues to establish relationships with private non-profit and for profit entities that are community rehabilitation providers, medical services providers, and providers of other services and supports that are required by VR clients to achieve the goals in their Individualized Plans for Employment. VR staff develop relationships in the community to meet the needs of their client and to provide choice of providers to their clients. Services provided by the community rehabilitation providers, contractors, and vendors include medical and psychological assessments and services, job development and employer services, job coaching and facilitation, accommodations and ergonomics, independent living services to support employment goals, follow up services, and other services especially for individuals with significant disabilities. The cooperative relationship vary from information and referral relationships to fee-for-service and pay for performance relationships. VR follows State of Oregon contractual processes when establishing contracts for services. VR works with and establishes relationships with non-profit organizations to fully utilize the benefits provided through the SSA TTW program. In January 2010, Oregon VR initiated a Ticket to Work shared payment agreement pilot with ten community mental health programs that provide evidence-based mental health supported employment services. These mental health agencies are governed by the Oregon Health Authority (OHA) who contracts with the Oregon Supported Employment Center for Excellence (OSECE) to provide annual programs and technical assistance. These agreements allow Oregon VR to be the Employment Network of record with SSA, partner with the mental health agency to provide dual services to an individual. Once the VR case is closed, the mental health agency continues to support the individual until the support is no longer needed. If the individual works and reaches the SSA TTW wage thresholds, Oregon VR receives TTW payments which in turn are split with the mental health agencies. This pilot evolved into a project that has strengthened the relationship between VR and these participating agencies by providing additional TTW dollars for additional program funding. As of July 2015 we have sixteen agreements in place.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

VR works closely with other State agencies whose populations benefit from VR Supported Employment (SE) Services. VR, the Department of Education, and the Office of Developmental Disability Services work together with the State's Employment First program to ensure that individuals who experience Intellectual and/or Developmental Disabilities receive coordinated and sequenced services that meet their employment needs. This multi-agency collaboration operates under the guidance of Executive Order 15-01 and actively works to ensure that policies and services are aligned in a way that makes sense for transition age students as well as adults seeking services.

VR has a close relationships with OHA Behavioral health programs to ensure that individuals who access VR's services who are also working with Mental Health Programs across the state get access to quality Individualized Placement and Support (IPS) Services. VR continues our collaboration with the Oregon Supported Employment Center for Excellence (OSECE) who oversees the fidelity of the 37 programs that currently offer IPS services throughout the state. VR continues to work with OSECE to expand the availability of these services across the state. In addition to aligning policies and service sequences, VR is working with OHA Behavioral Health and ODDS to ensure that our certification requirements for service providers are in alignment. VR initiated a new Job Placement Services contract in 2015. Now, joint certification and coordinated training makes it easier for providers of Job Placement and Support Services who are funded by VR to continue to provide employment support services to clients when hand-offs occur between agencies. VR currently has more than 180 providers under contract in our new Job Placement Services Contract.

VR is establishing a system to identify areas of the state where capacity issues exist. Recruit of providers in these areas will be a priority moving forward. Additionally, VR is working with several community colleges to explore the possibility of a career pathway program that will train future service providers in a curriculum jointly developed with these community colleges.

G. COORDINATION WITH EMPLOYERS

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR SERVICES; AND

VR knows that given the needs of our clients, a robust employer engagement model is required to be successful. VR continues to use Job Placement contractors to identify individual employment, assessment, and training opportunities for those who require those services to become employed. Additionally, VR strives to expand the base of employers who work with our clients who do not require individualized outreach to employers. By leveraging opportunities with other workforce partners, VR believes that it can increase employment opportunities for Oregonians with disabilities and begin to change perceptions associated with individuals with disabilities in the workforce.

VR will:

- partner with the local Employment Department Business Teams to coordinate employment services,
- partner with the local workforce development boards (LWDB) to coordinate employer engagement activities,
- provide information to VR staff regarding apprenticeship programs and processes.
- partner with local mental health providers in coordinating employment services
- continue to partner with Oregon Commission of the Blind on employment services,
- participate and coordinate local employer recruitment events and job fairs,
- contract with providers to provide local employer engagement events and activities for individuals with disabilities,
- contract with providers to and other providers
- provide Employment Outcome Professional II (EOP II) training to contracted job placement and partner providers,
- establish local MOU's with federal business contractors.
- provide information to VR staff regarding 503 information, protocols and processes.
- provide local trainings and resources on disability awareness and accommodations,
- establish partnerships with local nonprofits that provide employment services,
- participate in in local area business events to enhance disability awareness,
- Promote and develop local area internships for individuals with disabilities.

Employer survey respondents were asked to rate the perceived helpfulness of a variety of potential services provided to employers by VR. The survey items with the highest perceived helpfulness reported by respondents to the business survey were:

- Providing workers with disabilities with the accommodations and supports they need to do the employer's work;
- If concerns arise, providing consultation with management, the workers, and co-workers to resolve the concerns;
- Placing qualified individuals in internships at the business with full reimbursement of the employer's expenses;
- Providing training consultation and resources related to the provision of reasonable accommodations; and
- Finding workers that meet the employer's workforce needs.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

Transition services, including pre–employment transition services, for students and youth with disabilities:

- VR's Youth Transition Program Transition (YTP) is operating in over 112 school districts across the state to provide pre–employment transition services (PETS) which includes “work experience” and “career counseling.”
- YTP Transition Specialists work directly with employers to:
 - o Perform worksite assessments before student placement
 - o Train students in workplace readiness
 - o Provide screening and referral of appropriate youth
 - o Identification of appropriate worksites and task
 - o Provide counseling on opportunities for enrollment in comprehensive training opportunities to meet the desired qualification of employers
- In the Portland Metro area VR staff are working with health providers Legacy and Providence Health to pilot training and streamlined hiring program for students with disabilities. Students placed in competitive integrated employment with these employers are supported with 12 months of follow along services to ensure stable employment.
- VR Contractors are working with business and schools regarding employer engagement models to offer competitive, integrated employment and career exploration opportunities. These trainings include:
 - o Pre–employment trainings with school staff to meet employer needs
 - o Interest inventories with students
 - o Trainings on developing partnership agreements
 - o Trainings on job needs analysis
 - o Marketing school based programs
 - o Pre and post training evaluations for students involved in work experiences

H. INTERAGENCY COOPERATION

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

In Oregon, the Oregon Health Authority is the agency that administers the State Medicaid Program. Through a series of Inter-Governmental Agreements and Memorandums of Understandings the Department of Human Services is established as the agency that operates the Medicaid programs and waivers. VR has not entered into separate agreements with OHA outside of our parent agencies agreements. VR does collaborate with the individual programs that administer the waivers.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

VR and Oregon Department of Developmental Disability Services have refocused their work together over the last couple of years to achieve the outcomes set forth in Executive order 13-04, which was updated in Executive Order 15-01. These Executive Orders emphasize with more clarity the State's Employment First Policy. Additionally, the State of Oregon has recently settled a lawsuit that calls for increased integrated employment opportunities for individuals with intellectual and developmental disabilities. VR, ODDS, and the I/DD service delivery system have a working relationship that shares information, leverages and braids funding, and encourages the joint case management of joint clients. Moving forward VR will continue to work with ODDS and I/DD service delivery system as well as the Department of Education to increase our collaboration to maximize funding, streamline processes, and meet the competitive and integrated employment goals of joint clients.

Over the last year VR, ODE and ODDS have:

- Hired staff specialists who serve individuals with I/DD. These three groups of regional staff meet regularly; co-train other agency staff; and, co-develop tools and strategies to provide services that are consistent and reflect best practices
- Have established collaborative training regarding consistency and quality in curricula used for VR, ODDS and ODE staff throughout Oregon; accomplished through:
 - o Agency conferences (VR In-Service, DD Case Management Conference, and ODE Regional Transition Conferences) used mixed groups of staff and cross training techniques to further collaborative training goals
 - o VR, DD, and school transition (ODE) staff training on varied topics, presented regionally to groups consisting of staff from all three agencies
 - o Staff are consistently co-trained by specialists from the three agencies
- Ongoing and regularly scheduled meetings lead to collaborative actions by Office of Developmental Disabilities (ODDS), VR and Oregon Department of Education (ODE):
 - o Employment First Steering Committee meetings direct the overall work of the following collaborative meetings. This committee is co-led by VR and ODDS Administrators
 - o Policy and Innovation meetings are co-led by VR staff and DD Staff to facilitate these collaborative actions:
- The three agencies review and discuss all new or newly revised policy to assure alignment across agencies
- Each agency sends policy transmittals to their regional and community staff when another of them adopts new or newly revised policy
- o Education and Transition meetings discuss pertinent issues for students who have transition plans including those receiving Pre-Vocational Services; facilitating these collaborative actions:
- A jointly held goal of seamless transition for: students with transition plans, students in transition programs, and post high

school students • Examination of agency procedures, leading to: development of tools and strategies for use by field staff; and referral to the Policy Work Stream for potential policy revision or development o Training and Technical Assistance meetings address issues of staff and vendor training to facilitate: • Increased numbers of vendors shared across agencies • Increased knowledge and skill (competency) of agency staff and vendors o Quality Assurance is a cross–agency group that evaluates collaborative outcomes providing a means to assess collaborative efforts

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

A primary effort of VR and OHA Behavioral Health Programs has been development and expansion of evidence–based supported employment services by increasing the number of county mental health organizations providing such services and meeting fidelity standards. VR continues to partner with and utilize the Oregon Supported Employment Center for Excellence (OSECE) in developing and refining evidence–based supported employment services. As of the end of federal year 2015, 37 community mental health programs and 35 out of 36 counties are providing IPS as of the end of 2015. With the inclusion of IPS into Oregon’s OARs, evidence–based supported employment services continue to expand across Oregon.

