

VR Portion of WIOA State Plan for Oregon Office of Vocational Rehabilitation Services FY-2018

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: SRC recognized the importance of a comprehensive statewide needs assessment and requests that the Comprehensive Statewide Needs Assessment and proposed goals for the VR program be provided electronically to members for review on an ongoing basis to allow SRC to respond to the findings and proposed action(s) in a timely manner. RECOMMENDATION: The SRC wishes to have this information to allow for comment on goals and actions that are consistent with the SRC and VR mission and values.

INPUT 2: SRC recognizes the extensive work VR staff have done to expand the Youth Transition Program and improve on the outcome of VR services for youth with disabilities. RECOMMENDATION: SRC would encourage the development of data sharing with the Oregon Department of Education on Indicators 13 and 14. We submit that the data could be helpful for VR counselors who are working with youth with disabilities, 16 years of age and older, in knowing how to help youth in transition better prepare for post-secondary life, (Indicator 13), and how successful youth have become as a result of VR intervention, i.e. was the youth employed in an appropriate career selection developed in the IPE (Indicator 14).

INPUT 3: Given the increased demands on serving youth with disabilities and assuming a greater fiduciary responsibility, SRC would see the need for a Comprehensive Statewide Needs Assessment for youth with disabilities. RECOMMENDATION: In addition to the current Comprehensive Needs Assessment, SRC would like to recommend an additional Comprehensive

Needs Assessment for youth with disabilities ages 16—24 to collect information on the specific needs of this population.

INPUT 4: The intent of WIOA is to encourage effective use of all workforce programs to improve the employment outcomes for all stakeholders. The most recent 2017 CSNA identifies that employers in Oregon continue to have a disparate view of people with disabilities (CSNA 4.3.1: 6.5.2-3). While the SRC has a member of the Oregon Workforce & Talent Development Board (OWTDB) on the council, there is much work to be done in collaboration between VR/SRC and this workforce partner and others to identify a plan of action to address employer concerns and perceptions. RECOMMENDATION: The SRC would like to encourage VR along with the SRC to equally engage the Oregon Workforce & Talent Development Board (OWTDB) by encouraging a combined education effort for OWTDB members to better understand all provisions of WIOA and how they impact persons with disabilities seeking training and employment. This includes addressing employer's perceptions that may limit opportunity.

INPUT 5: SRC recognized the need for cooperative, productive collaboration with Oregon VR and appreciates VR's continued effort to keep SRC informed and engaged in the VR process. RECOMMENDATION: SRC would recommend VR and SRC begin a strategic planning process leading to a strong, unified mission that will serve the best interests of VR, the SRC, our mutual stakeholders, and most importantly the needs of VR consumers.

INPUT 6: The SRC appreciates VR's collaborative work with job placement contractors and the SRC, focusing on establishing a contract which will provide for the vocational rehabilitation needs of a wide range of Oregonians with disabilities, leading to successful employment outcomes. However, despite best efforts, there remains a lack of qualified vendors statewide, creating a void of services in some areas and a serious lag in timeliness for others. Problems have arisen towards service provision due to contract limitations, job developer capacity and consistency of training & quality assurance of providers (CSNA 6.4.1 — 4). The SRC is concerned that current contracts will not sufficiently make a difference and that consumers will not have access to qualified vendors. RECOMMENDATION: SRC recommends that VR address this issue collaboratively with stakeholders and braided funding partners to ensure statewide availability and timeliness of individualized job placement services for VR consumers.

INPUT 7: SRC acknowledges the many challenges VR has undergone in the past year due to both DHS-wide hiring freezes, as well as the impending fiscal challenges in managing a budget while serving those individuals with the most significant disabilities. VR staff turnover and personnel shortages at all levels of service provision has, no doubt, added great difficulty to accomplishing the VR mission of providing successful rehabilitation and employment services to Oregonians with disabilities. SRC commends VR for the work done thus far on workload management issues, particularly with their exploration of the Workload Model. RECOMMENDATION: SRC recommends that VR continue to explore the effectiveness of utilizing a Workload Model to improve the ability of field staff to assist consumers in their rehabilitation and employment needs (CSNA 6.1.1).

INPUT 8: SRC commends VR for efforts made to ensure that services are available, equitable and representation of Oregon's populations. However, further efforts and impact can be made. RECOMMENDATION: SRC recommends VR continue to develop options for VR services to be made available to diverse and under-served communities. SRC recommends VR step-up staff

training regarding service equity. SRC recommends VR track not only service availability but equity of services and comparability of outcomes.

INPUT 9: As efforts within state government are made to promote recruitment, retention and advancement for people with disabilities, VR is in a unique position to have a leading role with this initiative. VR staff have experience, training and motivation to become a leading agency to make the State of Oregon a model employer for individuals with disabilities.

RECOMMENDATION: VR could commit to implementing hiring and on-the-job supports which can serve as a model throughout the state and result in improving employment opportunities for people with disabilities. VR could be a central hub for efforts within state government towards this end and could partner with the Oregon Disabilities Commission as a model employer committee as well as the State Rehabilitation Council towards development of best practices and recommendations to make the State of Oregon a leading employer for individuals with disabilities.

2. the Designated State unit's response to the Council's input and recommendations; and

VR RESPONSE 1: The current CSNA and State Plan are available on the public facing website. As we develop plans and goals for the VR Program based on the CSNA, the SRC will be involved for input, comment and to work with the VR Program to plan the direction of the program together.

VR RESPONSE 2: Oregon VR agrees that indicator 13 and 14 data could be helpful in serving students with disabilities. Specifically indicator 13 will provide information about established post-secondary goals and indicator 14 can possibly inform both VR and schools about interventions that have had a positive impact on post-school outcomes.

Oregon VR will request data from ODE about indicators 13 and 14. We will work with ODE to develop ways to proactively utilize this information to make data driven decisions. And VR will ask ODE to present to our staff on this post-school outcome data.

VR Response 3: The VR program agrees that further information regarding Youth with Disabilities is needed. The process to undertake the next Federally required CSNA will begin 2019. When we begin planning the next CSNA, we will give a higher priority to Youth with Disabilities.

VR Response 4: VR fully concurs with this recommendation. As opportunities become available, a coordinated and planned approach towards interacting with the OWTDB should be mutually planned out.

VR Response 5: VR concurs with this recommendation and is looking forward to the joint SRC/VR Strategic Planning Session that is coming up in April.

VR Response 6: VR will continue to work collaboratively to develop resources and capacity in the area of Job Placement. This process will include Stakeholders and Partners.

VR Response 7: The VR program will continue to utilize the information and the processes developed through the Workload Model to identify programmatic needs and to develop strategic plans to place staff as is appropriate in areas that are underserved or have a lack of staff.

VR Response 8: VR concurs that there is more that can be done regarding the availability and equitability of services in this very large and diverse State. The program will continue to work with the Service Equity program through the Department of Human Services and will work with the SRC to plan and develop additional capacity .

VR RESPONSE 9: VR concurs. We are continuing to work with ODDS and OED regarding initiatives to provide internships and placement opportunities for Oregonians with Disabilities. Where opportunities present themselves, VR will continue to champion the idea of the State as a Model Employer. The VR program welcomes input from other organizations such as ODC to move this idea forward.