Additionally, VR supports and collaborates with the Early Assessment and Support Alliance in assisting young people with psychiatric disabilities by assisting them in obtaining or maintaining employment (an evidence–based practice, which is effective in reducing the onset and symptoms of mental illness). In partnership with Portland State University, VR helped create a center for excellence that provides ongoing technical assistance to EASA programs throughout the state.

Going forward, VR will increase its focus supported employment outcomes, the quality of the outcomes, the skills of employment service providers and the capacity of community rehabilitation programs and providers.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

The Oregon Legislature has the sole authority to establish the type and number of state government positions, including VR positions. Over the last two biennium the legislature approved 14 new VRC positions to help support statewide Employment First initiatives. The chart below indicates the type and number of positions allocated by the legislature for the State 2015–17 biennium (7/1/15–6/30/17), and the type and number of vacancies and projected vacancies over the next five years.

Vocational Rehabilitation Counselors

Total Positions:129

Current Vacancies:10

Projected Vacancies over the next 5 years: 37

Human Services Assistants/Office Assistants

Total Positions: 69

Current Vacancies: 5

Projected Vacancies over the next 5 years: 19

Field Services Managers

Total Positions:12

Current Vacancies: 1

Projected Vacancies over the next 5 years: 5

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

In the pool of 129 Vocational Rehabilitation Counselors (VRCs), VR has 16 VRC specialist positions. The counselors in these positions provide training, technical assistance, and caseload support to other field staff on a given area of focus, in addition to carrying a general caseload. The areas of focus include: autism, deaf and hard of hearing services, developmental disabilities, mental health, motivational intervention, spinal cord injuries, traumatic brain injury, and workers' compensation.

All VR field staff are provided with supervision necessary to ensure the delivery of quality VR services. In addition to direct supervisory practices, a minimum of 20 hours of training per VR employee per year has been established as a staff development performance benchmark. Managers meet annually with staff to address professional development needs for the upcoming year. In 2016 VR will be evaluating the VR programs training needs, the current delivery system for training, and the alignment of the overall training system with policy and regulatory concerns. The results of this evaluation will lead to recommendations regarding the restructuring of the VR training unit and will result in the development of an updated, responsive, and aligned training system.

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

In FFY 2015 VR served 15,754 Oregonians with disabilities; in FFY 2014, VR served 15,589 Oregonians with disabilities; In FFY 2014, the ratio of VRCs to clients served was 1 to 125; in FFY 2015, the ratio was 1 to 124. The present and projected staffing level and configuration meet currently identified needs.

B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

Oregon has two institutions of higher education with graduate programs in Rehabilitation Counseling: Western Oregon University (WOU) and Portland State University (PSU). PSU also offers a post-graduate certification in Vocational Rehabilitation Counseling.

Western Oregon University has two Rehabilitation Counseling degree options: The Rehabilitation Counselor for the Deaf (RCD) is one of only three deafness specialty programs in the United States, and the Rehabilitation Counselor (RC), which was authorized by the Oregon University system in 1991. Portland State University (PSU) offers a Master of Science in Rehabilitation Counseling. Graduates are eligible to seek national certification from the Commission on Rehabilitation Counselor Certification (CRCC) as Certified Rehabilitation Counselors or state licensure by the Oregon Board of Licensed Professional Counselors and Therapists.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

Western Oregon University Current Enrollees: RC 23 RCD 7

Portland State University Current Enrollees: RC 36

Two other university rehabilitation programs exist in the northwest region:

Western Washington University (WWU). Washington has one institution of higher education that offers graduate education in rehabilitation counseling, Western Washington University (WWU).

Additionally, the University of Idaho Counseling Program offers a program of study leading to either a Master of Education or a Master of Science in Counseling and Human Services, with an emphasis in Rehabilitation Counseling.

iii. the number of students who graduated during the prior year from each of these institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Western Oregon University Graduates, 2015: RC 11, RCD 0 CRC/LPC upon graduation: 9

Portland State University Graduates, 2015: RC 11 CRC/LPC upon graduation: 11

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

VR continues to work closely with the graduate rehabilitation counseling programs at WOU, PSU and elsewhere in order to increase recruitment of qualified applicants to work in the field. Part of this work consists of reaching out and working with graduate programs to provide practicum and internship sites for students working their way through the program. In 2015 VR hosted four practicum students and six interns. This last year, the VR executive team approved the reinstatement of the VR Director's Stipend Program. This program is designed to attract and support interns, as well as develop a rich and diverse pool of applicants for VRC positions in the Oregon VR program. Cooperative Agreements between VR and public universities (referred to as Interagency Agreements in Oregon) offering graduate degrees in Rehabilitation Counseling are developed and implemented prior to disbursement of stipend funds. For the 2015–2016 school year, we are forecasting a stipend cost of approximately \$80,356 for WOU students in the program. VR staff members continue to serve on Rehabilitation Counselor Education Advisory Councils for programs in the region (WWU, PSU, and WOU). An increasing number of VR managers and VRCs are participating in the classes at the graduate level coursework and in the mock interviews conducted with students. VR managers engage local partners in their recruitment process and are encouraged to consider the demographics of their community and client base when making hiring decisions.

3. PERSONNEL STANDARDS

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

VR continues to utilize an established set of standards to evaluate and select Vocational Rehabilitation Counselors. These standards are based on a modified version of standards utilized by the Workers' Compensation Division (WCD). The State of Oregon's VRC classification is shared by WCD, the Oregon State Hospital, the Oregon Commission for the Blind, and VR. It requires that VRCs possess:

- A Master's degree in Rehabilitation Counseling; or be certified by either the Commission on Rehabilitation Counselor Certification as a Certified Rehabilitation Counselor (CRC), the Certified Insurance Rehabilitation Specialist (CIRS), or the Certification of Disability Management Specialists Commission as a Certified Disability Management Specialist D (CDMS), and six months full-time work experience providing vocational rehabilitation-related services; OR
- A Master's degree in psychology, counseling, or a field related to Vocational Rehabilitation (such as one that promotes the physical, psychosocial, or vocational well-being of individuals with disabilities) and 12 months full-time work experience providing vocational rehabilitation-related services, OR
- A Bachelor's degree in a related field, such as one that promotes the physical, psychosocial, or vocational well-being of individuals with disabilities, and three years of full-time work experience providing vocational rehabilitation-related services to individuals with disabilities. There is no direct experience substitute for a Bachelor's degree.

VR has had and continues to have a goal that all employees classified as VRCs will hold a Master's degree in Rehabilitation Counseling or a closely related field. VR will continue to seek counseling staff with Master's degrees, but VRC candidates with an appropriate Bachelor's degrees and related work experience may be hired.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

VR continues to expect that all staff participate in appropriate professional development activities. This includes keeping up with the most recent advances and best practices when working with individuals with specific disabilities, staying up to date with best practices overall, and maintaining an updated understanding of the evolving labor market in their area. Relationships are being developed with Regional Economists and Workforce Analysts who are employed by the Oregon Employment Departments Research Department to ensure that staff have the information and the cross training

they need to understand the labor markets in their area. VR is establishing robust relationships with LWDBs so that VR, in partnership with them, has an understanding of their local sector strategies.

4. STAFF DEVELOPMENT.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. SYSTEM OF STAFF DEVELOPMENT

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

VR is committed to offering a comprehensive system of staff development and training. The goal is to ensure staff development for VR personnel in areas essential to the effective management of VR's program of VR services. VR will no longer have the support of the RSA In-service training grants, inclusive of the Basic and Quality Award Grants, as these programs were eliminated with the end of the five-year grant in September 2015. Nevertheless, VR will continue to provide for the training and development of personnel necessary to improve their ability to provide VR services leading to employment outcomes for individuals with disabilities, especially those with the most significant disabilities.

In 2016 VR will be undertaking a comprehensive evaluation of the program's training structure, delivery system, and training needs. The results of this evaluation will lead to recommendations of training unit restructure and the development of an updated training system. A plan will be developed and implemented.

B. ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

VR will continue with our Enhancing Employment Outcomes Professional II training that is provided to our job placement contractors and our staff. This training focuses on a skills-based job placement process that looks at placement from a business perspective. VR will also prioritize training focused on best practices for working with specific disability populations, vocational assessment, transition, motivational interviewing practice, rehabilitation technology, assistive technology, effective case management, and understanding the labor market.

VR will continue to coordinate training opportunities with other partners and partner staff. We believe that joint training opportunities foster a greater understanding of the service system as a whole, increase opportunities for better levels of partnership, and create common goals and understandings.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

VR continues to hire and retain staff capable of communicating with diverse populations. Currently VR has staff who are bilingual in the following languages: Spanish, Russian, Ukrainian and American Sign Language. In specific geographic areas and for specific caseloads, VR engages in targeted recruiting for job applicants with specific language skills. VR staff who are not fluent in the native language of an applicant or a client have access to, and training in, the use of AT&T's language service and access to qualified interpreters. In addition, the office has developed and utilizes outreach and application materials in alternate language formats, including Spanish and Russian. VR continues to contract and collaborate with the Latino Connection in reaching out to and providing specialized job placements services to native Spanish-speaking individuals with disabilities. The focus of these services has been in Portland, Clackamas, Salem, and Woodburn which have large Latino communities. VR continued to develop and utilize training materials in alternate formats, including new counselor training materials, to meet the accommodation needs of VRCs who are blind or deaf. The training unit assists staff and consumers who need accommodations for training events with assistive listening devices and qualified interpreters. In light of demographic changes due to immigration and refugee issues, the VR North Portland office is working with the Immigration and Refugee Community Organization (IRCO). This has allowed access to additional interpretation and translations services as needed.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

VR, the Oregon Department of Education, and local school districts have robust relationships that include many opportunities for partnering, joint planning, and cross training. Under WIOA and the new requirement for Pre-Employment and Transitions Services (PETS) this relationship will continue to grow. This commitment was demonstrated in 2015 when VR provided the following opportunities: 1. In the summer of 2015 VR and ODE conducted eight regional training's across the state for school staff, VR staff, community members and providers. These training's covered services available through VR (including changes in the WIOA) and IDEA services in Transition. ODE and VR intend to continue this series of professional development opportunities. 2. VR co-funds eight regional Transition Network Facilitators whose role is to cross train VR and school staff in the implementation of IDEA, the Rehab Act, and the Executive Order 01-15. 3. VR staff sit on the Department of Education's State Advisory Committee for Special Education (SACSE) to coordinate services, provide trainings, and policy guidance with respect to special education and related services for children with disabilities in the State etc. 4. VR staff sit on the Department of Education's Advisory Committee on Transition (ACT) in an advisory capacity on issues related to determining transition priorities for documents, web information and development and other issues that may arise. The ACT considers the services and postsecondary outcomes for students and informs the department on strategies and plans to improve transition for students beginning at age 14 and continuing through age 21. 5. VR has a contract with the University of Oregon to provide Technical Assistance to VR and school staff in the implementation of the Youth Transition Program (YTP). This

contract funds five regional Technical Assistance providers who coordinate services and develop best practices in collaboration between VR and Schools including IDEA funded services.

J. STATEWIDE ASSESSMENT

(Formerly known as Attachment 4.11(a)).

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

VR is in the process of beginning our 2016 Statewide Comprehensive Needs Assessment. In Federal Fiscal Year 2013, the Vocational Rehabilitation, the State Rehabilitation Council and the Interwork Institute of San Diego State University collaborated to develop a comprehensive assessment of the vocational rehabilitation needs of persons with disabilities residing in the state of Oregon. Interwork subsequently administered the assessment, gathered and analyzed the results and provided VR and SRC with written and in-person reports on its findings. The needs assessment process, results and findings are summarized below. The findings were considered and addressed by VR and SRC in reviewing, updating and refining VR's goals, priorities, strategies and activities.

The complete assessment can be found at:

<http://www.oregon.gov/DHS/EMPLOYMENT/VR/SRC/Documents/2013-Comprehensive-Needs-Assessment.pdf> The process that was developed for conducting the needs assessment involved four primary data-gathering approaches: • Telephone, electronic, and mail surveys conducted with four stakeholder groups (individuals with disabilities, representatives of organizations that provide services to persons with disabilities, employers, and VR staff); • Focus groups conducted with three stakeholder groups (individuals with disabilities, representatives of organizations that provide services to persons with disabilities, and VR staff); • Key informant interviews conducted with individuals identified as knowledgeable about the needs of individuals with disabilities in the state, workforce dynamics in the state, or both; and, • Analysis of existing demographic and case service data relevant to individuals with disabilities in the state of Oregon.

Through the data collection efforts, researchers solicited information from four primary stakeholder groups: (a) potential, actual, or former consumers of VR services located throughout the state; (b) representatives of organizations that provide services to individuals who are potential, actual, or former consumers of VR services; (c) VR staff; and (d) representatives of businesses. The approach was designed to capture input from a variety of perspectives in order to acquire a sense of the multi-faceted needs of persons with disabilities in the state. Responses to the individual survey reflect the opinions of current and former clients of VR including individuals who had not yet developed a rehabilitation plan, individuals with active rehabilitation plans, and individuals whose cases had been closed. Efforts were made to gather information pertinent to un-served and under-served populations through inquiries with individuals who serve a broad range of persons with disabilities in the state (whether they are affiliated with VR or not). Likewise, the VR staff members that participated in key informant interviews, focus groups and surveys serve individuals with disabilities representing a broad range of backgrounds and experiences. Efforts were made to solicit responses from businesses reflecting the opinions of employers representing a variety of industries.

Four hundred telephone interviews were completed with individuals with disabilities, 31 partner surveys were completed, 85 VR staff surveys were completed, and 98 business surveys were

completed. A total of 80 persons participated in 12 focus group conducted in Eugene, Medford, Portland, and Redmond, while 25 individuals participated in the key informant interviews.

The following summary highlights some of the most commonly cited needs associated with achieving employment goals and accessing VR services derived from the surveys, focus groups, and key informant interviews.

A question about barriers to achieving employment goals for individuals with most significant disabilities was asked of partner and VR staff respondents. Both partners and VR staff identified (a) employers' perceptions about employing persons with disabilities and (b) not having job skills among the most frequent barriers to achieving employment goals for persons with the most significant disabilities. Key informant interview findings suggested that an additional barrier to employment for individuals with most significant disabilities may take the form of diminished expectations of work potential on the part of both employers and human service professionals. In addition, vocational rehabilitation staff may perceive these individuals as representing time-intensive cases and may be reluctant to provide the necessary services due to concerns about time demands. The needs assessment is the result of a cooperative effort between Vocational Rehabilitation and the State Rehabilitation Council. These efforts solicited information concerning the needs of persons with disabilities from persons with disabilities, service providers, VR staff and businesses for the purpose of providing VR and the SRC with direction for addressing structure and resource demands. The needs assessment effort is based upon the contributions of approximately 700 individuals representing different stakeholder groups. Vocational Rehabilitation and the State Rehabilitation Council will use this information in a strategic manner that results in provision of vocational rehabilitation services designed to address the current and future needs of individuals with disabilities who seek employment. Barriers to Achieving Employment Goals for Individuals with Most Significant Disabilities Including Those Requiring Supported Employment Services Partner survey respondents who indicated that the barriers to achieving employment goals for individuals with most significant disabilities were different than the overall population were asked to identify the most frequent barriers to achieving employment goals for individuals with most significant disabilities. The partner survey respondents identified the following survey items most frequently as among the top three barriers to achieving employment goals for individuals with the most significant disabilities: • Employers' perceptions about employing persons with disabilities (59.3%), • Not having job skills (44.4%), • Not having disability accommodations (33.3%), and • Not having education or training (29.6%) VR staff members who indicated that the barriers to achieving employment goals for individuals with most significant disabilities were different than the overall population were also asked to identify the most frequent barriers to achieving employment goals for individuals with most significant disabilities. VR staff members identified the following survey items most frequently as among the top three barriers to achieving employment for individuals with the most significant disabilities: • Mental health issues (43.1%), • Not having job skills (43.1%), • Employers' perceptions about employing persons with disabilities (41.7%), and • Not enough jobs available (33.3%). The key informant interview findings suggest that an additional barrier to employment for individuals with most significant disabilities may take the form of diminished expectations of work potential on the part of both employers and human service professionals. In addition, vocational rehabilitation staff may perceive these individuals as representing time-intensive cases and may be reluctant to provide the necessary services due to concerns about time demands. A related barrier to work identified in the focus groups was the lack of long-term supports for individuals with significant disabilities. NEW INFO: Oregon Vocational Rehabilitation understands the need for appropriate and timely post placement employment supports in order to maintain long term employment success for certain population groups. The relationships that Oregon Vocational Rehabilitation has with the MH programs and the I/DD programs has resulted in a process that allows for successful hand off of

funding for these extended supports as is appropriate. Oregon Vocational Rehabilitation recognizes that we have the obligation to provide up to 4 years of extended services and are committed to doing so as is appropriate for consumers who have no other source of these supports. This period of time would then be utilized to assist the consumer in identifying and establishing natural supports that will assist in maintaining employment. It is noted that these extended services are provided post placement and are meant to assist the consumer maintain and be successful in their employment.

B. WHO ARE MINORITIES;

Partners and VR staff members were asked about barriers to achieving employment goals for consumers who are racial or ethnic minorities. There was a substantial degree of congruence between partners and VR staff with respect to the most frequent barriers to achieving employment goals for consumers who are racial or ethnic minorities. Language barriers were identified most commonly, followed by lack of education or training, lack of job skills, and employers' perceptions about hiring workers with disabilities.