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. YTP provides the five required Pre-Employment Transition Services directly to potentially eligible students with disabilities when requested. Depending on the type of request YTP may provide one, multiple or all five of the required Pre-ETS: job exploration counseling; work-based learning experiences; counseling on postsecondary educational opportunities; workplace readiness training; and instruction in self-advocacy. Oregon VR considers these students as “reportable individuals” and reports them in our quarterly 911

report. In the event that there are existing services available within the local educational agency that can meet the students need in the area of Pre-Employment Transition Services YTP may refer students to those existing services. Oregon VR does not consider students that only receive Information and Referral services from YTP as “reportable individuals” and therefore does not report them in our quarterly 911 report. YTP will not reduce the partnering school district’s obligation under the Individuals with Disabilities Education Act to provide or pay for any transition services that are also considered special education or related services and that are necessary for ensuring a free appropriate public education. • 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 2017-2019 Sixty-one cooperative agreements have been executed with local school districts and educational service districts (representing over 115 school districts, consortia of districts, and educational service districts). These agreements will operate local YTP for the July 1, 2017 — June 30, 2019 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 2017—2019 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 2017— 2019 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.

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 115 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

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 eleven 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 and a Pre-Employment Transition Services Program Coordinator. These positions are 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 coordinators 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 (<https://ytp.uoregon.edu/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. 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 2019, the LEAs are contributing \$ 4,837,907.95 and VR is contributing \$ 9675815.90 to the operating budget for YTP. The combined funding for YTP is \$ 14,513,723.84 from 7/1/2017 through 6/30/2018. 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 11 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.

D. procedures for outreach to and identification of students with disabilities who need transition services.

VR and the Department of Education co—fund eleven regional TNFs who cover the entire state. These eleven 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. Over one hundred fifteen 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 YTP Transition Coordinator and a Pre-Employment Transition Program Coordinator that work with the Oregon Department of Education to develop trainings that help school's identification of students with disabilities who need transition services. Oregon also has two field, based Pre-Employment Transition Coordinators that work directly with potentially eligible students in the delivery of services. VR counselors, TNFs and the Pre-Employment Transition Coordinators 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 2017 we have sixteen agreements in place. We will continue to review our contracts with Private Non Profit organizations and update this section when new contracts are completed.

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 the Lane v. Brown Settlement, actively working 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 200 providers under contract in our new Job Placement Services Contract. In 2017, VR created training for Job Placement Contractors, with OSECE and ODDS participating in development and in presentation of the pilot. A monthly schedule of that training is planned for 2018 in multiple locations where VR wants to increase capacity. VR is establishing a system to identify areas of the state where capacity issues exist. Recruitment of providers in these areas continues to be a priority moving forward. A pilot that would measure the effectiveness of a rural transportation rate change is planned for 2018-2019. VR and ODDS, with the Home Care Commission as the training entity, are increasing job coach capacity through use of Personal Care Attendants. 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. Oregon VR has one fulltime business engagement specialists located in the central administration office that supports each of the local branch offices in activates detailed below. 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 Job Developer Orientation Training (JDOT) or another VR approved Job Developer 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.

• VR's Youth Transition Program Transition (YTP) is operating in over 115 school districts across the state to provide pre—employment transition services (Pre-ETS). • 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.

Oregon VR has hired two Pre-Employment Transition Coordinators that are actively working with employers to create paid and unpaid work experiences for students with disabilities. The Pre-Employment Transition Coordinators are also working with employers to develop essential skills profiles for students to identify current work readiness expectations from local employers.

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.

No Change 02/2018

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 Program Year 2017, 37 community mental health programs and 35 out of 36 counties are providing IPS. 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.

VR will continue to focus on Mental Health supported employment outcomes, the quality of the outcomes, the skills of employment service providers and the capacity of community rehabilitation programs and providers. Oregon VR has reviewed potential participation with the Supported Education process that is now increasingly being utilized by many IPS providers. There are now 83 Mental Health IPS employment specialist across the State.

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 initiatives. We are currently forecasting that we will serve in Program Year 2016 (SFY17 07/01/16 thru 06/30/2017) and as we currently have 131 VRC, the ratio is 126 clients for each VRC position. The state allocates 71 support positions and we are fully staffed at this time. These are Human Service Assistant 2 and Office Specialists 2. Additionally we have 1 Training and Development Specialist to support training in the field.

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

In regards to what is needed to provide effective and efficient services to disabled Oregonians who apply for VR services through the General Program, we have begun to analyze our staffing utilizing a Workload Model. The Workload Model indicates we have "earned" 161 VRC positions. We currently are allocated 142 positions by the legislature but have 11 vacancies (that are currently being filled). In regards to Support Staff, utilizing the workload model, we need 71 positions and the legislature has allocated 71 positions. Currently we are fully staffed in this regard. These numbers reflect a 75% staffing ratio. We believe we can achieve an 85% ratio which would require 151 VRC's and 74 Support Staff. We are carrying policy option packages to our Legislature to see what we can be given in the future. We have a constant churn in Support Staff and to a lesser extent, VRCs as we rotate individuals in and out of the Program to provide opportunity for growth or to meet a specific need..

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.

The Oregon Legislature has the sole authority to establish the type and number of state government positions, including VR positions. Information 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:130 Current Vacancies:11 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

Branch Managers Total Positions:12 Current Vacancies: 3 Projected Vacancies over the next 5 years: 5

Vacancies for both VRCs and Support Staff are based on probable retirement, promotion or exits from state service.

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 and Mental Health Counseling: Western Oregon University (WOU) and Portland State University (PSU). Portland State University (PSU) offers a Master of Science in Clinical Rehabilitation Counseling. WOU also offers an academic certificate in Vocational Rehabilitation Counseling with Deaf and Hard of Hearing Adults. The Rehabilitation Counseling with Deaf and Hard-of-Hearing Adults (RCDHHA) program is a 9-credit, month-long summer academic certificate program run on the campus of Western Oregon University. The goal of the program is to improve the employment and independent living status of deaf and hard-of-hearing people by increasing the number of rehabilitation professionals and their community partners nationwide who have the necessary knowledge and communication skills to serve this population. Participants take American Sign Language, an orientation to deafness, and vocational rehabilitation service provision. The Rehabilitation Services Administration (RSA) under the US Department of Education provides funding to defray the expense of participating in the program for participants in exchange for employment in a qualifying setting. The program offers 9 credits (6 graduate/3 undergraduate or 9 undergraduate) and 95 contact hours. Portland State University (PSU) offers a Master of Science in Clinical Mental Health and Rehabilitation Counseling. Graduates of all four Master's degree options are eligible to seek national certification from the Commission on Rehabilitation Counselor Certification (CRCC) as Certified Rehabilitation Counselors and/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. 2018 20 Students for Masters in Rehabilitation Counselling.

iii. the number of students who graduated during the prior year from each of those 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.

WOU 2017 Grad: 4 2018 Students:11 2019 Students::15

PSU 2017 Grad: 9, 7 CRC 2018 Students: 12 2019 Students:11

Idaho:2016 Grad: 15 CRC 11 2018 Students: 20, 16 CRC

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 the 2017 to 2018 academic year VR hosted 8 practicum students and 11 interns. The VR executive team approved the continuation 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, which include a portion of the overhead costs for the Universities staff administering the funds. For the 2017—2018 school year, we are expending a stipend cost of \$129,838 for 6 WOU students, \$166,018 for 4 PSU students and approximately \$69,000 for up to 3 University of Idaho Students. 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. The VR Internship coordinator, VR managers, and several VRC's have also been invited to and participated in the selection process for incoming students for the past 2 years . 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 no longer has 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.