The key informant interviews suggested that barriers encountered by individuals with disabilities from racial, cultural, or ethnic minority backgrounds included language and cultural barriers, as well as the lack of vocational rehabilitation outreach into communities where these individuals live.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

According to our monthly rolling reports, our data tells us that all population groups are being served proportionally.

Individuals with disabilities, partners, and VR staff were asked about barriers to accessing VR services. Partners and staff agreed that accessing training education services was prominent among the top barriers to accessing VR services. There was some agreement between individuals with disabilities, partners and VR staff that limited accessibility of VR via public transportation represented a barrier to accessing services.

Key informants identified specific populations that were encountering difficulties accessing VR services – individuals with developmental disabilities, transition age youth, individuals with significant disabilities, and individuals with disabilities who were homeless. The barriers described for these populations were related to eligibility determination, low employment expectations on the part of the counselors, and valid identification.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

A question about barriers to achieving employment goals for individuals with most significant disabilities was asked of partner and VR staff respondents. Both partners and VR staff identified (a) employers' perceptions about employing persons with disabilities and (b) not having job skills among the most frequent barriers to achieving employment goals for persons with the most significant disabilities.

Key informant interview findings suggested that an additional barrier to employment for individuals with most significant disabilities may take the form of diminished expectations of work potential on the part of both employers and human service professionals. In addition, vocational rehabilitation

staff may perceive these individuals as representing time-intensive cases and may be reluctant to provide the necessary services due to concerns about time demands.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

Partners and VR staff members were asked about barriers to achieving employment goals for youth in transition. There was noteworthy agreement between partners and VR staff with respect to several of the most frequently cited barriers to achieving employment goals for youth in transition. Both groups identified not having job skills, a lack of education or training, and a lack of job search skills among the most frequent barriers to achieving employment goals for youth in transition.

The focus group research yielded data suggesting that there was a need to increase the emphasis upon and provision of transition services within the schools. The key informant interviews echoed this finding. Other transition needs identified through key informant interviews were improving transition services in rural areas, facilitating pursuit of higher education for transition students, providing job coaches in the high schools, providing work experiences while youth attend school, and increasing family awareness of disability and students' potential.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

The Comprehensive Needs Assessment completed in 2013 that is referenced in this document indicated that a survey was completed by Partners. The partners were asked if they thought the network of rehabilitation service providers in Oregon were able to meet the vocational rehabilitation needs of Oregonians with disabilities. 32% answered "yes", 68% answered "no". These primary services were identified as: –Job Training Services –Job Development Services –Long-term supports for individuals with disabilities –Timely provision of services. When the 2016 needs assessment is complete we will be able to see if improvement in these categories has been made.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT .

Because PETS were not part of the 2013 needs assessment, they were not addressed however we are currently assessing this need by doing the following. Oregon VR is working with every district in Oregon individually to assess how they are providing Pre-employment Transition Services, how that relates to and complements the Individuals with Disabilities Education Act and how local VR offices are involved in these services. Regional Transition Network Facilitators (TNF) are surveying all of the districts that are not participating in the VR sponsored Youth Transition Project (YTP). And YTP Transition Specialists are assessing their own school district in the delivery of PETS. The TNFs and the TS' are then identifying needs of the school district and developing programs and services to ensure that there is the provision of PETS. This assessment is providing Oregon VR and LEAs with strategies on how we can build on the districts existing IDEA transition services and how the local VR office can coordinate these services.

K. ANNUAL ESTIMATES

(Formerly known as Attachment 4.11(b)). Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

According to the 2014 American Community Survey there are 316,222 individuals who experience disabilities in the State of Oregon who are 16 or older.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

It is projected that Oregon VR will serve 16,969 of those individuals during the next year.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

Oregon VR's Title VI, Supported Employment Funds are \$277,083 for FFY 2016. At a current cost per case of approximately \$3,155 we will be able provide services to approximately 87 clients using these funds. The number of individuals getting Supported Employment Services is much larger than this number and is supported through the use of Title I funds.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

Oregon VR Program is not under an Order of Selection.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

Oregon VR Program is not under an Order of Selection

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

It is estimated that Oregon VR will expend \$17,542,247 for these services in FFY 17.

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

VR and the State Rehabilitation Council have had opportunities over the last year to work together on several aspects of the VR program, policies, procedures, and service delivery. Additionally, VR and SRC worked to jointly develop our State's goals, priorities and strategies looking forward. The SRC approved the final draft of the VR portion of Section 6 of the Unified State Plan at their February 2016 meeting after a final opportunity to add comments. A comprehensive needs assessment was completed September 23, 2013, a survey was completed by the SRC April 2015 in regards to the VR programs Job Placement Services process and contract, regular case reviews are conducted by the Business and Finance Manager as well as Branch Managers. The results of these reports and activities were taken into account in the development of these goals, priorities, and strategies. The performance measures as defined by the WIOA, and activities necessary to meet the expected outcomes were also taken in to consideration. VR put the Plan up for public comment in January and February. The VR Plan was available to all interested parties through the VR internet site and the Oregon Workforce Investment Board (OWIB) website. Copies of the initial draft were sent out to an extensive list of interested parties, members of the SRC, members of the OWIB and to our traditional service delivery partners such as the Tribes, Mental Health providers etc. Public hearings occurred in three locations during the month of February. LaGrande, Medford and Salem hosted these sessions with the local Manager in attendance. VR received written feedback from our Workforce Partners, Tribal partners, Centers for Independent Living, and had feedback from Mental Health Programs. Comment was received from individuals as well. All this feedback was reviewed and incorporated into the VR State Plan.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

General feedback that was submitted to the Workforce Investment Division regarding the Unified State Plan was reviewed for feedback that was relevant to the VR program and integrated into the VR Plan as appropriate and necessary. In addition to working toward the goals and strategies set forth for the entire Oregon Workforce System in the earlier sections of Unified Plan, listed below are a series of VR program specific goals, priorities, and strategies. VR Goals/Priorities/Strategies: 1. Increase quality employment outcomes for all Oregonians with disabilities a. Support and accelerate the customer experience to be empowering, effective, and efficient i. Promote earlier engagement with Workforce partners for VR clients in the application process ii. Streamline referral and data collection from common referral agencies iii. Work with VR staff to streamline the Individual Plan for Employment process in order to get clients into plan more quickly iv. Use data to determine success rate of specific services and focus on their duplication v. Work with Lean Coordinator to identify opportunities for greater efficiencies in service delivery and policy that can be addressed

b. Continue implementation of inclusive and dynamic statewide student and youth programs that meet the community needs. i. Develop a meaningful presence in all high school districts in Oregon ii. Train staff on participation in Individual Education Plans iii. Continue partnership with Families and Community Together (FACT) to educate students and their families about transition iv. Expand

partnership with the Oregon Department of Education Transition Network Facilitators, including expansion of joint training opportunities v. Work to support youth who are not in school through strategic partnerships with other lead workforce agencies vi. Develop and implement summer activities for high school-aged students and youth; these opportunities will include work opportunities and post-secondary education exploration activities. vii. Develop and implement year-round postsecondary education opportunities for youth and students.

c. Expand and improve VR services to Oregonians who have been underserved and underrepresented in the VR program i. Establish quarterly review of caseloads to ensure equitable access and outcomes ii. Establish local plans for community outreach when underserved or underrepresented populations are identified iii. Partner with agencies that provide culturally specific service iv. Continue working with Tribal Vocational Rehabilitation programs to ensure access to joint case management and culturally appropriate services v. Convene cross agency workgroup to address the needs of underserved populations in the workforce system as a whole d. Work with State and local partners to increase access to employment and supported employment services for individuals with intellectual and developmental disabilities i. Continue to meet the expectations outlined in Executive Order 15-01 and the Lane v. Brown settlement that address the need for competitive and integrated employment , including supported employment, opportunities for the commonly underrepresented I/DD population in the workforce. ii. Plan for, and implement a process to identify, track, and inform clients currently working in subminimum wage environments about opportunities to work in competitive and integrated employment e. Increase programmatic consistencies to ensure quality employment outcomes i. Align rules, policies, and procedure with the new WIOA requirements and statewide workforce system ii. Create and implement a new service quality review process iii. Use data from the review process to inform training needs f. Increase the knowledge about and usage of assistive technology (AT) i. Expand training for staff on availability of AT and its uses ii. Work with Access Technologies Inc. to establish a communication plan to keep staff up-to-date on new technologies iii. Explore how to support FACT's training on AT to transition-aged students and their families iv. Encourage VR staff attending IEP's to explore the use of AT at an earlier age for students

2. Increase capacity and resources to provide enhanced levels of service to Oregonians with Disabilities a. Assist the workforce system with increasing its capacity and capability to serve Oregonians with Disabilities i. Convene cross agency workgroup to address the needs of underserved populations in the workforce system as a whole ii. Provide training to workforce partners on working with individuals with disabilities iii. Work with other agencies who work with clients with barriers to employment to address common access issues in the workforce system iv. Work with local workforce boards to ensure that programmatic access issues are identified and addressed b. Restructure the VR service delivery model to comply with state contracting requirements and be outcome driven i. Continue transition to newly structured pay-for-performance Job Placement Services Contract which includes a third track for individuals with the most significantly disabilities. These individuals require addition services that are were not funded appropriately in our traditional supported employment track. ii. Create contracts with clear minimum qualifications, scope of work, and cost structure for all personal services to ensure high quality and consistent services statewide c. Expand the availability of Vendor and Partner services that meet the needs of Oregonians with disabilities, including those requiring supported employment services i. Develop a community college based Career Pathway to develop job placement professionals and job coaches in the community ii. Identify areas of limited service availability, including supported employment services, and develop and implement recruitment and solicitation plans iii. Work with providers of sheltered and subminimum wage employment to transition to the integration of their clients into competitive and integrated employment in their respective communities. 3. Improve the

performance of the VR program with respect to the performance accountability measures under section 116 of WIOA. a. Increase staff knowledge of the labor market i. Encourage branch level engagement with regional economists and workforce analysts to educate staff on local labor market issues ii. Work with Local Workforce Development Boards to engage with local sector strategies and pursue high wage, high demand work opportunities. b. Expand opportunities for skill gain and credentialing i. Identify and access local skill upgrading opportunities within the Local Workforce Areas (LWA) ii. Partner with community college Disability Service Offices (DSO) to increase access to existing credentialing programs iii. Work with employers to establish on-the-job training opportunities iv. Provide opportunities for skill upgrading for individuals who face barriers to work and career advancement based on disability c. Expand opportunities for clients to learn about and enter into higher wage, high demand jobs i. Use labor market information to create work-based learning opportunities at local business who have high wage, high demand jobs ii. Inform clients about training opportunities to prepare them for jobs that are above entry level iii. Encourage clients to access VR services who face disability related barriers to advancement. d. Create an expansive employer engagement model that creates opportunities for work-based learning opportunities i. Develop a common employer engagement plan, language, and focus that can be used statewide ii. Implement a progressive employment model iii. Create and train local VR employer engagement teams iv. Work with partners on joint engagement opportunities v. Engage with employers the need to meet the 503 federal hiring targets vi. Utilize the SRC Business Committee to enhance engagement with employers e. Expand the use of Benefits Planning to assist Oregonians with Disabilities i. Create online benefits training and information to address basic benefit concerns ii. Work with partner agencies to create additional funding opportunities for expanding capacity iii. Continue to partner with the Work Incentives Planning and Assistance program operated by Disability Rights Oregon

NEW INFO: The Oregon Vocational Rehabilitation Program has an effective Supported Employment Program in working with I/DD clients and with CMI. We need to identify a process to provide as necessary more support to TBI, and to work with providers to increase load capacity to meet this need. In addition to the TBI need, we will be further analyzing the capacity in various parts of the state in regards to long term supports for the I/DD population, as the census is increasing for this population group. This work fits in to our Goal 1, "Increasing quality outcomes for all Oregonians with disabilities". Specific strategies to impact this goal are the "continue to meet the expectations outlined in Executive Order 15-01 and the Lane v Brown settlement agreement that addresses the need for competitive and integrated employment including supported employment.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

These goals and priorities are a result of a review of available and existing information, input from the SRC and planning meetings held by the Oregon VR program.

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

The most recent comprehensive needs assessment was completed in 2013 by the Interwork Institute of San Diego State University. Recommendations and observations from this report are part of the planning process for this current State Plan.

The complete report can be found at:

<http://www.oregon.gov/DHS/EMPLOYMENT/VR/SRC/Documents/2013-Comprehensive-Needs-Assessment.pdf>

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

Priorities, Goals and Strategies were crafted with an eye towards the needs of the Agency and the performance measures as defined by Section 116 of WIOA as well as a review of prior years data in regards to the metrics identified by Sec 116.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDING AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

As stated in that earlier attachment, the state's last comprehensive needs assessment was part of the discussion of what the goals, priorities, and strategies should accomplish. Additionally VR took into account the feedback received from multiple SRC surveys, including surveys with providers and staff. VR also took into account Department of Human Services internal audit recommendations. As VR looks to move forward, the program understands that with tightening budgets and increased demands we must expand our services in a way that is equitable and innovative in order to be successful. That understanding was very important to establishing this state plan

NEW INFO: As indicated in "a" (1) and (2), The SRC has discussed with Oregon VR regarding program autonomy in light of the relationship developing with the department of Human services, our "umbrella agency", staff training, program integrity, job development contracting and order of selection. Their concerns were addressed in a written response. We are incorporating their recommendations in on going service delivery, this mainly is regarding better and more timely communication that needs to occur, VR and the SRC are in the process of establishing a much more dynamic and partnership oriented relationship. There has been leadership changes in both entities and we are re aligning with the SRC. The issues identified in the last 107 monitoring report (12/08) identified the following areas of concern: • Serving transition-age youths with more significant disabilities in the Youth Transition Program (YTP). • Enhancing communication with field staff on the agency's mission and program goals; • Strengthening the relationship between OVRs and the SRC through role clarification and increased collaboration; • Improving oversight of OVRs service provider contracts and payment procedures for processing invoices for goods and services; • Strengthening the fiscal management system based on areas identified in the fiscal audit; and • Tracking and appropriately allocating grant part B IL funds. Since this report Oregon VR has addressed these concerns and had made significant programmatic changes in order to rectify these concerns. 1.) YTP has expanded significantly since then, we are on track to go Statewide and students with more significant disabilities are being served at higher rates. 2.) New leadership has instituted a better communication process with the field and we are in the process of completing a formalized, coordinated and consistent protocol for communication, meeting record keeping and information transmittal to the field. 3.) SRC and the VR program have evolved into a collaborative partnership and we are very pleased to have a relationship where we can work with each other to enhance and improve the delivery of services to Oregonians with disabilities. 4.) Due to this monitoring report and requirements of Office of Contracts and Procurements, we have adopted the process of performance based contracting and have improved our oversight of the field in this regard. VR has adopted the State contracting process which has required us to specify exactly what documents are needed before a vendor can be paid. We have also hired a full-time contracts

coordinator to monitor and ensure that this has been done. VR has revised the language used to specify that funds are expended under only a contract or third-party cooperative agreement 5.) New controls and processes are utilized in the field to address audit concerns. 6.) Tracking and allocation of IL funds has been addressed and work continues to align and effectively work with IL regarding finances and the delivery of services.

M. ORDER OF SELECTION

Describe:

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES.

As of March 1, 2016, the Oregon Vocational Rehabilitation Program is no longer in an Order of Selection. Oregon VR had been in a de facto Order of Selection, but have not had to “waitlist” any clients since July 2010. At this time, Vocational Rehabilitation (VR) will continue to serve any and all persons who apply and are determined eligible for vocational rehabilitation services. From January 15, 2009 through June 30, 2009, VR’s services were limited to individuals who had previously authorized IPE’s (Individual Plans for Employment). Beginning in July 2009, VR had sufficient resources to begin serving Priority One individuals who were on the waitlist. As of July 2010, VR had taken all individuals off the waitlist and there has been no waitlist since. This was achieved through use of a mix of ARRA funds and re-allocation dollars matched by state general funds. These funds were over and above the amount required to match the state’s grant and Social Security reimbursement dollars. These funds allowed VR to remove 2,654 individuals from the waitlist and 471 individuals to move directly into services.

The Oregon Vocational Rehabilitation Program has provided services to all eligible Oregonians since July 2010. Because of this continuing success, the decision was made take the Oregon Vocational Rehabilitation Program out of the Order of Selection. This was discussed and agreed to by the Rehabilitation Services administration and the decision was vetted with the State Rehabilitation Council and other stakeholders.

If circumstances change, and the Oregon Vocational Rehabilitation must consider reentry into an Order status, the program has a process with which to address the issues of returning to an Order of Selection status, including discussions with the State Rehabilitation Council regarding process, the determination of Priority Groups and timeframes.

B. THE JUSTIFICATION FOR THE ORDER.

Oregon VR is not in an Order of Selection at this time.

C. THE SERVICE AND OUTCOME GOALS.

Oregon VR is not in an Order of Selection at this time.

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

Oregon VR is not in an Order of Selection at this time.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE
SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH
DISABILITIES; AND

Oregon VR is not in an Order of Selection at this time.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE
INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO
REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT.

Oregon VR is not in an Order of Selection at this time.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS.

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

VR's goal for all funds used for Supported Employment Services is to help individuals whose disabilities and functional limitations have traditionally meant that they would not be able to successfully enter the labor market and be successful in employment. VR does not prioritize one disability group over another. VR works to leverage these funds with other partners and providers who have a vested interest in the success of the populations we serve. Oregon VR strives to expand our supported employment efforts and increase our outcomes.

The funds will be used to provide Supported Employment Services to those adult and transitional age youth with the most significant disabilities. At least 50% these funds will be targeted towards youth with the most significant disabilities who need them to transition to employment.