We are also developing an Annual In-service, the next one is scheduled for August 2018.

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 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 18 staff who have passed mandatory proficiency evaluations and have demonstrated that they are bilingual in the following languages: Amharic, Farsi, Spanish, Russian, Bosnian 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 the seven different contractors approved for onsite spoken language interpreting services and 4 onsite ASL interpreter coordination agencies; by CTS Language Link for telephone interpreting and by VOIANCE for on demand video remote interpreting in both ASL and spoken languages. In addition, the office has developed and utilizes outreach and application materials in alternate language formats, including Spanish, Vietnamese, Somali 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, VR 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 completed the 2017 Statewide Comprehensive Needs Assessment in September 2017. It updated the comprehensive statewide needs assessment concluded in 2013. In Federal Fiscal Year 2017, Oregon Vocational Rehabilitation (OVR) staff, Statewide Independent Living Council staff, State Rehabilitation Council (SRC) members, Oregon Commission of the Blind (OCB) staff formed a committee that collaborated with and monitored the implementation of the

contractor, Program Policy Institute (PPI) to develop a comprehensive assessment of the vocational rehabilitation needs of persons with disabilities residing in the state of Oregon. PPI administered the assessment, gathered and analyzed the results and provided OVR, the SRC and OCB with written and in-person reports on its findings. Separate comprehensive needs assessment reports were provided to Oregon Vocational Rehabilitation and Oregon Commission for the Blind. Efforts were made to incorporate WIOA expectations and expand the assessment to better report the needs of students with disabilities in transition. The needs assessment process, results and findings are summarized below. The findings will be considered and addressed by OVR and SRC as they review, update and refine OVR's goals, priorities, strategies and activities. The complete assessment and appendices of data for both Oregon Vocational Rehabilitation and Oregon Commission for the Blind reports can be found at: <http://www.oregon.gov/DHS/EMPLOYMENT/VR/Pages/Data-Publications.aspx>. The needs assessment was built around basic research questions: 1. What does the VR/OCB target population look like? 2. What are the primary barriers to employment for VR/OCB clients, and/or what are their service needs? 3. How can VR/OCB services best support client efforts to achieve positive employment outcomes? The strategies employed four primary data-gathering approaches to conduct the needs assessment. These involved: A review of extant data to assess the prevalence of disability, the employment status of people with disabilities, and the characteristics of Oregonians and VR/OCB clients with disabilities. National surveys, state-level data, OVR and OCB client data were reviewed. Additional background and context information was gathered from: • Vocational rehabilitation needs assessments or reports from other states; • Relevant national surveys and reports at the state and national levels relating to persons with disabilities and employment; and, • Relevant articles in academic literature. Key stakeholder interviews that offered the opportunity to gain an in-depth understanding of the strengths and needs associated with vocational rehabilitation service delivery and outcomes according to OVR/OCB clients and people working in the field. A total of 32 key stakeholders interviewed included: • People with disabilities, • OVR/OCB staff; • Partner agency staff, providers, and job developers • Representatives of advocacy groups; • Nonprofit partners; and • Secondary and post-secondary education providers. Focus Groups provided the opportunity to have meaningful conversations about vocational rehabilitation strengths and needs with four different categories of respondents: • OVR/OCB staff; • Agency partners, providers and employers; • Current or former OVR/OCB clients; and, • Students with disabilities in transition from high school. Staff and partners agencies were asked to extend focus group invitations to individuals with disabilities who may be under or unserved by vocational rehabilitation program to elicit feedback from these individuals. Focus groups were conducted in five regions of the state to assure regional variation. Two additional focus groups were for Oregon students with disabilities in transition participating in summer work experience programs. Electronic surveys collected data from OVR/OCB staff, community partners, participants and employers who hire people with disabilities. Considerable time was devoted to refining the instruments to be used for each of the surveys. Invitations to participate in the survey included email invitations to: • All OVR and OCB staff • Community partners from lists generated by members of the SRC, and OVR, OCB and the Oregon Statewide Independent Living Council staff. • More than 10,000 unduplicated current participants and those served in the last year by OVR or OCB. Employers identified as providing employment to persons with disabilities associated with OVR. More than 1,600 were invited to participate via postcards with an electronic link to the survey. OCB provided email addresses for employers who hired persons with disabilities. For the duration that surveys were

accepted, OVR placed links for each group on the OVR public facing website for public participation. The survey allowed participation through screen reading technology. A total of 1,203 surveys were completed. Thirteen individuals were requested and completed over the telephone. Of these surveys, 5% of the respondents identified as blind, 7% identified as having a most significant disability, 7% self-identified as youth (aged 16-21), and 15% self-identified as a minority ethnicity or race. The approach was designed to capture input from a variety of perspectives in order to acquire a sense of the multifaceted needs of persons with disabilities in the state while assisting both the OVR and OCB programs to comprehensively assess needs within the state for persons with disabilities and employment. 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 OVR and OCB staff members that participated in key stakeholder interviews, focus groups and electronic surveys serve individuals with disabilities representing a broad range of backgrounds and experiences and from businesses reflecting the opinions of employers representing a variety of industries. For this analysis, a finding that is significant at the 0.05 level means that the difference in the number of people reporting a need and/or receipt of services across subgroups is likely to be due to true underlying difference across subgroups, rather than chance, 95 percent of the time. In ten out of 18 barrier categories, people with significant disabilities reported the barrier significantly more frequently compared to vocational rehabilitation participants in general. People with significant disabilities were significantly more likely to experience the following barriers: • Employer attitudes towards people with disabilities; • Concern over loss of benefits; • Limited relevant job skills; • Lack of information regarding disability resources; • Lack of long-term services and ongoing job coaching; • Lack of transportation; • Cultural/family attitudes towards employment for people with disabilities; • Lack of assistive technology; • Lack of physical accessibility; and • Lack of personal care attendants. Moreover, across key target populations, individuals with significant disabilities cited the greatest difference in barriers compared to the general vocational rehabilitation population for lack of assistive technology (24 percent difference). In addition, survey respondents with significant disabilities were significantly more likely to identify a need for the following services, compared to the rest of the participant respondents: • Technical training; • Academic education; • Vocational tuition; • Durable medical equipment; • Orientation and mobility services; • Speech to text support or ASL interpreting; • Family and caregiver support; • Medical care; • Social security benefit planning; and • Cognitive therapy. Program staff and community partners noted that people with significant disabilities require more intensive services, such as more coaching, more repetition, and more time to feel comfortable in new environments. Stakeholder feedback suggests that these individuals may have mental health, communication, and physical limitations, and are often relegated to more menial, less stimulating employment opportunities. Yet the responsibility for providing needed services to people with significant disabilities is often unclear. Program staff and partners commented that there is a sense in the field that the job developers can do these activities, and indeed some job developers are performing daily living activities. However, others noted that they are not trained in personal care, and that these tasks are the responsibility of personal care assistants. Yet some personal care assistants may not be sure of their role in these tasks while a person is employed, and may limit their services while the participant is on the job.