The Supported Employment Services include job development, job coaching and any extended supports needed. For individuals with a primary disability of intellectual and/or development disability, clients will receive extended services after closure from the Office of Developmental Disabilities. For clients with Mental Health disabilities who receive services from OHA Mental Health programs, extended services are provided by the fidelity based IPS program once the client exits from the Vocational Rehabilitation program.

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

Services are coordinated from the outset of involvement to ensure that the clients receive appropriately sequenced services in order to achieve the best possible employment outcomes. Oregon VR's Title VI, Supported Employment Funds are \$277,083 for FFY 2016. At a current cost per case of approximately \$3,155 we will be able provide services to approximately 87 clients using these funds. The number of individuals getting Supported Employment Services is much larger than this number and is supported through the use of Title I funds.

O. STATE'S STRATEGIES

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES.

The VR program and the SRC created a series of goals, priorities, and strategies that are found earlier in this plan. The strategies identified below come from that portion of the plan and address the specific questions of this attachment. They do not represent all of the strategies that the program has identified as ways to achieve our goals and priorities.

The methods to be used to expand and improve services to individuals with disabilities: (1) Promote earlier engagement with Workforce partners for VR clients in the application process (2) Streamline referral and data collection from common referral agencies (3) Work with VR staff to streamline the Individual Plan for Employment process in order to get clients into plan more quickly (4) Use data to determine success rate of specific services and focus on their duplication (5) Work with LEAN Coordinator to identify opportunities for greater efficiencies in service delivery and policy that can be addressed

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS.

(1) Expand training for staff on availability of AT and its uses (2) Work with Access Technologies Inc. to establish a communication plan to keep staff up-to-date on new technologies (3) Explore how to support FACT's training on AT to transition-aged students and their families (4) Encourage VR staff attending IEP's to explore the use of AT at an earlier age for students

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM.

(1) Establish quarterly review of caseloads to ensure equitable access and outcomes (2) Establish local plans for community outreach when underserved or underrepresented populations are identified (3) Partner with agencies that provide culturally specific service (4) Continue working with Tribal Vocational Rehabilitation programs to ensure access to joint case management and culturally appropriate services (5) Convene cross agency workgroup to address the needs of underserved populations in the workforce system as a whole

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR

SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES).

(1) Develop a meaningful presence in all high school districts in Oregon (2) Train staff on participation in Individual Education Plans (3) Continue partnership with Families and Community Together (FACT) to educate students and their families about transition (4) Expand partnership with the Oregon Department of Education Transition Network Facilitators, including expansion of joint training opportunities (5) Work to support youth who are not in school through strategic partnerships with other lead workforce agencies (6) Develop and implement summer activities for high school-aged students and youth; these opportunities will include work opportunities and post-secondary education exploration activities. (7) Develop and implement year-round postsecondary education opportunities for youth and students.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

VR partners and purchases many rehabilitation services from community programs. The focus over the next several years will be on alignment of key services with other programs within the state who purchase similar services. For example, our placement service providers often provide initial job coaching through VR and then charge for ongoing supports through the Medicaid waiver program. Alignment of training criteria, MQ's, and rates allows for common oversight and common expectations. Additionally, VR is working with programs who currently are transitioning from sheltered and subminimum wage placements to a more inclusive focus on competitive, integrated employment opportunities. This assistance and guidance allows us to ensure that there is capacity within the system to provide needed services to the clients we work with.

NEW INFO:

Oregon VR Program is meeting with the Oregon Rehabilitation Association in ongoing discussions to assist them in working with their providers to evolve a new model in light of our Executive Order regarding I/DD client and the elimination of the use of state funded sheltered workshops. Oregon VR is working with other providers to increase capacities for assessment, placement and retention services and to understand the emerging needs of Oregonians with disabilities pursuing employment . We are assisting them in developing business models that will allow for their continued business success and assist us in meeting the new performance metrics as outlined in the WIOA. We are cognizant in their role and are working to create a robust and efficient cadre of programs to assist Oregon VR meet the goals of the WIOA.>

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

1. Increase staff knowledge of the labor market a. Encourage branch level engagement with regional economists and workforce analysts to educate staff on local labor market issues b. Work with Local Workforce Development Boards to engage with local sector strategies and pursue high wage, high demand work opportunities. 2. Expand opportunities for skill gain and credentialing a. Identify and access local skill upgrading opportunities within the Local Workforce Areas (LWA) b. Partner with community college Disability Service Offices (DSO) to increase access to existing credentialing programs c. Work with employers to establish on-the-job training opportunities d. Provide opportunities for skill upgrading for individuals who face barriers to work and career advancement

based on disability 3. Expand opportunities for clients to learn about and enter into higher wage, high demand jobs a. Use labor market information to create work-based learning opportunities at local business who have high wage, high demand jobs b. Inform clients about training opportunities to prepare them for jobs that are above entry level c. Encourage clients to access VR services who face disability related barriers to advancement. 4. Create an expansive employer engagement model that creates opportunities for work-based learning opportunities a. Develop a common employer engagement plan, language, and focus that can be used statewide b. Implement a progressive employment model c. Create and train local VR employer engagement teams d. Work with partners on joint engagement opportunities e. Engage with employers the need to meet the 503 federal hiring targets f. Utilize the SRC Business Committee to enhance engagement with employers 5. Expand the use of Benefits Planning to assist Oregonians with Disabilities a. Create online benefits training and information to address basic benefit concerns b. Work with partner agencies to create additional funding opportunities for expanding capacity c. Continue to partner with the Work Incentives Planning and Assistance program operated by Disability Rights Oregon

The Oregon Vocational Rehabilitation Program is an active participant in the implementation of the WIOA. The VR program Administration has taken an active leadership role in the process of developing the protocols and policies that will govern the inter-Title, inter- program and inter-agency negotiations, collaboration and implementation of agreements that will govern the delivery of Workforce activities for years to come. The Deputy Director of Vocational Rehabilitation sits on the Workforce Systems Executive Team (one of 5) in order to facilitate the development and direction of work teams consisting of various agency participants in order to clarify, define and affect delivery of coordinated workforce services. These services are being defined as more than just a "referral" process but an understanding that we are working together to deliver the most efficient and non-duplicative services a consumer requires. This is especially important in the area of service delivery to Oregonians with Disabilities. Vocational Rehabilitation is leading the way in working with our partners to know what to do, when to do it and when to come to VR for more specific interventions for Oregonians with Disabilities who are accessing employment services through the developing Unified workforce delivery system that is evolving in Oregon.

The message that the Workforce system must align and integrate is being delivered to the 9 Local Workforce Development Boards with VR representation on every Local board as well as VR representation on the Oregon Workforce Investment Board (OWIB). VR's goal is to see that the development of Local service delivery systems reflect the intent of the WIOA, that Oregonians with Disabilities can access workforce services either when the impediment mitigation has occurred or with the understanding that cases requiring VR assistance to overcome disability based impediments that are a true barrier to work will be provided with services utilizing the expertise for the programs in partnership as is necessary to achieve the consumers goal (arrived at through an informed choice and career exploration/Labor Market Research goal identification process).

NEW INFO:

It is important to note that the VR program has been at the forefront of planning, developing and creating the Oregon Unified State Plan. From the onset of planning, VR has been participant in planning groups from the most local level all the way to the Governor's appointed Investment Board (OWIB).

At the outset of this planning process, the Leadership of the Core programs went on tours to all 9 of the LWDB's and had organizational support meetings with all the principal participants in the development process. We have also are scheduled 6 and 12 week follow-up calls. Leadership from

Core I programs are involved in the review process of Local Plans to further enhance the continuity between the participants in the delivery the WIOA and to insure alignment between WIOA, State goals and local goals.

While colocation is not synonymous with integrated service delivery, VR has, in many places in the state, co housed or collocated in different configurations as dictated by local needs, so when the idea of further aligning and integrated the varied workforce services, the VR program was already in place and was able to provide institutional knowledge regarding the process and the pitfalls, efficiencies and the effect on outcome.

The work that VR has done with the YTP Program has firmly entrenched our mission with in the Education system, the MH IPS models that we implemented in 2000 have continued to grow and our now firmly established, the development of partnerships, referral and services delivery process with the various Workforce entities continue to expand. VR has been slowly but consistently insinuating our program into the delivery of quality services to Oregonians with Disabilities. We know that a more effective and aligned workforce system will result in better outcomes for Oregonians with disabilities but also that the better system overall will create a better Oregon for all.

The results of these activates will be reflected in the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

1. Convene cross agency workgroup to address the needs of underserved populations in the workforce system as a whole 2. Provide training to workforce partners on working with individuals with disabilities 3. Work with other agencies who work with clients with barriers to employment to address common access issues in the workforce system 4. Work with local workforce boards to ensure that programmatic access issues are identified and addressed

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

Section I 2, under State Goals and Priorities, the goals and priorities in carrying out the VR and Supported Employment programs were identified and addressed. Strategies to achieve these goals were identified in this section. The strategies were identified as a result of a review of the available information including the last comprehensive needs assessment identified earlier in this document.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

The agency's strategies will be utilized to support innovation and expansion activities by continuing to explore the use of Technology to enhance the field work that is done, in order to address the large geographical areas that Oregon VR has to work with, to expand the utilization of the TNF program to expand the work being done throughout the schools systems in Oregon with a goal to get YTP to 100% of the schools, and continue to catalogue best practices and create a mechanism to share practices that are effective with VR staff, Workforce Staff and other partners.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

VR continues to monitor the access, use, and outcomes of individuals accessing our programs. In the past, as barriers have arisen to equitable access VR has worked to address these barriers. At this point we believe that there are no obvious barriers and we will continue to monitor equitable access and outcomes with our SRC.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED
EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

This is the first year for the Unified Plan, thus we have no data to report.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

NEW INFO:

Oregon is a diverse state with one large metro area and a lot of rural jurisdictions. The primary reason that we are challenged in any of our goals is the lack of capacity in the Rural areas where VR services are being provided. We have been able to meet prior goals and expectations but as we move forward with the implementation of State and Federal legislative requirements and expectations, we will be challenged in some places to meet those expectations. In VI-VR-o.5 we address plans to increase capacity and to work with an evolving provider system to meet current expectations. Prior goals were around meeting RSA requirements and for the most part we have been successful in this area. New goals take into account VR Leadership changes, implementation of new State and Federal legislation and requirements, and new expectations from our umbrella organization, the Department of Human Services. New state goals are outlined in Section 1. State Goals and Priorities. Impediments to achieving these new goals will clearly be in the ability to develop the capacity and the relationships in various parts of the State to meet these goals. additionally we will be challenged by staff turnover, lack of staff at a an administrative level and the changing caseload demographics which is expected but will require updated policy development and then bringing this new information and procedures to the field. All of this is being addressed but it will take time to get the messaging out to the State as a whole.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

VR was able to use partnerships established with our Supported Employment partners to achieve the supported employment goals set forth in 2015 State Plan, attachment 4.11 c (4) that consisted of: • Person–centered planning • Community–based assessment • Job development and job

placement • On-site training for worker and/or co-workers • Long-term support development • Other services and goods • Post-employment service

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

Oregon VR met our goals and priorities that were described in the 2015 plan.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

Baseline performance metric standards are currently being established.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

VR utilizes a portion of our funds every year to provide innovative activities that allows us to expand our services. In the past year we have focused our innovation on funding Training Network Facilitator positions to help us expand our relationships with Special Education programs across the state. VR also used funds to distribute our ACCESS curriculum across the state so that it can be utilized with all potentially eligible transition age students. VR also continues to use funds to expand our work with Latino Project to ensure that we continue to provide equitable services to the Latino Population.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES.

Include the following:

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

VR's SE program provides opportunities for individuals of ages with the most significant disabilities to achieve competitive integrated employment with ongoing support provided by a variety of partners. These same individuals are those for whom competitive employment has not traditionally occurred. VR provides a continuum of SE services in partnership with other human services agencies and programs that persons with the most significant disabilities need to develop, maintain and advance in competitive employment. VR continues to work closely with other state programs, local governmental units, community-based organizations and groups to develop, refine and expand the availability of SE services throughout Oregon.

During FFY 15 VR revamped our pay for performance Job Placement Services Contracts that provides Job Placement, Job Coaching, and Retention services. VR currently has over 180 contracts in place to provide job placement statewide. These contracts give VR the ability to pay for placement services in three tiers based on the significance of the functional limitation that the client experiences. Tiers two and three focus on clients who require SE services in order to be successful in the labor market. In FFY 2015, VR provided SE services to 2,160 individuals with significant disabilities, including persons with psychiatric disabilities, intellectual and/or developmental disabilities or traumatic brain injuries. During this same period, 452 individuals who received SE services entered into competitive integrated employment, and 1,215 individuals continued to participate in their SE IPEs. In general, the quality of a VR SE plan is evaluated to ensure that it complies with defining criteria of SE:

- Work is performed in an integrated setting
- The individual is receiving a wage and benefits commensurate with non-disabled workers doing the same work.
- The individual is receiving opportunities for advancement commensurate with non-disabled workers doing the same work.
- The ongoing support needs and sources of support have been identified and secured.
- Supported employment services provided to clients are for the maximum number of hours possible, based on the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of individuals with the most significant disabilities.
- Clients and employer are satisfied with placements.

Historically, VR has partnered with OHA Behavioral Health Programs in promoting Individualized Placement and Support (IPS), an evidence-based SE model. Quality of these programs is assessed through compliance with a scale, which measures the 'fidelity' or the degree to which a program is being implemented in accordance the evidence based fidelity model developed after extensive research from Dartmouth College. Some of the measures used in the IPS fidelity scales are the kinds of employment outcomes participants are obtaining; the degree of collaboration with vocational rehabilitation; availability of rapid job search and evidence of consumer choice. VR maintains quality SE outcomes through ongoing collaboration with mental health providers on the local level and OHA Mental Health Programs central office staff.

Supported employment is integrated into the array of services and programs available to Oregonians with disabilities, including Oregon's mental health and developmental disability service systems.

Success in SE requires a partnership among the responsible state and community programs, other service providers, consumers and families, advocacy organizations, employers and others. Long-term success continues to depend on the availability of funding for follow-along SE services.

VR utilizes Title VI, Part B and Title I funds for the time-limited services necessary for an individual to stabilize in a community-based job. Services that may be part of a SE IPE include:

- Person centered planning
- Community-based assessment
- Job development
- Job placement
- On-site training for worker and/or coworkers
- Long-term support development
- Other services and goods
- Post-employment services

The specific type, level and location of ongoing supports provided to an individual are based upon his or her needs and those of the employer. Ongoing support may be provided by a variety of public and/or private sector resources including:

- OHA Behavioral Health Programs and community mental health programs
- DDS community supports
- County developmental disability case managers and developmental disability service brokerages
- Social Security work incentives
- Employer-provided reasonable accommodations
- Natural supports
- Family or community sponsorship

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

Generally, VR will not exceed its 24-month in-plan status with a Supported Employment case. This 24-month time-line can be extended for exceptional circumstances, if the counselor and client jointly agree to the extension. Job coaching and/or on-the-job training supports are usually structured into a much shorter time frame, with long-term extended services being built into the plan as quickly as possible to ensure ongoing success when VR involvement ends.

CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate **Oregon Vocational Rehabilitation Program**

Name of designated State agency **Oregon Vocational Rehabilitation Program**

Full Name of Authorized Representative: **Trina M. Lee**

Title of Authorized Representative: **Director**

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes
3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;** Yes
4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; Yes
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes
6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes
7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; Yes

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

FOOTNOTES

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

ADDITIONAL COMMENTS ON THE CERTIFICATIONS FROM THE STATE

CERTIFICATION REGARDING LOBBYING — VOCATIONAL REHABILITATION

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **Oregon Vocational Rehabilitation Program**

Full Name of Authorized Representative: **Trina M. Lee**

Title of Authorized Representative: **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

CERTIFICATION REGARDING LOBBYING — SUPPORTED EMPLOYMENT

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

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Applicant's Organization **Oregon Vocational Rehabilitation Program**

Full Name of Authorized Representative: **Trina M. Lee**

Title of Authorized Representative: **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>).

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:**The State Plan must provide assurances that:**

1. PUBLIC COMMENT ON POLICIES AND PROCEDURES:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

2. SUBMISSION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

A. THE ESTABLISHMENT OF THE DESIGNATED STATE AGENCY AND DESIGNATED STATE UNIT, AS REQUIRED BY SECTION 101(A)(2) OF THE REHABILITATION ACT.

B. THE ESTABLISHMENT OF EITHER A STATE INDEPENDENT COMMISSION OR STATE REHABILITATION COUNCIL, AS REQUIRED BY SECTION 101(A)(21) OF THE REHABILITATION ACT.

The designated State agency or designated State unit, as applicable **(B) has established a State Rehabilitation Council**

C. CONSULTATIONS REGARDING THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(16)(B) OF THE REHABILITATION ACT.

D. THE FINANCIAL PARTICIPATION BY THE STATE, OR IF THE STATE SO ELECTS, BY THE STATE AND LOCAL AGENCIES, TO PROVIDE THE AMOUNT OF THE NON-FEDERAL SHARE OF THE COST OF CARRYING OUT THE VR PROGRAM IN ACCORDANCE WITH SECTION 101(A)(3).

E. THE LOCAL ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(2)(A) OF THE REHABILITATION ACT.

The designated State agency allows for the local administration of VR funds **No**

F. THE SHARED FUNDING AND ADMINISTRATION OF JOINT PROGRAMS, IN ACCORDANCE WITH SECTION 101(A)(2)(A)(II) OF THE REHABILITATION ACT.

The designated State agency allows for the shared funding and administration of joint programs: **No**

G. STATEWIDENESS AND WAIVERS OF STATEWIDENESS REQUIREMENTS, AS SET FORTH IN SECTION 101(A)(4) OF THE REHABILITATION ACT.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. **Yes**

H. THE DESCRIPTIONS FOR COOPERATION, COLLABORATION, AND COORDINATION, AS REQUIRED BY SECTIONS 101(A)(11) AND (24)(B); AND 606(B) OF THE REHABILITATION ACT.