Ambiguity around the delegation for these services can hinder access and delivery of services to these individuals. Additionally, program staff and partners observed that individuals who work with participants with IDD typically need more specialized training. Program staff and partners had mixed feedback on the capacity to serve these individuals within the existing infrastructure. Some staff and partners lauded the offices who had IDD specialists on staff. Others felt that increased IDD training across all counselors and providers would better serve program participants since no one specialist can serve all individuals with IDD in any given region. Stakeholders cited that certain relationships, such as a partnership with the Oregon Office of Development Disabilities Services, can provide braided funding that supports longer-term services. In some cases, employers may be more willing to work with these individuals due to stable funding and assistance. In addition to individuals with IDD, program staff and partners also noted the challenge in adequately serving individuals with brain injury, or those on the border of IDD diagnosis. These individuals often require the same intensive, long term services that those with IDD do, but they do not have access to the same long-term funding streams and supports. Program staff and community partners also cited additional target populations of people with disabilities who face unique challenges of their own. • Like individuals who experience blindness, individuals who experience deafness or hearing impairment face related challenges of a low-incidence disability with high assistive technology needs. Staff commented that certain resources, including a deaf vocational rehabilitation counselor in Washington, have been useful resources to vocational rehabilitation staff. • Veterans also face unique challenges, though program staff observed that they have their own veterans' supported employment program, so interaction with traditional vocational rehabilitation services varies. • Finally, individuals who experience Autism Spectrum Disorder can present unique challenges. Many individuals may perform too well on adaptive tests which makes them ineligible for services, however, sustained limited executive functioning and related cognitive issues make it difficult for these individuals to navigate without assistance.

B. who are minorities;

In five out of 18 barrier categories, people with disabilities from racial or ethnic minority groups reported the barrier significantly more frequently compared to vocational rehabilitation participants in general. People with disabilities who were minority were more likely to experience the following barriers: • Employer attitudes towards people with disabilities; • Limited relevant job skills; • Convictions for criminal offense or other legal issues; and • Lack of affordable child care. In addition, survey respondents with disabilities from minority groups were significantly more likely to identify a need for the following services, compared to the rest of the participant respondents: • Family and caregiver support; • Independent living skills training; • Transition services from high school to adult services; and • Transition services from institution to community. Program staff and community providers remarked that the broader context of racial and ethnic equity impacts access and service delivery for individuals with disabilities from racial, ethnic, or cultural minority groups. One program staff member reflected that the systemic interaction of race and economy has implications for both services and job opportunities, which may not be as available in lower income, often minority neighborhoods. Program staff also described ongoing work, especially in the Portland region, to provide better outreach and accessibility to racially diverse participants, and discussed ongoing agency efforts to ensure cultural awareness as a tenet of service delivery. They also noted visible welcoming material for the LGBTQ community. To increase access and service provision for individuals from racial and

cultural minority groups, program staff suggested enhanced efforts to recruit persons of color and diverse ethnicities and sexual orientations into education programs that prepare them to serve as vocational rehabilitation counselors. Another program partner described an initiative aimed to increase multicultural, multilingual access to services. The Latino Connection, a partnership between vocational rehabilitation and Easter Seals, was designed to facilitate greater access and service provision. In this model, Latino Connection staff are paired with a vocational rehabilitation counselor. Latino Connection provides specialized instruction such as English for the workplace, cultural differences in the workplace, English as a Second Language, workplace readiness, and on-the-job skills. They also facilitate placement, particularly in Latino firms looking for Latino workers, or non-Latino firms interested in increasing their diversity. Similar to working with youth in transition, many program stakeholders noted the need to educate families about service and employment opportunities for their family member with a disability. Program staff and partners indicated that many cultures may not have expectations that individuals with disabilities can work, so there is a persistent cultural barrier to seeking services and employment. Language barriers within these communities may also exacerbate access issues, especially during the multi-step enrollment process. Program staff noted limited availability to adequately serve non-English speakers, and described efforts to work with partner organizations, such as the Immigrant and Refugee Community Organization to increase outreach and access.

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. Program staff and community partner survey respondents were asked to identify which individuals they consider to be primarily unserved or underserved populations. People who live in rural areas of the state, people who have criminal convictions, and people with a mental health condition were three responses identified by the greatest share of both program staff and partners. More than half (56 percent) of community respondents also felt that people with substance use disorder are likely to be under or unserved.

Program staff and community partners were also asked to identify strategies to serve under and unserved populations. Increased staff was the strategy identified by the greatest share of program staff (63 percent), and increased transportation options was identified by the greatest share of community partners (63 percent). More interactions with the community, and providing more job skills development training were identified as strategies to serve unserved populations by more than a majority of both program staff and community partners. Almost half of all staff (48 percent) and 57 percent of community partners felt that staff training to work on specialty caseloads would help serve under and unserved participants. More than half of community partner respondents also cited improving interagency collaboration and public awareness campaign key strategies for serving under or unserved populations. Underserved and Unserved Youth with Disabilities Despite the many strengths of Oregon's youth transition work, some youth are underserved or fall through the cracks. A quarter (25 percent, or 18) of vocational rehabilitation staff and a third (33 percent, or 31) of vocational rehabilitation community partners felt that people between the ages of 16 to 21 are underserved by vocational rehabilitation services. Interviewees discussed varying reasons for this. Some students don't choose to participate in transition services while in school, do not have a YTP program available to them, or do not have a disability focused on by their school's transition services. If those students take a break between school and connecting to vocational rehabilitation services, they have often lost

and need to be re-taught the structures, routines and soft skills obtained through school attendance. Sometimes the gap between graduation and vocational rehabilitation participation is not a student's choice, but rather the result of high vocational rehabilitation caseloads causing backlogs. Stakeholders suggest increased collaboration with programs serving out of school youth to improve outcomes for this population. Additionally, some staff expressed a desire to be involved with students earlier in their school careers, and to have more communication including increased involvement at individualized education program (IEP) meetings. Interviewees and focus group participants discussed limited connection between contracted job developers and students in transition seeking employment. Some stakeholders discussed this as an educator's or a youth transition program counselor's responsibility. Participating contractors were looking for guidance in how to formally provide services to this population.

D. who have been served through other components of the statewide workforce development system; and

Analysis across data sources revealed consensus around service system infrastructure strengths and opportunities for improvement. The findings and recommendations articulated throughout the report are based on stakeholder feedback and suggestions. Feedback on Contracted Vendor Relationships • Contracts. Stakeholders discussed limitations to existing job developer contracts and suggested exploring an alternate contracting approach or pay structure to increase capacity. • Capacity. There are waiting lists for job developers and job coaches because of limited contracted vendor resources in some areas, and/or underuse of existing resources. Stakeholders recommended implementing an approach to improve vocational rehabilitation counselor knowledge of job developer capacity/availability. • Training. Contractor training was generally viewed as ineffective to job development or job coaching. Stakeholders suggested implementing effective training based off of other states' best practices. Feedback on Employer Relationships Employer Perceptions of Barriers to Employment. • Stakeholders felt employer concerns about liability, potential lawsuits for discrimination, accommodation costs, and slow system responsiveness were barriers to employment. • Employers also remarked on barriers related to qualified applicants, employer/co-worker perceptions, training, and communication. • Stakeholders recommended increased collaboration between Oregon Vocational Rehabilitation and employers to facilitate dialog around these issues. • Outreach and Education. Limited vocational rehabilitation counselor and job developer capacity has hindered relationship-building with employers. Counselors and developers do not have sufficient opportunity to network with local businesses to understand their needs and develop an understanding among employers of the value of people with disabilities in the workplace and community. Increasing outreach and education efforts could benefit participants and employers. • Employers that work with Oregon Vocational Rehabilitation generally felt positive about their experiences. Almost 90 percent of surveyed employers said they had a satisfactory or very satisfactory experience. Employer survey respondents were asked whether they actively recruited or employed people with disabilities in the last year. In general, businesses were more likely to hire than to recruit people with disabilities (76 percent of respondents employed a person with a disability in the last year; 40 percent actively recruited). When analyzed by size, large businesses were the most likely to actively recruit people with disabilities. Half or greater of all business sizes represented by survey respondents had employed a person with a disability in the last year, with the largest percentages represented by businesses with 51 to 250 employees (94 percent) and businesses larger than 1,000 employees (88 percent). (Percentages are calculated based on the number of

businesses in each size category.) • Staff, partners, and participants suggested that increased presentations to regional employers and peer to peer presentations by employers who have hired people with disabilities and by the employees with disabilities themselves could help normalize hiring people with disabilities. Participants also recommended creating a safe space for employers or the public to ask questions as an opportunity to increase conversations and lead to more awareness and acceptance. • Stakeholders additionally discussed how Oregon government agencies could better serve as model employers. Government is one of the largest employers in the state. Several community partners and Oregon Vocational Rehabilitation staff recommended more proactive attempts by government to increase employment of people with disabilities within the system, as well as development of a policy task force or business advisory board to help develop infrastructure around employer outreach and engagement. Feedback on Community Partner Relationships • Communication. Stakeholders felt communication with community partners was lacking. • Primary partnerships. Participants most commonly work with mental health, IDD, education, and aging and disability providers (in addition to WorkSource). • Individual Placement and Support. The Individual Placement and Support (IPS) model used with people with mental illness is cited as a best practice, which has supported effective partnership between vocational rehabilitation and mental health providers. • Employment First. The Employment First initiative has facilitated increased collaboration between vocational rehabilitation, the education system, and IDD providers to support people with IDD in finding employment. • IDD system collaboration challenges. Collaboration with IDD system partners has improved, but stakeholder proposed opportunities to address ongoing challenges, including reconciling Employment First and individual choice, sheltered workshop closures and limited employment pathway options, discovery requirements, and contract differences. Feedback on WorkSource Relationships • The Workforce Innovation and Opportunity Act has required additional collaboration with the broader Oregon workforce system. Local leadership teams, including vocational rehabilitation, are working on how to connect more people to workforce services throughout the health and human services infrastructure. Vocational rehabilitation is getting additional referrals as a result of Workforce Innovation and Opportunity Act collaboration. • Referrals. Many vocational rehabilitation participants are referred to WorkSource, primarily for job preparation workshops/services and job search/referral assistance. • Additional WorkSource services discussed for referral included iMatchSkills, job club, on the job training, training with Rescare Academy, trainoregon.org, targeted job leads, and unemployment insurance. Job preparation workshops or services and job search or referral activities are the most commonly referred to and seen as the most helpful. Labor market information and research received mixed reviews of usefulness, and other services were rated more poorly. • Accessibility. WorkSource services are perceived as less accessible to people with disabilities and accommodations are seen as lacking. Stakeholders suggested training for WorkSource on accessibility and that WorkSource ensure systems, resources, and technology are accessible for people with disabilities. (More specific information can be found on pages 124-125 of the CSNA.) • Participant survey respondents had mixed reviews of WorkSource Oregon. Half who have used WorkSource (226) found their services somewhat helpful. Almost a quarter (103, or 23 percent) found them not at all helpful, and just over a quarter (127 or 28 percent) found them very helpful. • Collaboration. Oregon Vocational Rehabilitation and WorkSource are working to make the relationship more collaborative, viewing individuals using both agencies' services as shared participants, rather than referring and dropping participants across agency silo borders. Feedback on Education Relationships • The Oregon Department of Education is another

central partner in Employment First partnerships. The Workforce Innovation and Opportunity Act is also creating changes in transition service delivery for students with disabilities through pre-employment transition services. A subsequent section discusses the youth transition service system in depth. • Oregon Vocational Rehabilitation works closely with Oregon's community colleges on transition and service coordination issues. Additionally, community colleges help to train vocational rehabilitation service providers (job developers and coaches). Vocational rehabilitation is also working with community colleges as a part of the Workforce Innovation and Opportunity Act to increase opportunities for people with disabilities to gain skills and credentials. Participant focus group attendees discussed taking classes and participating in clubs and business development centers at local community colleges, and how well their vocational rehabilitation counselors worked with the colleges to support their participation. Feedback on Self-Sufficiency Office • Oregon's Self-Sufficiency Offices connect individuals to food benefits (Supplemental Nutritional Assistance Program), Temporary Assistance for Needy Families (TANF) cash benefits, child care assistance, and refugee services. People with disabilities can also access food and nutrition services through their local Seniors and People with Disabilities Program, which is often an Aging and People with Disabilities program. • Almost ten percent of participant survey respondents said they work with Self-Sufficiency programs, and a third of staff surveyed felt this partnership needed to be strengthened. Program stakeholders noted the importance of partnerships that can address participants' basic underlying needs, such as food and shelter. Interviewees and focus group participants did not discuss Self-Sufficiency partnerships at length, with one counselor referring to participants not needing to bring paperwork with them if they have a file with Self-Sufficiency, suggesting some level of data sharing. Feedback on Other Infrastructure Programs • Oregon Commission for the Blind, which shares job developers with vocational rehabilitation in eastern Oregon and collaborates on some participant cases. • Tribal vocational rehabilitation programs, which are grant funded and serve federally recognized Native Americans. Participants can work with state or one of the five specialized tribal Vocational Rehabilitation programs. • Benefits Counselors, provide benefits planning to participants so they understand the rules about Social Security benefits and employment. • Transportation providers, including public and private options and are leveraged by participants as a vital supportive service. • Access Technologies, Inc., provides assistive technology assessments, risk assessments, and assistive technology trainings for vocational rehabilitation participants. • Immigrant and Refugee Community Organization, is an organization through which vocational rehabilitation conducts outreach to refugees and immigrants. • Hospitals, provide physical capacity evaluations and other medical information to vocational rehabilitation.

E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

Oregon Vocational Rehabilitation primarily serves working age adults (18 to 64). Almost 20 percent (18.5 percent or 3,042) of vocational rehabilitation's 2016 participants were 21 or younger. This is primarily comprised of youth ages 18 to 21 (2,596 or 16 percent of the caseload). Less than three percent of vocational rehabilitation's caseload is youth ages 14 to 17. Almost 15,000 students with disabilities ages 16 to 21 receive special education services through the Individuals with Disabilities Education Act (IDEA) in Oregon public schools. If one assumes that discrete students are receiving special education and 504 plan accommodations, a total of 20,648 students with disabilities (14,799 in special education plus 5,849 with 504 plans) may be

eligible for vocational rehabilitation services. Youth participants responding to the CSNA survey generally felt they received needed pre-employment transition services, with at least half of participants reporting a pre-ETS need also reporting service receipt. Job exploration counseling, in particular, was reported as both a high need and well-received service. Youth in transition were significantly less likely to report a barrier to employment in four barrier categories. In no barrier category did youth and transition report a barrier significantly more frequently than the rest of the vocational rehabilitation participant survey respondents. Youth in transition were significantly less likely to experience the following barriers: • Employer attitudes towards people with disabilities; • Limited relevant job skills; • Cultural/family attitudes towards employment for people with disabilities; and • Convictions for criminal offenses or other legal issues. Despite reportedly fewer barriers to employment, youth in transition survey respondents were significantly more likely to identify several service needs, compared to the rest of the participant respondents. This may in part reflect youth in transition's age and limited established resources and supports compared to older participants: • Self-employment supports; • Orientation and mobility services; • Speech to text support or ASL interpreting; • Family and caregiver support; • Group and peer support; • Housing; • Independent living skills training; • Medical care; • Social security benefit planning; • Transition services from high school to adult services; • Transition services from institution to community; • Transportation; and • Behavioral supports. To best serve students with disabilities transitioning from high school, program stakeholders noted that educating the family is as important as educating the student. Stakeholders indicated that some families may view their child's trajectory from a deficit-based framework and may not expect their child to ever be able work. One program partner noted that society has not historically asked children with disabilities to plan for future or vocational engagement, and this may be reflected in teacher and parent expectations. Stakeholder input suggests that families can use greater education to develop appropriate program and outcome expectations and learn how to best support their child as they transition from high school. Program stakeholders also observed a great need for soft skills and job readiness training for youth. Program staff and partners recognized schools with Youth Transition Programs (YTP) as better preparing students with disabilities for employment and vocational rehabilitation services, particularly in terms of vocational awareness, soft skill development, work experiences, and transition competency. YTP services are provided by a collaborative team including a transition specialist, a vocational rehabilitation counselor, special educator, administrator, youth, and their families. Participating students receive pre-employment transition supports to address individualized transition needs generally during the last two years of high schools and continuing into the early transition years after leaving high school. More details on the YTP program is included below. Despite positive feedback on YTP services, some eligible students are not served by YTP: some schools do not have YTP programs; some students or parents choose to not participate; and some schools identify students too late in the year to participate based on vocational rehabilitation capacity to serve the students. Even in regions with YTP, stakeholders remarked that the quality of the program varies across school districts. Additionally, students who drop out of school cannot take advantage of YTP programs. Program stakeholders noted a need to identify youth with disabilities who have dropped out of school and can't be reached by existing transition services. Identifying these youths before they cycle into the vocational rehabilitation system as adults can support improved vocational outcomes and system navigation skills. Additional services for youth in transition include access to transition network facilitators, pre-employment transition coordinators, and a variety of collaborations with partners to provide work experience, summer

academies, benefits planning, self-advocacy skills, and mental health services. The growing infrastructure for youth in transition is described in more details in the subsequent chapter. Despite a growing service network for youth in transition, program stakeholders also note that they may place undue expectations on youth in transition that are not commensurate with analogous expectations for youth without disabilities. Additionally, the limited vocational rehabilitation time frame affects progress. Some staff expressed a desire to be involved with students earlier in their school careers, and to have more communication including increased involvement at individualized education program (IEP) meetings. Finally, program staff and partners discussed the limited or nonexistent connection between contracted job developers and students in transition seeking employment. Some stakeholders discussed this as an educator's or a youth transition program counselor's responsibility. Participating contractors were looking for guidance in how to formally provide services to this population.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

Participant survey respondents were asked to indicate which vocational rehabilitation partners they receive services from. Almost half did not work with listed community partners. The most commonly identified partner was WorkSource Oregon, following by community mental health programs, Developmental Disability Services, and Aging and People with Disabilities services. Surveyed vocational rehabilitation staff were asked to select up to three community partners with whom Oregon Vocational Rehabilitation has the strongest relationships as well as three whose relationship needs improvement. The figure below shows responses ordered by perception of partnership strength, highest to lowest. The three partnerships seen as strongest are 1) vocational rehabilitation contracted vendors; 2) developmental disabilities services; and 3) community mental health programs. Staff noted a wide array of partnerships needing improvement, with local businesses and employers, self-sufficiency, employment department, and parole and probation department topping the list. Community partners observed an increasing emphasis by Oregon Vocational Rehabilitation on working as part of a broader team, including individuals with disabilities, families, schools, employers, and other service providers. Stakeholders particularly noted increasing teamwork and associated positive outcomes around youth transition, Employment First, and Workforce Innovation and Opportunity Act initiatives. Staff and partner survey respondents were also asked why the vocational needs of people with disabilities were unmet by service providers. The most common responses by staff were a deficit of providers, lacking provider skillsets for specific disabilities, too few provider staff, and a burdensome vocational rehabilitation contracting process. Community partners agreed with these as the top four reasons, but thought not enough providers available in the area and lacking skillsets less important than did vocational rehabilitation staff. Addressing confounding service needs requires strong relationships with referral organizations, and clear communication between vocational rehabilitation counselors and clients regarding the appropriate resource to address different needs. Nearly 70 percent of staff and 90 percent of partners felt that some or most/all individuals needed referrals to community partners. Sixty (60) percent of individuals identified this need. Half of vocational rehabilitation staff felt that this service was received by some or most/all of the individuals who need it, compared to nearly 80 percent of program partners. Just over half (52 percent) of participants who reported this need indicated receipt. Increasing connections with community partners and supporting the ability of partners to serve people with disabilities may create more capacity in the broader service system. These partner agencies may

assist people with disabilities to receive services addressing stability and self-sufficiency needs outside of, in addition to, Oregon Vocational Rehabilitation. Issues around information sharing and accessibility would need to be addressed to make these partnerships effective.

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 .

Youth Transition Program (YTP) Oregon's Youth Transition Program (YTP), was established in 1990 and is jointly implemented by Oregon Vocational Rehabilitation, Oregon Department of Education, the University of Oregon, and local school districts. YTP exists in 115 school districts and over 150 schools throughout Oregon. YTP's goals are to improve post-school transition outcomes for youth with disabilities as well as to increase Oregon schools' capacity to collaboratively provide transition services and supports. Schools are funded every two years through a competitive grant process and use performance-based contracts linked to key milestones in the vocational rehabilitation system — application to vocational rehabilitation, development of an individual plan for employment, and engagement in employment, training, or a combination of the two upon exiting YTP. All YTP participants who receive core services must be eligible for vocational rehabilitation services and become vocational rehabilitation participants. Participating students receive pre-employment transition supports to address individualized transition needs generally during the last two years of high school and continuing into the early transition years after leaving high school. Core services include:

- 1. Individualized planning, focused on post-school goals and self-determination and help to coordinate school plans with relevant community agencies.
- Instruction in academic, vocational, independent living, and personal social skills and help to stay in and complete high school.
- Career development services including goal setting, career exploration, job search skills, and self-advocacy.
- Paid employment including connections to local employers, on the job assessments, placement, and training.
- Support services such as individualized mentoring and support or referrals for additional specific interventions.
- Follow up support for one year after leaving the program to assist in maintaining positive outcomes in employment or postsecondary settings.

YTP Outcomes, Federal Year 2013-15 FY 2013 FY 2014 FY 2015

	2013	2014	2015
Number of Youth Served	1,244	1,430	1,185
Individualized Employment Plans Developed	498	623	804
Percent Exiting School Employed and/or Enrolled in Postsecondary School	80%	77%	80%
Percent Exiting School with Jobs	65%	63%	66%
Average Hours of Work per Week on Exit	28	28	28
Average Wage (\$ per hour) on Exit	\$9.20	\$9.20	\$9.20
% with Jobs 12 Months After Completing YTP	60%	65%	64%
Average Hours of Work per Week 12 Months Post Exit	30	29	29
Average Wage (\$ per hour) 12 Months Post Exit	\$10	\$10	\$10
% in Postsecondary Training or Education	19%	13%	16%
Average Hours of Work per Week Enrolled 12 Months Post Exit	24	19	27

Source: Oregon State Rehabilitation Council, 2014-16 Annual Reports Transition Network Facilitators (TNF) Oregon Vocational Rehabilitation and the Oregon Department of Education operate a cooperative agreement to blend funding for nine regional transition network facilitators as a part of the settlement of the Lane v. Brown lawsuit and the resulting Governor's Executive Order (No. 15-01) to improve Oregon's systems providing employment services for students with disabilities. Transition network facilitators collaborate with vocational rehabilitation and schools as well as local businesses/employers and others to implement Workforce Innovation and Opportunity Act and Employment First goals of improving transition outcomes for youth.

Transition network facilitators are working to create an equitable, sustainable, simplified system, aligned across agencies that reduces redundancies. Interviewees spoke of their role as helping to support students, teachers, families and districts by providing support and information about life after school for people with disabilities. Facilitators connect students to IDD, Oregon Vocational Rehabilitation, Social Security, and other services that can help to create a seamless transition from school to adulthood. Facilitators work more at a systems level than on an individual level. However, facilitators spoke about doing more with schools that do not have Youth Transition Program grants or specialists. Five percent (26 of 396) of vocational rehabilitation participant survey respondents have worked with a Transition Network Facilitator. This small percentage makes sense because this is a relatively new role in Oregon, and one that works more with programs than with individual students.

Oregon Vocational Rehabilitation is making additional investments in pre-employment transition services through the following partnerships:

- Silver Falls Came LEAD (Leadership Empowerment Advocacy Development). Students with disabilities participate in leadership academies, focused on job exploration, work-based learning experiences, postsecondary education counseling, workplace readiness training, and self-advocacy instruction.
- AntFarm. Oregon Vocational Rehabilitation partners with AntFarm to provide work experiences in gardening and farming.
- Worksystems, Inc. Students receive work experiences in Washington and Multnomah counties with public and private employers.
- Motivational Enhancement Group Intervention interviewing. Students gain self-advocacy skills through a collaborative, goal-oriented style of communication.
- Benefits planning. YTP students are referred by schools to Oregon Vocational Rehabilitation's Work Incentives Network to help make informed financial decisions about benefits and employment.
- Project Access. Five Lane County high schools, Oregon Vocational Rehabilitation, and the University of Oregon have been working on Project Access to see if students benefit from transition activities starting earlier in school.

Other Transition Programs

- Deaf and Hard of Hearing Youth Transition. PepNet networking meets monthly with representatives from Oregon Vocational Rehabilitation, Education, Western Oregon University, parents, and regional ESD programs and service providers to facilitate responses to the transition needs of deaf and hard of hearing youth statewide. Teachers can attend transition training and networking events to learn how to create their own local model.
- Early Assessment and Support Alliance. Oregon Vocational Rehabilitation collaborates with the Early Assessment and Support Alliance, a statewide effort to provide systematic early psychosis interventions at mental health centers to assist young people with psychiatric disabilities in obtaining or maintaining employment. Oregon Vocational Rehabilitation worked with Addictions and Mental Health and Portland State University to create a center of excellence providing ongoing technical assistance to statewide Early Assessment and Support Alliance programs. Vocational rehabilitation funded four county pilot sites to identify a best practices model to engage youth experiencing a first psychotic episode in accessing vocational rehabilitation and local workforce programs.
- Seamless Transition Project. A few organizations are piloting a seamless transition project targeting youth. Similar to Project SEARCH from Cincinnati Community Health, it is a series of rotating internships provided by host businesses to prepare youth with disabilities for employment.
- Summer Assessment Academy. This eight-week summer program for students in transition helps them to identify jobs in the community they are interested in and get paid work experience. Students also participate in a job club and work with an individual counselor.

Feedback on Students in Transition Service System

- Youth Transition Program. The Youth Transition Program has been in place since 1990, and is seen by

many as a national best practice, particularly for its success in engaging schools with vocational rehabilitation services. • Pre-Employment Transition Services. Oregon Vocational Rehabilitation is working with schools to implement pre-employment transition services as defined by the Workforce Innovation and Opportunity Act. Youth Transition Programs are a primary mechanism used to provide these services. • Transition Network Facilitators. Transition Network Facilitators support collaboration and transition goals associated with Employment First and Workforce Innovation and Opportunity Act initiatives, as a part of the Lane v. Brown settlement agreement. • Underserved Youth. Despite progress and success, some youth continue to fall through the cracks. Some do not connect to transition activities or have a break between high school and vocational rehabilitation, which weakens their soft skills built through school participation.

In summary, the comprehensive statewide needs assessment is the result of a cooperative effort between Oregon Vocational Rehabilitation, the Oregon Commission for the Blind, and the State Rehabilitation Council. These efforts solicited information concerning the needs of persons with disabilities from persons with disabilities, service providers, OVR and OCB staff, and businesses for the purpose of providing OVR, OCB and the SRC with information to address structure and resource demands. The needs assessment effort is based upon the contributions of more than 1,000 individuals representing diverse stakeholder groups. Oregon Vocational Rehabilitation, the Oregon Commission for the Blind, 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.

k. Annual Estimates

Describe:

1. The number of individuals in the State who are eligible for services;

According to the 2016 American Community Survey there are approximately 303,119 individuals who experience disabilities in the State of Oregon who are between the age of 18 and 64. The margin of error for the distinctive age groups and sex are as follows:

Female: 18 to 34 +/- 3060,

35 to 64 +/- 5539.

Male: 18 to 34 +/- 3808

35 to 64 +/- 5442

2. The number of eligible individuals who will receive services under:

A. The VR Program;

It is projected that Oregon VR will serve 17,025 of those individuals during FFY18, and 17,632 in FFY19

B. The Supported Employment Program; and

Oregon VR's Title VI, Supported Employment Funds are \$262,000 for FFY 2017. At a current cost per case of approximately \$2,504 we will be able provide services to approximately 104

clients using these funds. The number of individuals anticipated to receive Supported Employment Services for FFY18 is 3552 and for is 3981 for FFY19. These services are supported through the use of Title I funds.

For FFY 2018, the amount granted for Title VI Supported Employment funds has not yet been announced.

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 \$33,660,651. for these services in FFY19.

I. 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 additional services that 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 09/2017 by Program and Policy Insight, LLC. Recommendations and observations from this report are part of the update process for this current State Plan. Work is still continuing in regards to the results of this CSNA.

The complete report can be found at:

<http://www.oregon.gov/DHS/EMPLOYMENT/VR/Pages/Data-Publications.aspx>

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.

In PY 2016, the last "full" reporting, we achieved the following results:

SFY16 WIOA Common Performance Measures (July 2015-June 2016)

Percentage of clients who closed from plan employed during the 2nd quarter following closure.
56.75%

Percentage of clients who closed from plan employed during 4th quarter following closure.
51.57%

Median quarterly wage at 2nd quarter following closure from the program \$3166.22

Percent of clients employed with same employer during the second and four quarters following exit from program 71.64%

We do not yet have full year data for Measurable Skill Gain and Credential Attainment Standards.

While baseline goals are not yet released, we will continue evaluate our results and the strategies that make an impact on these metrics.

C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings 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.

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 however should an Order of Selection become necessary, Oregon VR has elected to serve eligible individuals who are in imminent danger of losing their employment due to disability reasons.

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

Oregon VR completed procedures and began training staff about the new services in August 2017. Job Placement contractors have been informed about this service and will be invited to training in 2018.

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. An example is the recently expanded DHS Workforce Roundtable that includes VR (Policy, YTP, youth transition. Business outreach), SSP, Home Care Commission, Child Welfare (young adult transition), Employment First, SNAP/TANF (workforce coordinator) and APD.

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) Fund .5 of the Transition Network Facilitators and use that expansion facilitate partnership with local school districts in provision of Pre-Employment Transition services (5) Work to support youth who are not in school through strategic partnerships with other lead workforce agencies (6) Develop and implement collaborative funding by VR, ODE and ODDS for summer work opportunities for high school— aged students and youth. Develop opportunities for 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 continues to 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 policy, 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.

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). 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 l 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 continues to, 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 YTP Program as well as VR funding of .5 FTE of each Transition Network Facilitator, has firmly entrenched our mission within the Education system and facilitated provision of new WIOA services for students and youth with disabilities, 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 activities 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 12, 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 increase 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.

The following are the 2016 Objectives and associated Strategies.

Generally, we are meeting the goals established in the VR Portion of the 2016 State Unified Plan. While our employment outcomes have slightly decreased, the work to access additional resources continues with our Workforce partners, State Agency partners, Tribal partners and Employers. We anticipate the outcome to improve in the next reporting periods as we continue to coordinate with our partners as they develop the skills to address the needs of Oregonians with disabilities in their pursuit of employment. Our work with the schools has substantially increased with the provision of Pre-Employment Transition Services (Pre Ets). This has increased our overall involvement with the schools and has introduced the VR program to a wider pool of potential participants. While the increased need for data sharing is acknowledged, the VR program continues to work with State IT and other participants to get the relationships, agreements and connections established so we can obtain accurate and timely data for the administration of the program. The VR program is working with the State Workforce System and our internal process and relationships regarding the WIOA 116 performance metrics. Policies and procedures are being developed, the metrics are being incorporated into our QBR processes. The actual expectations are not yet handed down by RSA but we have begun tracking what we can in preparation for future reporting. Below is each specific Objective and reference to certain Strategies incorporated within the Goal. Many of the identified strategies are incorporated into the day to day work and the program does not have a quantifiable declaration for every one of them.

1. Increase quality employment outcomes for all Oregonians with disabilities. According to the current data our rehabilitation rate has slightly declined. 2016 rehab rate was 62.3%, and dropped in 2017 to 60.2%. As of the end of December 2nd quarter PY 18 it is 57.5%. We are evaluating why this is occurring. 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 We continue to work towards earlier engagement with our Workforce partners. There are varying degrees of involvement with the 9 Local Workforce Development Boards. Local development activities are continuing between VR and d the Local Workforce Development Boards to continue to identify mechanisms to increase earlier engagement. ii. Streamline referral and data collection from common referral agencies Data sharing agreements are in place with OED (Wagner Peyser) the Department of Education, and various other entities. VR continues to work to develop the technological connections for efficient and timely transfer of Data between Core partners in order to populate our RSA 911 quarterly reports and to utilize the data to see where programmatic adjustments will need to be made. iii. Work with VR staff to streamline the Individual Plan for Employment process to get clients into plan more quickly. Since 2016 Plan completion we have gotten our clients into plan (or plan extension) more quickly as identified by the following data: SFY 2015 62.0% (we were shifting from 180-day timeline to 90. SFY 2016 77% SFY 2017 84% SFY 2018 Q1 91% SFY 2018 Q2 92% iv. Use data to determine success rate of specific services and focus on their duplication This process is still in development. v. Work with Lean Coordinator to identify opportunities for greater

efficiencies in service delivery and policy that can be addressed We are working with the Office of Continuous Improvement to facilitate our usage of LEAN practices. vi. 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 We are meeting the expectations and outcomes in the EO 15-01 and the Settlement Agreement. vii. 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. We are still developing this process.

_____ 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

VR presence in Oregon High Schools has increased for 112 to 115.

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.

Please review Section D, the strategies contribute to our success in this area.

_____ 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 VR has QBR (Quarterly Business Review) that is addressing access to services and equitability. ii. Establish local plans for community outreach when underserved or underrepresented populations are identified As we continue the review of the results of the CSNA complete 09/2017 this will be addressed. iii. Partner with agencies that provide culturally specific service Significant work has been done in partnership with the Latino Connection, and we are evaluating the expansion of this programmatic partnership. iv. Continue working with Tribal Vocational Rehabilitation programs to ensure access to joint case management and culturally appropriate services This has been demonstrated by the completion of MOU with the Tribal 112 programs. v. Convene cross agency workgroup to address the needs of underserved populations in the workforce system as a whole In process.

_____ 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. The VR program in partnership with the Developmental Disability Program have

been meeting the goals established and regular review takes place regarding the requirements of the Settlement agreement. 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 This activity has been completed and a process to work with sub minimum wage certificate holders is in place to assist their clients to access VR services, iii. Increase programmatic consistencies to ensure quality employment outcomes iv. Align rules, policies, and procedure with the new WIOA requirements and statewide workforce system v. Create and implement a new service quality review process vi. Use data from the review process to inform training needs

e. 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. 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 Work continues at the Local level and the Local Leadership teams to cross train and give support and guidance in working with Oregonians with disabilities within the Statewide Workforce System. 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. 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

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 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, 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

The 2016 through 2020 plan moved these goals and strategies forward and we continue to apply these strategies to achieve the goal of increasing outcomes for our Supported Employment clients.

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 metrics are currently being established. Oregon VR achieved the following 116 metrics for PY2015. As Baselines are being established, the program will continue to review our outcomes and the strategies that impact these metrics.

Common Performance Measures achieved (July1, 2015-June 30 2016) PY2015 SFY 2016

Percentage rehabilitated 62.30%

Percentage of clients who closed from plan employed during the 2nd quarter following closure. 56.75% Percentage of clients who closed from plan employed during 4th quarter following closure. 54.67% Median quarterly wage at 2nd quarter following closure from the program \$3,391.84

Percent of clients employed with same employer during the second and fourth quarters following exit from program 71.64%

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 continues to provide opportunities for individuals of all 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 200 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 2017, VR provided SE services to 3,922 individuals with significant disabilities, including persons with psychiatric disabilities, intellectual and/or developmental disabilities or traumatic brain injuries. During this same period, 727 individuals who received SE services entered into competitive integrated employment, and 2,517 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 • By VR, for youth with the most significant disabilities who: need extended support services; are not currently eligible for extended support services from any other known source; are 23 or younger; and, have an annually amended and approved IPE to include VR extended support services; and, for no longer than a total of 4 ye

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 I 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.

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>).

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