I. ALL REQUIRED METHODS OF ADMINISTRATION, AS REQUIRED BY SECTION 101(A)(6) OF THE REHABILITATION ACT .

J. THE REQUIREMENTS FOR THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT, AS SET FORTH IN SECTION 101(A)(7) OF THE REHABILITATION ACT.

K. THE COMPILATION AND SUBMISSION TO THE COMMISSIONER OF STATEWIDE ASSESSMENTS, ESTIMATES, STATE GOALS AND PRIORITIES, STRATEGIES, AND PROGRESS REPORTS, AS APPROPRIATE, AND AS REQUIRED BY SECTIONS 101(A)(15), 105(C)(2), AND 606(B)(8) OF THE REHABILITATION ACT.

L. THE RESERVATION AND USE OF A PORTION OF THE FUNDS ALLOTTED TO THE STATE UNDER SECTION 110 OF THE REHABILITATION ACT FOR THE DEVELOPMENT AND IMPLEMENTATION OF INNOVATIVE APPROACHES TO EXPAND AND IMPROVE THE PROVISION OF VR SERVICES TO INDIVIDUALS WITH

DISABILITIES, PARTICULARLY INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES.

M. THE SUBMISSION OF REPORTS AS REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT.

4. ADMINISTRATION OF THE PROVISION OF VR SERVICES:

The designated State agency, or designated State unit, as appropriate, assures that it will:

A. COMPLY WITH ALL REQUIREMENTS REGARDING INFORMATION AND REFERRAL SERVICES IN ACCORDANCE WITH SECTIONS 101(A)(5)(D) AND (20) OF THE REHABILITATION ACT.

B. IMPOSE NO DURATION OF RESIDENCE REQUIREMENT AS PART OF DETERMINING AN INDIVIDUAL'S ELIGIBILITY FOR VR SERVICES OR THAT EXCLUDES FROM SERVICES UNDER THE PLAN ANY INDIVIDUAL WHO IS PRESENT IN THE STATE IN ACCORDANCE WITH SECTION 101(A)(12) OF THE REHABILITATION ACT .

C. PROVIDE THE FULL RANGE OF SERVICES LISTED IN SECTION 103(A) OF THE REHABILITATION ACT AS APPROPRIATE, TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR SERVICES IN ACCORDANCE WITH SECTION 101(A)(5) OF THE REHABILITATION ACT?

Agency will provide the full range of services described above **Yes**

D. DETERMINE WHETHER COMPARABLE SERVICES AND BENEFITS ARE AVAILABLE TO THE INDIVIDUAL IN ACCORDANCE WITH SECTION 101(A)(8) OF THE REHABILITATION ACT.

E. COMPLY WITH THE REQUIREMENTS FOR THE DEVELOPMENT OF AN INDIVIDUALIZED PLAN FOR EMPLOYMENT IN ACCORDANCE WITH SECTION 102(B) OF THE REHABILITATION ACT.

F. COMPLY WITH REQUIREMENTS REGARDING THE PROVISIONS OF INFORMED CHOICE FOR ALL APPLICANTS AND ELIGIBLE INDIVIDUALS IN ACCORDANCE WITH SECTION 102(D) OF THE REHABILITATION ACT.

G. PROVIDE VOCATIONAL REHABILITATION SERVICES TO AMERICAN INDIANS WHO ARE INDIVIDUALS WITH DISABILITIES RESIDING IN THE STATE, IN ACCORDANCE WITH SECTION 101(A)(13) OF THE REHABILITATION ACT.

H. COMPLY WITH THE REQUIREMENTS FOR THE CONDUCT OF SEMIANNUAL OR ANNUAL REVIEWS, AS APPROPRIATE, FOR INDIVIDUALS EMPLOYED EITHER IN AN EXTENDED EMPLOYMENT SETTING IN A COMMUNITY REHABILITATION PROGRAM OR ANY OTHER EMPLOYMENT UNDER SECTION 14(C) OF THE FAIR

LABOR STANDARDS ACT OF 1938, AS REQUIRED BY SECTION 101(A)(14) OF THE REHABILITATION ACT.

I. MEET THE REQUIREMENTS IN SECTIONS 101(A)(17) AND 103(B)(2) OF THE REHABILITATION ACT IF THE STATE ELECTS TO CONSTRUCT, UNDER SPECIAL CIRCUMSTANCES, FACILITIES FOR COMMUNITY REHABILITATION PROGRAMS

J. WITH RESPECT TO STUDENTS WITH DISABILITIES, THE STATE,

I. HAS DEVELOPED AND WILL IMPLEMENT,

A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND

B. STRATEGIES TO ACHIEVE THE GOALS AND PRIORITIES IDENTIFIED BY THE STATE, TO IMPROVE AND EXPAND VOCATIONAL REHABILITATION SERVICES FOR STUDENTS WITH DISABILITIES ON A STATEWIDE BASIS; AND

II. HAS DEVELOPED AND WILL IMPLEMENT STRATEGIES TO PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES (SECTIONS 101(A)(15) AND 101(A)(25)).

5. PROGRAM ADMINISTRATION FOR THE SUPPORTED EMPLOYMENT TITLE VI SUPPLEMENT:

A. THE DESIGNATED STATE UNIT ASSURES THAT IT WILL INCLUDE IN THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN ALL INFORMATION REQUIRED BY SECTION 606 OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL SUBMIT REPORTS IN SUCH FORM AND IN ACCORDANCE WITH SUCH PROCEDURES AS THE COMMISSIONER MAY REQUIRE AND COLLECTS THE INFORMATION REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT SEPARATELY FOR INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE I AND INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE VI OF THE REHABILITATION ACT.

C. THE DESIGNATED STATE UNIT WILL COORDINATE ACTIVITIES WITH ANY OTHER STATE AGENCY THAT IS FUNCTIONING AS AN EMPLOYMENT NETWORK UNDER THE TICKET TO WORK AND SELF-SUFFICIENCY PROGRAM UNDER SECTION 1148 OF THE SOCIAL SECURITY ACT.

6. FINANCIAL ADMINISTRATION OF THE SUPPORTED EMPLOYMENT PROGRAM:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL EXPEND NO MORE THAN 2.5 PERCENT OF THE STATE'S ALLOTMENT UNDER TITLE VI FOR ADMINISTRATIVE COSTS OF CARRYING OUT THIS PROGRAM; AND, THE DESIGNATED STATE AGENCY OR AGENCIES WILL PROVIDE, DIRECTLY OR INDIRECTLY THROUGH PUBLIC OR PRIVATE ENTITIES, NON-FEDERAL CONTRIBUTIONS IN AN AMOUNT THAT IS NOT LESS THAN 10 PERCENT OF THE

COSTS OF CARRYING OUT SUPPORTED EMPLOYMENT SERVICES PROVIDED TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES WITH THE FUNDS RESERVED FOR SUCH PURPOSE UNDER SECTION 603(D) OF THE REHABILITATION ACT, IN ACCORDANCE WITH SECTION 606(B)(7)(G) AND (H) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL USE FUNDS MADE AVAILABLE UNDER TITLE VI OF THE REHABILITATION ACT ONLY TO PROVIDE SUPPORTED EMPLOYMENT SERVICES TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, WHO ARE ELIGIBLE TO RECEIVE SUCH SERVICES; AND, THAT SUCH FUNDS ARE USED ONLY TO SUPPLEMENT AND NOT SUPPLANT THE FUNDS PROVIDED UNDER TITLE I OF THE REHABILITATION ACT, WHEN PROVIDING SUPPORTED EMPLOYMENT SERVICES SPECIFIED IN THE INDIVIDUALIZED PLAN FOR EMPLOYMENT, IN ACCORDANCE WITH SECTION 606(B)(7)(A) AND (D), OF THE REHABILITATION ACT.

7. PROVISION OF SUPPORTED EMPLOYMENT SERVICES:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL PROVIDE SUPPORTED EMPLOYMENT SERVICES AS DEFINED IN SECTION 7(39) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT:

- I. THE COMPREHENSIVE ASSESSMENT OF INDIVIDUALS WITH SIGNIFICANT DISABILITIES CONDUCTED UNDER SECTION 102(B)(1) OF THE REHABILITATION ACT AND FUNDED UNDER TITLE I OF THE REHABILITATION ACT INCLUDES CONSIDERATION OF SUPPORTED EMPLOYMENT AS AN APPROPRIATE EMPLOYMENT OUTCOME, IN ACCORDANCE WITH THE REQUIREMENTS OF SECTION 606(B)(7)(B) OF THE REHABILITATION ACT
- II. AN INDIVIDUALIZED PLAN FOR EMPLOYMENT THAT MEETS THE REQUIREMENTS OF SECTION 102(B) OF THE REHABILITATION ACT , WHICH IS DEVELOPED AND UPDATED WITH TITLE I FUNDS, IN ACCORDANCE WITH SECTIONS 102(B)(3)(F) AND 606(B)(6)(C) AND (E) OF THE REHABILITATION ACT.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE