

Presidential Task Force on Employment of Adults with Disabilities

***Review of State Plans for the
Workforce Investment Act
From A Disability Policy Framework***

Document Prepared by:

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REVIEW OF STATE PLANS FOR THE WORKFORCE INVESTMENT ACT

INTRODUCTION

On March 13, 1998, President Clinton signed into law Executive Order 13078, establishing the Presidential Task Force on Employment of Adults with Disabilities (Task Force). The President established the Task Force “in order to increase the employment of adults with disabilities to a rate that is as close as possible to the employment rate of the general adult population and to support the goals articulated in the findings and purpose section of the Americans with Disabilities Act of 1990.”

Accordingly, the mission of the Task Force “is to create a coordinated and aggressive national policy to bring adults with disabilities into gainful employment at a rate that is as close as possible to that of the general adult population.” To accomplish this mission, the mandate of the Task Force is to evaluate existing Federal programs to determine what changes, modifications, and innovations may be necessary to remove barriers to employment opportunities faced by adults with disabilities.

In August, 2000, the Task Force contracted with Community Options, Inc.’s Rehabilitation Research and Training Center on Workforce Investment and Employment Policy (RRTC) to review state plans mandated under the Workforce Investment Act (Public Law 105-220). The purpose of the review was to establish a research baseline for evaluating current and future state implementation efforts to provide effective and meaningful participation of individuals with disabilities.

WORKFORCE INVESTMENT ACT

The overall purpose of the Workforce Investment Act (WIA) is to consolidate workforce preparation and employment services into a unified system of support that is responsive to the needs of job seekers, employers, and communities. Under Title I of the Act, a framework is provided for the delivery of workforce investment activities at the state and local levels that provides services in an effective and meaningful way to customers, including persons with disabilities. Under a governance structure of Local Workforce Investment Boards and a service delivery system anchored by One-Stop career centers, individuals seeking employment assistance will have a single point of contact to access core, intensive, training, and supportive services.

Title IV of the Workforce Investment Act reauthorizes the Vocational Rehabilitation (VR) program. The law specifically states that “linkages between the Vocational Rehabilitation program and other components of the statewide workforce investment system are critical to ensure effective and meaningful participation by individuals with disabilities in workforce investment activities” (Section 100(a)(1)(G)). The preamble to the proposed regulations for WIA explains further that collaboration between the state units administering the VR program and generic workforce development services (Departments of Labor) is intended to produce better information, more comprehensive services, easier access to services, and improved long-term employment outcomes. Thus effective participation of the state VR program is critical to enhancing opportunities for individuals with disabilities in the VR program itself as well as in other components of the workforce investment system in each state and local area (65 FR 10621, 10624, February 28, 2000).

In order to receive funds under the Workforce Investment Act, each state is required to submit a state plan to the U.S. Department of Labor (DOL). States have the option of submitting a unified plan under Title I of WIA that includes state Rehabilitation programs or submitting a separate state plan for VR programs. WIA also sets forward specific requirements that must be described and responded to in each plan. According to guidelines of the DOL, each state plan follows a standard format that can be broken down into ten core areas

1. Vision and Goals
2. Services Delivery System
3. Plan Development
4. State and Local Governance
5. Coordination and Nonduplication
6. Youth
7. Special Populations
8. Professional Development
9. Performance Accountability
10. Data Collection

Between April 1, 1999 and April 1, 2000 all fifty states and the District of Columbia submitted plans to the U.S. Department of Labor. On July 1, 2000, all fifty states and the District of Columbia began implementation of WIA based upon DOL approval of their plans.

STATE PLAN REVIEW AND ANALYSIS

Utilizing the guidance of “A Description of the Workforce Investment Act Legal Framework from a Disability Policy Perspective,” authored by Bobby Silverstein as part of the research conducted by the RRTC and the Center for the Study and Advancement of Disability Policy, a template was developed to organize the analysis of the state plans. The template reviews the state plan development process, a state’s vision and goals, and specific provisions related to governance, service delivery, and performance measurement. It includes 35 questions across 14 discrete areas of analysis (a copy of the Template is included in the appendices). The goal of the state plan analysis is to gain a better understanding of how the interests and needs of persons with disabilities will be met under a comprehensive workforce development system mandated under Title I of the Act. Using this template as a guide, each state plan was reviewed to identify specific approaches, activities, policies, procedures, and strategies concerning the effective and meaningful participation by persons with disabilities in the proposed system.

Areas Reviewed Using the Template
◆ I. Descriptions of the State Workforce Investment Board in the State Plan
◆ II. Design of the State Plan
◆ III. Definition of Disability Included in the State Plan
◆ IV. State Plan Development Process
◆ V. State Vision and Goals
◆ VI. State Assessment
◆ VII. State Strategies for Improvement
◆ VIII. State Level Performance Measurements
◆ IX. Provisions in the State Plan Relating to Local Governance
◆ X. Provisions in the State Plan Relating to the Local Services Delivery System
◆ XI. Youth Activities
◆ XII. Assurances
◆ XIII. State Monitoring and Enforcement
◆ XIV. Miscellaneous (additional initiatives)

The analysis of the 51 state plans was a three-phase process. In Phase 1, each state plan was reviewed with regard to how it addressed the questions posed in all 14 sections of the Template. In Phase 2, the information within each section was combined and compared across all 51 jurisdictions. In Phase 3, a composite report based on findings from Phase 2 was created for each area addressed in the Template. Copies of each state’s Workforce Investment Plan Analysis Report, State Plan Analysis

Section Comparison, and the Composite State Plan Reports appear in the appendices. This Report summarizes the information analyzed in each of the three phases, and draws heavily on the section-by-section summaries presented in the Composite Reports.

Findings and Conclusions

Implementation of the Workforce Investment Act nationwide offers an unprecedented opportunity to redefine relationships at multiple levels: between the federal and state governments, employers and a workforce development system, generic service delivery of Departments of Labor and specialized service delivery of state Vocational Rehabilitation agencies, and customers with disabilities and One-Stop Resource Centers. In order to receive federal financial assistance under the Workforce Investment Act, a state must submit to the U.S. Department of Labor a state plan. A key role for the Department of Labor is state plan approval, including approval of state performance indicators. (Section 1125(c) and 136(g) of WIA (29 USC 2822(c)). An additional role for DOL is leadership, including guidance on interpretations of statutory and regulatory provisions. (Section 189 of WIA (29 USC 2939). A further role for DOL is a monitoring and oversight authority to hold states accountable for performance based on their individual plans and WIA statutory and regulatory requirements.

The review of state plans provides a snapshot, at one point in time, of state specific approaches, policies, procedures, and proposed strategies for effective and meaningful participation by youth and working-age adults with disabilities in the proposed system of workforce development. The general and specific findings provide the beginnings of an important baseline to help guide future DOL leadership activities that will assist the states in meeting Congressionally mandated obligations of access and equal opportunity for customers with disabilities.

The review of state plans resulted in five general findings. Additionally, there are 23 specific findings identified across eight core areas of focus: plan development and governance, definitions, state assessment, strategies for improvement, state level performance measurements, local governance and service delivery, youth activities and state monitoring and enforcement.

General Findings

1. The plans as a group vary significantly in their comprehensive narrative descriptions of core areas of focused analysis: policy goals, program design, interagency collaboration and performance accountability.
2. Individual plans were inconsistent in their attention to detail across the fourteen areas analyzed through the Disability Policy lens.
3. However, within specific sections of individual plans, there were detailed descriptions of policies, practices, and proposed strategies to include persons with disabilities and public and private agencies representing service to persons with disabilities in the governance, service delivery design, and continuous program improvement process of the workforce development system.
4. There was a relationship between the degree that federal plan development guidelines require states to describe in detail proposed procedures or activities and the nature and scope of detailed descriptions provided by states in specific sections of their plans.
5. More than 80% of the state plans include persons with disabilities and/or representatives of public and private agencies, such as vocational rehabilitation programs, that serve persons with disabilities in the state plan development process. However, the majority of plans did not describe in detail the nature and scope of their involvement.

The analysis of the state plans reveal that federal guidance and regulations affect the degree of description and narrative included in core areas of analysis.

To the extent the federal regulations require a list of major customer groups without further narrative, the state plans will include individuals with disabilities as a major customer segment. Only a few states provided further description of their proposed approach. To the extent federal guidance and regulations require more detailed descriptions or documentation of proposed approaches or actions regarding support of this customer group, the state plans will provide more detail to set a measure of accountability for future policy and systems change activities.

*Consideration of the Needs of Local Populations
In the Design and Delivery of Services*

When the statutory and regulatory authority requests further documentation of states to describe how the needs of individuals with multiple barriers to employment including persons with disabilities will be met, the result is a more detailed response of proposed procedures, strategies, and actions. Forty-nine states mention that local boards will consider the needs of customer segments including individuals with disabilities in the design and delivery of services. Twenty-five of these states provided an in-depth explanation of their strategy or approach to considering the needs of persons with disabilities.

Definition of Disability

To the extent the regulations do not include specific requirements or guidance, information is unlikely to be included in the state plans. For example, the proposed regulations did not include a requirement to define disability in the state plan. There was no requirement until the final regulations were issued that states include a definition of disability. For purposes of WIA, the term “individual with a disability” means an individual with any disability (as defined in Section 3 of the ADA). For purposes of WIA Section 188, the term is defined at 29 CFR 37.4. (20 CFR 660.300) All states had completed their state plan submissions prior to the release of the final regulations. As a result, none of the state plans included a definition of disability.

Comprehensive Policies, Procedures, and Proposed Strategies

Review of the state plans revealed inconsistent attention to detail to predict accurately future state implementation performance in responding to and satisfying the individualized needs of customers with disabilities. However, the state plan reviews also documented on a state specific basis detailed policies, procedures, and strategies to identify needs; plan collaborative service delivery strategies; offer accessible resources on line and on site; and measure performance for customers with disabilities that could assist other states still developing responsive approaches for this mandated target population. These examples of more comprehensive policies, procedures, and proposed

strategies are identified in Appendix Three and cover such diverse focus areas as governance; use of technology that is accessible; service delivery coordination; staff training; effective communication and outreach; ongoing needs assessment; and coordinated services for youth.

Specific Findings

Specific findings have been subdivided into eight core areas of focus:

1. Plan Development and Governance

- 1.1 Fifteen states specify that the state agency for Vocational Rehabilitation is clearly represented on the State Workforce Investment Board (SWIB). Nineteen states included a description of how members of the State Board represent the interests, needs, and priorities of VR, when VR is not represented as a SWIB member.
- 1.2 Eleven states chose to submit a Unified Plan in which the description of the VR program was an integral part.
- 1.3 Forty-one states include the VR program/agency in the state plan collaboration process. Only seventeen of the forty-one states also listed additional groups/individuals that represent the interests and needs of persons with disabilities outside of VR as part of work groups or committees who helped in plan development.
- 1.4 Twenty-four of the state plans included references to customer segments that include “customers with multiple barriers to employment,” including “persons with disabilities,” in their statement of vision and goals. However, only four of the twenty-four state plans provided an explanation of their approach to “customers with multiple barriers to employment,” and/or “persons with disabilities” in this statement.

2. Definitions

- 2.1 None of the State Plans include a definition of disability. Forty-seven states, while not including a definition of disability, do make reference to different types of disabilities.

3. State Assessment

- 3.1 Forty-one states when identifying its major customer segments in the state plan, include a reference to customers with multiple barriers, i.e., individuals/persons with disabilities/special needs. However, only eighteen of the forty-one state plans provided an explanation of the needs of customers with multiple barriers, i.e., individuals/persons with disabilities/special needs in their assessment.

4. Strategies for Improvement

- 4.1 Twenty-seven state plans include a process at a state level for improving operational collaboration and linkages among state agencies including agencies serving individuals with disabilities.
- 4.2 Twenty-five states mention strategies, such as technical assistance, training, and professional development, for improving the capacity of One-Stops to develop and manage effective programs for individuals with disabilities. However, only four of

the twenty-five states provided an in-depth explanation of their strategies for support of individuals with disabilities.

- 4.3 Twenty-three of the states include in their plan how it will use technology that is accessible for persons with disabilities. However, only nine of the twenty-three states provided an in depth explanation about their strategy or approach to the use of accessible technology for persons with disabilities.
- 4.4 Thirty-eight of the state plans describe how the state will ensure nondiscrimination and equal opportunity.

5. State Level Performance Measurements

- 5.1 Only nine of the states include a description in their state plans on how it will collect data and track performance on persons with disabilities.
- 5.2 One state indicates it will track the customer satisfaction of individuals with disabilities. Ten other states indicate the capability of analyzing data via participant groups without specifically mentioning persons with disabilities.

6. Local Governance and Service Delivery

- 6.1 Forty-three states provide for the inclusion of the Vocational Rehabilitation agency as a member of the Local Workforce Investment Board (LWIB). However, only twenty-four of the forty-three states describe the VR agency as a mandatory One-Stop partner. Eight states include VR as a member of the LWIB but do not include in what capacity; three states will mirror the composition of the SWIB, which includes VR as a member; another three states include representatives from an agency that oversees the VR program; and five of the forty-three states are single service delivery areas in which the SWIB serves as the LWIB, and VR is a member of the SWIB.
- 6.2 Only eleven of the states, in addition to including the VR agency as a member of the LWIB, provide for the inclusion of other agencies serving persons with disabilities as members of the Local Workforce Investment Board.
- 6.3 Forty-four of the states mention collaboration and coordination among mandatory partners, including the Vocational Rehabilitation program, through processes such as MOUs and cooperative agreements. Only thirteen of the forty-four states also include collaborations with other organizations that serve individuals with disabilities, such as the Client Assistance Program, Commission/Services for the Blind, in addition to the Vocational Rehabilitation program.
- 6.4 Forty-nine states mention directions to local boards requiring the consideration of the needs of customer segments that includes individuals with disabilities in the design and delivery of services. However, only twenty-five of the forty-nine states provided an in depth explanation of their strategy or approach to considering the needs of persons with disabilities.
- 6.5 Twelve of the states include guidance for Local Boards regarding the establishment of priorities for funding training when funds are limited to include persons with disabilities as a priority group.

7. Youth Activities

- 7.1 Forty-one of the states describe a system approach that offers youth, including youth with disabilities a range of coordinated services. However, only six of the forty-one states provided an in depth explanation of their system approach of coordinated services for youth with disabilities.
- 7.2 Fourteen of the states include organizations of individuals representing persons with disabilities on the Youth Councils.
- 7.3 Twenty-one of the state plans include eligibility criteria for youth services that include services for youth with disabilities.
- 7.4 Twenty-three of the states describe state guidance regarding the inclusion of the needs of youth with disabilities in the development of the local youth program.
- 7.5 Twenty-nine of the states describe program elements that incorporate the needs of youth with disabilities. However, only five of the twenty-nine states provided an in depth explanation of the program elements for youth with disabilities.

8. State Monitoring and Enforcement

- 8.1 Fifty of the states describe a system for monitoring and enforcement in general. In most cases it is in the form of an assurance. Only one of the fifty states includes specific policies relative to monitoring and enforcement of persons with disabilities.

State Level Performance Measurements

The area of focus in the state plans with the least detail and explanation was the description of state level performance measurements. Only nine of the states included a description in their state plans on how it will collect data and track performance of persons with disabilities. Only one state indicated it would track customer satisfaction of individuals with disabilities. Without disaggregated data regarding registered customers with disabilities, it will be impossible to understand the impact of the workforce development system on achieving increased employment results for this target group. It will be impossible to evaluate the performance of certified training providers regarding individuals with disabilities. It will be equally difficult to identify facilitators or barriers of the service delivery system to meet the needs of and provide effective and meaningful opportunity to participate in core, intensive, and training services.

The specific findings identify areas to focus further information gathering. The lack of detailed descriptions of strategies or procedures by most states will make it more difficult for the

Department of Labor to hold states accountable for access and equal opportunity for youth and adults with disabilities in the workforce development system.

Nondiscrimination and Equal Opportunity

Interim final regulations issued by the Department of Labor on November 12, 1999 (29 CFR Part 37) implement the nondiscrimination and equal opportunity provisions set out in Section 188 of the WIA. Section 188 prohibits discrimination based on disability in a WIA Title I financially assisted program or activity. These regulations are modeled on regulations issued under the Job Training Partnership Act. (29 CFR Part 34) In addition, on August 25, 2000, the Department of Labor issued “State Guidance for Developing Methods of Administration Required by Regulations Implementing Section 188 of the Workforce Investment Act.” (Attachment to 29 CFR Part 37 published in the Federal Register at 65 FR 51984-51980 (August 25, 2000))

Of particular importance is the requirement in the interim final regulations that each Governor develop and maintain a written document called a “Methods of Administration” describing how a state will meet its Section 188 nondiscrimination and equal opportunity responsibilities.

At the time the interim final regulations were issued, state plan development was substantially completed. States are now in the process of submitting to DOL their proposed Methods of Administration. These separate documents will provide an important baseline to evaluate future state implementation activities.

State Monitoring and Enforcement

The Secretary of DOL is authorized to monitor all recipients and subrecipients of all grants awarded and funds expended under Title I of WIA to determine compliance with the Act and the implementing regulations and may investigate any matter deemed necessary to determine compliance. Federal oversight will be conducted primarily at the recipient level. Each fiscal year, the Secretary will also conduct in-depth reviews in several states, with priority given to states not meeting annual adjusted levels of performance. (Section 183 of WIA (20 U.S.C. 2933); 20 CFR 667.400). Fifty of the state plans describe a system for monitoring and enforcement in general. Only one state includes

specific policies relative to monitoring and enforcement of persons with disabilities. In respect to addressing monitoring, most of the State Plans include the following assurance:

The State assures that it will comply with Section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that – (a) The State has implemented the uniform administrative requirements referred to in Section 184(a)(3); (b) the State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under Section 184(a)(4); and; (c) the State has taken appropriate action to secure compliance pursuant to Section 184(a)(5).

Without more detailed explanation, it will be difficult to hold states accountable for their monitoring obligations.

Monitoring and oversight responsibilities at a federal level could compliment carefully-planned and coordinated training and technical assistance activities to build the capacity of the workforce development system to respond to the needs of youth and adults with disabilities. The lack of descriptive narrative to explain a state’s approach to interagency collaboration, performance measurement, reasonable accommodation and system change strategies documents the need for timely federal leadership activities. The lack of detailed strategies documenting approaches to interagency collaboration at a local service delivery level reinforces the need for further guidance at a federal level. The One-Stops, as a bridge to multiple public and private sector supports to customers with disabilities, require new strategies to bring together the human and financial resources of labor, vocational rehabilitation, transportation, housing, education, Medicaid, and the Social Security system. To the degree such interagency coordination, collaboration, and problem solving occurs at the federal level, there will be important leadership to the states.

Recommendations

The Task Force has a unique opportunity in the first year of implementation of the Workforce Investment Act at a state and local level to focus attention on important areas of policy and procedure that can advance effective and meaningful participation of youth and working age adults with disabilities in the workforce development system. The new Office of Disability Policy can mobilize the resources of its office in the Department of Labor to provide federal leadership to states to

recognize the importance of coordinated and collaborative policy development at a federal, state, and local level regarding service delivery; consumer choice and direction; and performance measurement and customer satisfaction. Policy guidance, training, and technical assistance activities to states can accelerate the identification and replication of promising policy and practices to utilize knowledge to advance equal opportunity, reasonable accommodation strategies, and collaborative service delivery in the most integrated setting appropriate to the needs of qualified individuals with disabilities. Based upon the findings and conclusions drawn from the analysis of the state plans, the Presidential Task Force on Employment of Adults with Disabilities recommends the following actions:

Recommendation One: Further Information Be Gathered from the States

The Secretary is required to submit an annual report to Congress that includes a summary of major findings regarding state performance. The least detail and explanation across all 51 state plans was the description of strategies and approaches to track customer satisfaction and performance of persons with disabilities. Without an additional information request to each state to describe and document their approach to capture and analyze data that will provide a system of performance measurement regarding customers with disabilities, there will be no mechanism in place to evaluate the impact of this new workforce development system on this target customer group. Additional information inquiries to states would target those findings in core areas, which across the board provided the least documentation and detail including cross agency collaboration and linkages, capacity improvements of One-Stops, and coordinated services for youth.

Recommendation Two: Targeted Training and Technical Assistance

Utilizing the research findings from the state plan reviews, it is recommended that the Office of Disability Policy fund targeted technical assistance activities in, at a minimum, four areas of focus:

1. *Local Governance and Service Delivery:*

to identify and support replication of promising policies and practices that embrace coordination and collaboration at a local level including memorandum of understanding (MOU) between mandated and nonmandated partners (Mental Health, Medicaid, Mental

Retardation/Developmental Disabilities), blended resource support for customers with disabilities, and customer and employer incentives to participation.

2. *State Level Performance Measurement:*

to identify and replicate promising policies, practices, and strategies that include the collection and analysis of data on performance measurement of the workforce development system for individuals with disabilities including approaches to risk adjustment and indicators that document interagency collaboration.

3. *Technology Accessibility and Reasonable Accommodation:*

to identify and replicate promising policies, practices, and strategies, that advance electronic and I.T. accessibility of the One-Stop delivery system and program accessibility that is effective and meaningful.

4. *Youth Activities:*

to identify and replicate promising policies, practices, and strategies that enhance effective and meaningful participation of youth with disabilities in governance and sponsored activities including after school and summer programs.

In recommending each of the four areas, it is recognized that no single funding stream or agency has complete control of the policies or interventions that will facilitate or accelerate the entrance to or advancement in the workforce of an individual with a disability. The intent of the Workforce Investment Act is to build and implement a comprehensive approach to workforce development that encourages collaboration and coordination. The review of the state plans reinforces the importance of collaboration and coordination in policy development, governance, service delivery, and performance measurement. For an individual with a disability, federal leadership can build on the themes of the Workforce Investment Act to promote partnerships within and outside government and provide information, training and technical assistance that raises expectations and performance regarding access and equal opportunity.

Recommendation Three: Analysis of State “Methods of Administration” Section 188 Nondiscrimination and Equal Opportunity

A third recommendation focuses on a state’s implementation of the nondiscrimination and equal opportunity provisions set out in Section 188 of the Act. The Task Force recommends that a review similar to the state plan review be conducted of each state’s Method of Administration to again establish a baseline of understanding of state proposed policies, procedures, and strategies to protect individuals with disabilities from discrimination and ensure equal opportunity. Such

analysis may identify further areas in which federal training and technical assistance activities are needed.

Recommendation Four: Cross Agency Problem Solving

As a fourth recommendation, the Task Force will utilize a working group at the federal level that engages key policymakers with the U.S. Department of Labor's Employment and Training Administration, the Rehabilitation Services Administration, Office of Special Education Programs, the Social Security Administration, and the Health Care Finance Administration. The working group will problem solve critical policy issues identified by states that pose barriers to effective participation by youth and adults with disabilities in the One-Stop delivery system. A focus will be on improving understanding, collaboration, and coordination at a policy and practice level including but not limited to issues of eligibility, access to health care, benefits counseling, and blended funding and service delivery support.

Recommendation Five: Monitoring Activities

The Secretary has the authority to conduct in depth reviews in selected states as part of the Department's monitoring authority. The Department's Civil Rights Center has the authority to monitor the state's obligations to ensure compliance with the Section 188 nondiscrimination and equal opportunity provisions. The Task Force recommends site reviews to a selected sample of states to review policy implementation procedures and administrative methods regarding program accessibility, eligibility screening for programs and services, reasonable accommodation activities, and effective meaningful participation in the most integrated setting appropriate for customers with disabilities. The findings and resulting recommendations would be shared with the new Office for Disability Policy to help identify priorities for further policy guidance, training, and technical assistance activities.

This report with findings and recommendations seeks to advance the public discussion of challenges faced by Americans with disabilities in the implementation of public policy to advance their employment and economic status. The implementation of the Workforce Investment Act offers

another important step forward in the redeployment of public resources to support persons with disabilities in their desire to be productive and be more self-sufficient. Most important of all, it challenges the public and private sector to redefine working relationships and promote access and opportunity in a workforce system that is responsive to all Americans including individuals with disabilities.

Section I. State Plan Descriptions of the State Workforce Investment Board

Requirements established by the Department of Labor mandate that the State Board be led by top business executives who can ensure that the system is responsive to current and projected market realities. In addition, the State Board must contain a broad range of partners needed to develop a comprehensive vision for the workforce investment system. The State Board will focus on strategic decisions, not operational management. In addition, the State Board is responsible for making critical decisions on how to achieve the plan goals, including how best to organize the service system to most effectively serve its customers, including individuals with “multiple barriers to employment” (such as “individuals with disabilities”).¹

WIA requires a broad range of Board members because “having all partners ‘at the table’ is key to developing a comprehensive vision and effective strategies.”² Members of the State Board are appointed by the Governor in a nondiscriminatory fashion in accordance with the regulations implementing Section 188 of WIA (20 CFR part 37).³ The membership of the Board must include, among others, the lead state agency officials with responsibility for the programs and activities carried out by One-Stop partners.⁴ These include Vocational Rehabilitation programs authorized under Title I of the Rehabilitation Act. When no lead state agency official has responsibility for such a program, service or activity, the Board must include a representative on the State Board who has expertise relating to such program, service, or activity.⁵ With regard to the delivery of services to people with disabilities, if the state VR program is not represented on the Board by the director of the designated state unit, as defined in Section 7(8)(B) of the Rehabilitation Act, then the state must describe how the member of the State Board responsible for representing the VR program will effectively represent the interests, needs, and priorities of that program, as well as how the

¹ 64 FR 9406 (February 25, 1999).

² 64 FR 9406 (February 25, 1999).

³ 65 FR 49299 (August 11, 2000).

⁴ Section 111(b)(1)(C)(vi)(I) of WIA (29 U.S.C. 2821(b)(1)(C)(vi)(I)); 20 CFR 661.200(i).

⁵ 20 CFR 661.200(i)(2).

employment needs of individuals with disabilities in the state will be addressed.⁶ In addition, the State Workforce Investment Board (SWIB) must include two or more representatives from among groups specified in WIA with “special consideration” given to the inclusion of community-based organizations within the state with experience and expertise in the delivery of services.⁷

The members of the Board who represent organizations, agencies or other entities must be individuals with optimum policy making authority within the entities they represent.⁸ An individual seated on the Board may represent more than one entity or institution if such an individual has authority to make policy for all of the programs that s/he purportedly represents. For example, if a state’s Division of Health and Human Services has policymaking authority for the state’s Vocational Rehabilitation program, then the Director of Health and Human Services could appropriately represent VR on the Board. However, if the state Vocational Rehabilitation agency (including the Vocational Rehabilitation agency for the Blind) is the sole agency with responsibility for the rehabilitation of individuals with disabilities under Section 101(a)(2)(B)(i) of the Rehabilitation Act, then the head of that agency must represent the Vocational Rehabilitation program on the State Board. An individual from any other state agency would not be an appropriate representative of the VR program.⁹

Fifteen of the 51 jurisdictions reviewed clearly specified in their state plan that a representative of VR be a member of the State Board. A sixteenth state indicated that representatives from the state VR program had been invited to become members. All other states either did not include a representative from VR on the State Board or did not include membership information in their state plan. Nine of the states that included a representative from VR on the Board also included other organizations or individuals on the State Board that represent persons with disabilities. In

⁶ 20 CFR 661.200(i)(3).

⁷ 20 CFR 661.200(b).

⁸ 20 CFR 661.200(d).

⁹ 65 FR 49301 (August 11, 2000).

addition, six of these states include a description of how members of the State Board represent the interests, needs and priorities of the state VR and the interests and needs of persons with disabilities.

Nineteen states that did not include a representative of VR on their State Board included a description in the state plan of how members of the State Board involved other agencies, organizations, or individuals knowledgeable about the needs and interests of people with disabilities to represent the interests, needs, and priorities of VR. Thirteen of these states have a Board Member from an agency that has oversight of multiple entities, including VR. In three of the 19 States, a Commission/Council member serves as a liaison, or works in coordination and conjunction, with the VR program, thus ensuring that the needs of the program are representative on the State Board. Fourteen states, while not including a VR representative on the Board, did include other organizations or individuals that represent persons with disabilities: four states included a representative from the Client Assistance Program, three states included a representative of programs serving people who are blind, and two include representatives from organizations that provide services to people with disabilities (the ARC, Creative Work Systems).

In describing the organization and structure of their State Boards, none of the state plans included a description of how the service system will be organized to most effectively serve customers with multiple barriers to employment. A more detailed, composite report on this Section appears in Table 1: Descriptions of the State Workforce Investment Board.

TABLE 1
Descriptions of the State Workforce Investment Board
Question and Information from State Plans

Is the Director of the State Vocational Rehabilitation program on the State Board?

- **15** Fifteen States clearly specify in either the State Plan, or through the State WIA website, that a member of VR is represented on the State Board.
 - **1** One State indicated that representatives from the State VR program had been invited to become members.
- All other States either did not include a representative from VR on the State Board, or did not include membership information in the State Plan.

If the Vocational Rehabilitation program is not on the State Board, did the State Plan include a description of how members of the State Board represent the interests, needs, and priorities of the Vocational Rehabilitation program and how the employment needs of people with disabilities in the State will be addressed?

- **19** Nineteen States in which VR is not represented as a member of the SWIB include a description of how members of the State Board involve other agencies, organizations, or individuals with knowledge of the needs and interests of persons with disabilities to represent the interests, needs, and priorities of VR.
 - ⇒ **13 of the 19** States, while not including a member of VR on the SWIB, include a representative on the SWIB from an agency or organization that has oversight of multiple entities including the State VR program (e.g., the Department of Human Services, State Board of Education) to represent the interest and needs of VR
 - ⇒ **3 of the 19** States describe a Commission/Council member that serves as a liaison, or works in coordination and conjunction, with the VR program and thus will ensure that the needs of the program are represented on the SWIB.
 - **1 of the 3** States describes a Commission member who serves as a liaison between the Workforce Development Commission and the VR program.
 - **1 of the 3** States describes a SWIB member who will work in coordination and conjunction with the VR program.
 - **1 of the 3** States describes a SWIB member who will serve on both the SWIB and the Rehabilitation Council.
 - ⇒ **2 of the 19** States describe a Committee structure to represent the needs and interests of persons with disabilities in which VR representative(s) is a member of the Committee(s).
 - ⇒ **1 of the 19** States includes members with experience and knowledge with respect to special education and hard-to-serve individuals.
- **3** Three States, while not stating specifically how the VR program will be represented, include a description of committees, task groups, etc. of the SWIB that represent special needs issues and special populations.
- **6** Six States, in addition to including a representative of VR on the State Board, also include descriptions of how members of the State Board represent the interests, needs, and priorities of the State VR and the interests and needs of persons with disabilities.
 - ⇒ **5 of the 6** States describe a Committee structure that represents the needs of persons with disabilities in which VR representative(s) and/or organizations that serve persons with disabilities are members.
 - ⇒ **1 of the 6** States describes the SWIB membership of one person who is familiar with VR and either represents an organization of persons with disabilities or represents business and meets the criteria for a business representative.

In addition to the State Vocational Rehabilitation program, does the State Board include other organizations or individuals representing persons with disabilities such as Community Rehabilitation providers?

- **9** Nine of the States that indicate a representative of VR is a member of the State Board, also include other organizations or individuals on the State Board that represent persons with disabilities.
 - ⇒ **2 of the 9** States did not specify the organization/representative.
 - ⇒ **7 of the 9** States provided the name of the organization and/or representative.
 - **4 of the 7** States include a representative from the Client Assistance Program.
 - **2 of the 7** States include a representative from Commission or Services for the Blind.
 - **1 of the 7** State includes a representative from the School for the Deaf and Blind.
- **14** Fourteen of the States in which a VR representative is not a member of the State Board include other organizations or individuals that represent persons with disabilities
 - ⇒ **3 of the 14** States did not specify the organization/representative.
 - ⇒ **11 of the 14** States provided the name of the organization/representative.
 - **4 of the 11** States include a representative from the Client Assistance Program.
 - **1 of the 11** States includes a representative from the ARC.
 - **1 of the 11** States includes an organization, Creative Work Systems, in conjunction with how the needs of people with disabilities will be met.
 - **3 of the 11** States include a representative from the Commission or Vocational Services for the Blind, or a representative of the Department of Social Services that oversees the Rehabilitation Services for the Blind program.
 - **1 of the 11** States includes a representative from the Governor’s Commission on Disabilities.
 - **1 of the 11** States notes that “VR, etc. are represented on the SWIB,” although it was not apparent from the list of State Board members which member represents VR

In describing the organization and structure of the State Board, does the State Plan describe how the service system will be organized to most effectively serve customers with multiple barriers to employment, such as individuals with disabilities?

None of the State Plans, when describing the organization and structure of the State Board, include a description of how the service system will be organized to most effectively serve customers with multiple barriers to employment.

Examples—How States Represent the Needs of Persons with Disabilities through State Governance

Alaska

The Director, Division of Vocational Rehabilitation, Department of Labor and Workforce Development, is a member of the State Board. The SWIB appointed ad hoc policy development committees including the State Rehabilitation Advisory Committee that advises the VR Division on the needs of Alaskans with disabilities in regard to programs, policy and services. Mandated by Title IV of the WIA, the Council is appointed by the Governor and members represent persons with disabilities, advocates, service providers, employers, vocational rehabilitation staff and the community. The AHRIC membership includes persons with disabilities.

Minnesota

The existing Governor’s Workforce Development Council will serve as the SWIB. Rehabilitation Services is represented on the Council. Services for the Blind is also represented on the Governor’s Council. The Council utilizes a committee structure to look at all facets of worker and employer needs in developing and achieving MN’s workforce investment goals. The Self-Sufficiency Committee seeks to identify barriers and solutions to workforce participation in order to fully utilize the talents of all Minnesotans.

New Jersey

Vocational Rehabilitation is a required One-Stop partner and was a part of all planning for the implementation of the One-Stop Workforce Investment System. Individuals with disabilities are provided services mainly from the Department of Human Services and Labor, and the

Commissioners from those Departments each have a seat on the SETC. In order to ensure that the two respective Commissioners will effectively represent the interests, needs, and priorities of the VR programs on the State Board, they, along with the Commissioner of Education, will name representatives for a new standing committee of the SETC that will be established to explore issues and concerns of individuals with disabilities. This standing committee will be chaired by the Director of the Division of VR. Membership on the committee will include representatives from the following program areas: CBVI; Developmentally Disabled; Disabled Veterans; Independent/Assisted Living; Learning Disabled; Participants (teach); Sheltered Workshops; Supported Employment; and VR. Although services are not duplicated between the Departments of Human Services and Labor, there are similar programs in each. The distinction is with severity of disability or the intensity of the services to be provided. This new committee expands the basic concept of representation of the disabled by ensuring appropriate representation of programs serving this special population. This will translate into having a representative from Human Services along with one from Labor for similar programs.

New interdepartmental requirements will not be necessary since both the DVRS and CBVI will be represented on this new committee.

The SETC also has an established practice of forming ad hoc committees to focus on specific issues including: the concerns of individuals with disabilities. These committees have SETC members as well as others with subject area expertise. All committees have representatives from each of the State agencies on the Commission.

The Commissioners of Labor and Human Services represent the Client Assistance Program on the SETC. The CAP in NJ provides advocacy services for individuals with disabilities through the NJ P&A, Inc. The standing committee under SETC will be a vehicle for the Statewide clients. The grandfathered SETC will involve the CAP in planning and implementing the WIA through the NJ DVR within the NJ DOL and through the Division of Developmental Disabilities and the CBVI affiliated with the NJ Department of Human Services. The Directors of these agencies will actively consult with the Director of CAP. In addition, the special committee to explore issues and concerns of individuals with disabilities will be formed immediately. Further, the Director of the CAP will be invited to attend SETC meetings. The SETC will ensure that individuals with significant disabilities who are seeking or receiving services through the One-Stop system will be notified of the existence of, the availability of, and how to contact, the CAP.

Oregon

A Rehabilitation Council Member is a member of the SWIB representing the private sector. In addition, representing the Lead Agency Officials is a representative of the Human Services Department, which covers Vocational Rehabilitation, Committee for the Blind and Senior and Disabled Services. Participation in Board standing committees is offered in order to get the input of any groups not currently represented on the Board. A Commission for the Blind member has been added to the Customer Services Committee. State legislation will be introduced to add a Commission for the Blind member to the Board, and any other members that may be required as a result of the final regulations.

The OR Legislature, which only meets on a biennial basis, passed legislation to form the SWIB. It provided for a 37-member board, and 32 of the members have to be confirmed by the State Senate. It did so with the advice of the DOL. Notably, neither the federal legislation nor the regulations clearly define who is required to sit on the board as it relates to Vocational Rehabilitation or agencies representing the blind or disabled. The State's board met the requirements as they were interpreted at the time the board was formed. This advice indicated that the State had flexibility in determining how to meet the needs of these populations given its own organizational structure. OR asserts its structure and the way it has and will include representatives of these programs and populations in planning and implementation will be inclusive and will insure there is effective representation of the interests, needs and priorities of individuals with disabilities.

Washington

At the request of the Governor, the Secretary of the Department of Social and Health Services serves as an additional participating official to inform the Board's work. The Department of Social and Health services is the State grant administrative entity for the following WorkSource programs that include: Vocational Rehabilitation programs. (Note: The Executive Director of the State Department for the Blind and the Director of the Division of Vocational Rehabilitation serve as advisors to the Board.).

To ensure all interested and affected leaders are actively engaged in implementing the strategies of the State Unified Plan, the Workforce Board will be assisted by four entities. Individuals with expertise in, to include: Division of Vocational Rehabilitation and Department of Services for the Blind will be included in the task forces' membership. The Chair shall appoint to the Board one nonvoting member to represent racial and ethnic minorities, women, and people with disabilities.

Section II. Design of the State Plan

A state may submit a unified plan for any of the programs described in Section 501(b)(2) of WIA, including the state Vocational Rehabilitation program.¹⁰ Each portion of a unified plan is subject to the particular requirements of Federal law authorizing the program.¹¹ In other words, WIA’s state unified plan provisions do not allow any specific statutory requirements to be superseded. Funds provided under each program included in a unified plan must be used in accordance with the program’s statutory and regulatory requirements.¹²

Eleven of the states submitted a unified plan in which the description of the VR program was integrated throughout the plan. Twelve states submitted a unified plan in which the description of the VR program is discrete and separate—i.e., the VR program, while referenced throughout the document, is also included as separate entities, either as discrete components within sections of the unified plan sections or as an attachment.

Table 2: Design of the State Plan	
Was a unified state plan submitted that includes the state Vocational Rehabilitation program and was the description of the state Vocational Rehabilitation program integrated or discrete and separate?	<ul style="list-style-type: none"> • 11 Eleven of the States that chose to submit a Unified Plan integrate the description of the VR program into the Plan. • 12 Twelve of the States submitted a Unified Plan in which the description of the VR program is discrete and separate.* ⇒ 4 of the 12 Unified Plans also include a description of Services for the Blind/Commission for the Blind. <p>* Note: When it States that the VR program is discrete and separate, it means that the VR program, while referenced throughout the document, is also included as separate entities either in the Unified Plan sections or as an attachment.</p>

Section III. Definition of Disability in the State Plan

For purposes of WIA, the term “individual with a disability” means an individual with any disability (as defined in Section 3 of the ADA). For purposes of WIA Section 188

¹⁰ Section 501 of WIA (20 U.S.C. 9721); 20 CFR 661.240.

¹¹ Section 501(c)(1) of WIA (20 U.S.C. 9721(c)(1)); 20 CFR 661.240(d).

(nondiscrimination), the term is defined at 29 CFR 37.4.¹³ The regulations implementing the ADA and Section 188 explain that disability means, with respect to an individual, a physical or mental impairment that substantially limits one or more major life activities of such individual, a record of such an impairment, or being regarded as having such an impairment. Although the final regulations require inclusion of a definition of disability in the state plan, it was not required in the proposed regulations. By the time the final regulations came out, most, if not all, of the states had completed their plans—which may explain why no state includes a definition of disability in its plan. However, 47 of the 51 state plans do make reference to different types of disabilities. The following examples are typical of the types of disabilities referred to in the various state plans:

District of Columbia

visually impaired, hearing impaired, blind, physical disabilities, mobility impairments, deaf, hard of hearing, speech disabled, mental and learning disabilities, chronic health conditions

Georgia

learning disabilities, visually impaired, mental health, mental retardation, developmental and severe disabilities, visual, hearing, mobility, cognition, language impairments, deaf

Missouri

physical, mental disabilities, hearing, visual impairments, visual, hearing, physical, speech, cognitive disabilities, learning disabilities, significant physical disabilities, reading disabilities

New Hampshire

physical and mental disabilities, blindness, deafness, mental illness, developmental and learning disabilities, personality and behavioral disorders, Attention Deficit Disorder, Severe Disabilities, Cognitive disabilities

New Jersey

visually or hearing impaired, physical disabilities, physical or mental barriers, Learning disabilities, developmentally disabled, significant disabilities, deaf

South Dakota

blind, learning disabilities, physical disabilities, developmental disabilities, emotional disabilities, mental health/disabilities, autism, cerebral palsy

Virginia

learning disabilities, mental health, mental retardation, deaf, hard of hearing, visually handicapped, developmental disabilities, severe disabilities

¹² 65 FR 2467 (January 14, 2000).

Section IV. State Plan Development Process

The state plan represents a collaborative process among state and local elected officials, Boards, and partners. Plan development must also include opportunity for meaningful stakeholder and public review and comment. The state plan must describe its plan development process, including a discussion of how comments were incorporated wherever possible.¹⁴

The state VR program/agency participated in the state plan development process in 41 of the 51 state plans. In addition, in 17 of these states, additional groups or individuals that represent the interests and needs of people with disabilities also took part in the process. Thirteen of these 17 state plans describe work groups and committees that include organizations such as the Department of Mental Health, the Commission/Department of the Blind, Senior and Disabled Division, or Governor's Commission on Disabilities. Four of the 17 states also identified work groups/committees that included persons with disabilities, persons with multiple barriers to employment, and special participant populations, as well as soliciting input from these individuals as part of the plan development process.

Fourteen of the 51 Plans reviewed include an assurance regarding the plan development process: "The State certifies that, in providing an opportunity for public comment and input into the development of the plan, the State has consulted with persons with disabilities and has provided information regarding the plan and the planning process, including the plan and supporting documentation in alternative formats when requested." Twenty-two state plans included a description of disability relevant comments from the public, 13 of which include such comments in the Comment Section of the state plan, and are referenced in the individual State Plan Analysis Report. (See Table 3 and 3a: Collaborative Process for Developing State Plan.)

¹³ 20 CFR 660.300.

¹⁴ 64 FR 9408 (February 25, 1999).

**TABLE 3:
Collaborative Process for Developing State Plan
Question and Information from State Plans**

Does the State Plan include a description of a collaborative process for developing the State Plan that includes input from Workforce Investment Act partners such as the State Vocational Rehabilitation agency?

- **41** Forty-one of the State Plans include the VR program/agency in the State Plan collaboration process.
 - ⇒ **17 of the 41** States, in addition to VR programs/agencies in the State Plan collaborative process, also listed additional groups/individuals that represent the interest and needs of persons with disabilities.
 - **4 of the 17** States describe Work Groups, Committees that include persons with disabilities, multiple barriers to employment and special participant populations, as well as input from these individuals as a part of the plan development process.
 - **13 of the 17** States describe Work Groups and Committees that include organizations such as the Department of Mental Health, Commission or Department for the Blind, Rehabilitative Services for the Visually Impaired, Center for Community Inclusion, Senior and Disabled Division, Governor’s Commission on Disabilities.
- **14** Fourteen of the States include an assurance regarding the Plan development process in the State Plan: “The State certifies that, in providing an opportunity for public comment and input into the development of the plan, the State has consulted with persons of disabilities and has provided information regarding the plan and the planning process, including the plan and supporting documentation in alternative formats when requested.”

Examples–Inclusion of Vocational Rehabilitation Agency/Other Organizations Representing Persons with Disabilities

Massachusetts

To assure collaboration by the many partnering agencies the DLWD convened a group of State workforce development agencies to begin discussions focused on implementing WIA in MA. This group evolved into the WIA Steering Committee and included agency heads and representatives from, to include: the MA Rehabilitation Commission (MRC), the MA Commission for the Blind (MCB) and the Executive Office of Human Services which oversees these two agencies and a number of others dedicated to serving individuals with disabilities were active members of the Steering Committee.

Sub-committee members included representatives from the Department of Mental Health, and the Center for Community Inclusion which is a private non-profit organization representing the disabled. These representatives were active participants in the development of the plan throughout the process and made sure that the needs of the disabled were considered throughout the development of policy related to WIA implementation and services.

Finally, these organizations consulted with the MA Rehabilitation Council and local advisory boards and held a public hearing specifically to seek input into the draft plan which was available through their offices, and electronically on the internet which was in a format accessible to the disabled population.

Wyoming

Throughout the plan development process, meetings were held with the following partners, to include: Division of Vocational Rehabilitation/Department of Employment. The collaboration between many of the mandatory partners necessary to successfully implement WIA is well established. The Department of Employment is the lead State agency for the implementation of WIA and currently administers six of the mandatory programs, to include: VR.

The Client Assistance Program is one of five programs within the P&A Systems, Inc. The Senior Program administrator of the CAP reviewed the proposed WY Unified Plan as a member of the WY State Rehabilitation Council. CAP’s comments were part of the body of the comments provided by the WY State Rehabilitation Council. In addition, comments from the CAP program were provided to the DVR regarding their State Plan. DVR’s State Plan is part of the State Workforce Unified Plan.

TABLE 3a:
Collaborative Process for Developing State Plan—Public Comments
Question and Information from State Plans

Does the State Plan describe how comments regarding the State Plan were incorporated in the final version of the State Plan wherever possible?

- **22** Twenty-two of the States did include a description of disability relevant comments.
 - ⇒ **13 of the 22** State Plans include disability relevant comments in the comment section and are included in the individual State Plan Analysis Report, or the citations from the State Plan is included.
 - ⇒ **8 of the 22** State Plans include disability relevant comments that were included in the comment section, but are not included in the State Plan Analysis Report, i.e., too long to include.
 - ⇒ **1 of the 22** States includes a reference to disability relevant comments, but it is neither included in the State Plan nor accessible via the State’s WIA website.

* * * * *

NOTE: Most of the State Plans do not specifically include how comments are incorporated into the State Plan.

Section V. State Vision and Goals

The state plan must include the state’s broad strategic economic and workforce development goals (e.g., “All people who want to work can find jobs...”) and the state’s vision of how the system will help the state attain these strategic goals.¹⁵

Twenty-four of the 51 jurisdictions included language referring to customers of the workforce system as one, some or all of the following: “customers with multiple barriers,” “persons with disabilities/special needs,” or refer to “a person with a specific type of disability, e.g., blind.” (See Table 4: State Vision and Goals.)

¹⁵ 64 FR 9408 (February 25, 1999).

**TABLE 4:
State Vision and Goals**

Question and Information from State Plans

How does the vision statement refer to the customers of the workforce investment system? Does it include a specific reference to customers with multiple barriers to employment, including persons with disabilities or is the reference generic?

- **24** Twenty-four States include references to customers of the workforce as one, some or all of the following: “customers with multiple barriers,” “persons with disabilities/special needs,” or include a “person with a specific type of disability, e.g., blind,” etc.
 - ⇒ **4 of the 24** States provide an explanation of their approach to “customers with multiple barriers,” “persons with disabilities/special needs,” in their statement of vision and goals.

Examples—Reference to Customers with Disabilities In the State Vision and Goals

Minnesota

According to the 1990 Census, 48% of Minnesotans with disabilities are in the workforce (i.e., employed or actively looking for employment). This is the highest percentage of any State. Encourage those not currently in MN’s workforce to enter or reenter the labor market: Help businesses learn how to attract and employ persons with disabilities, seniors, immigrants, students, homemakers, welfare recipients and military retirees.

New Jersey

The State is committed to ensuring that the opportunity to be a productive worker is extended to those members of society such as school drop-outs, welfare recipients, older workers, racial and ethnic minorities, veterans, individuals with disabilities and women, who are too often prevented from reaching their full potential. In close collaboration with its partners, the SETC has served as the catalyst in defining these broad goals of the workforce investment system, to include: Secure equal opportunity for obtaining skills for all citizens, including the economically disadvantaged, persons with disabilities, those for whom English is not the primary language, women, displaced homemakers, and racial and ethnic minorities.

Pennsylvania

The new integrated governance structure and delivery system envisioned under WIA and required by the Governor’s Executive Order will enable persons with disabilities and severe barriers to employment to have their needs addressed through coordination and alignment of placement and job training services available through the Workforce Investment System. The long term vision for the new system is that it will become the gateway of choice for all job seekers including those receiving public assistance and facing multiple barriers to employment, older workers seeking to reenter the workforce, students seeking career and educational information, incumbent workers seeking to improve their career potential and employers seeking qualified employees in PA.

Washington

Goal 3: To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low-wage workers in moving up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress should be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.

As we approach 2005, WA State can anticipate a future where all Washingtonians, including disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low-wage workers are increasingly successful because they are able to: 1. access high quality academic and occupational skills education; 2. enter employment offering wage progression opportunities; and, if ever dislocated from work, 3. transition into new and challenging work as the economy changes.

Section VI. State Assessment

In creating a vision and developing a plan to achieve it, the state must start by assessing where it is today—current market realities and the system’s readiness. This assessment provides the foundation for mapping out strategies to achieve the state’s vision. The state must identify its customers (for example, the state may wish to identify “major customer segments...including individuals with disabilities”), their needs, and the state’s ability to fulfill them. The state must also assess the policies already in place, strengths to build on, weaknesses to improve on, opportunities for action, and challenges to progress.¹⁶

In identifying its major customer segments in this section of their state plan, 44 states include a reference to customers with multiple barriers, i.e., individuals/persons with disabilities/special needs.” At least six of the states discussed the needs of such individuals in considerable detail. (See Table 5: State Assessment.)

¹⁶ 64 FR 9409 (February 25, 1999).

**TABLE 5:
State Assessment**

Question and Information from State Plans

Does the State Plan identify its major customer segments, including individuals with disabilities, their needs, and the State's ability to fulfill them?

- **44** Forty-four States when identifying its major customer segments in the State Plan, include a reference to customers with multiple barriers, i.e., individuals/persons with disabilities/special needs.*

* * * * *

* Note: Not all States in the State Plan identify its customer segments' needs and the State's ability to fulfill them.

Examples—Assessing the Needs of Persons with Disabilities

Alaska

The disabled worker possesses the characteristics of their primary group i.e., youth, Adult Dislocated Worker, etc as well as specific needs relative to communication, decision making skills, problem solving skills and use of judgment. Effectively communicating with employers about disability related needs is one of the highest needs. In addition, the disabled worker must be effective at problem solving to meet performance goals of employers in a way that may not be readily apparent to the employer. The disabled worker requires training in occupations that emphasize their strengths and avoids their functional limitations.

Adult participants are often low income, low skilled individuals. Their needs include assistance to determine an appropriate vocational goal, develop appropriate vocational plans, securing the resources to implement their vocational plans, and to identify appropriate industry-based certifications for them to achieve. Because of barriers to employment they may experience, they often require supportive services.

Arkansas

Individuals with disabilities often need assistance in moving through the One-Stop process. They need counseling, including diagnosis, evaluation, and follow-up. They need education and training that will lead to appropriate employment, job placement and referral to appropriate positions, and supportive services that assist with obtaining employment and education/training.

Individuals with multiple barriers to educational enhancement, including ESL individuals, also often need assistance in moving through the One-Stop process. A need of this subgroup is adult education and literacy programs, including citizenship classes as appropriate. Many need occupational skill training, especially short-term training that leads to immediate jobs.

The task of the WIA is to provide employment and training activities through core, intensive or training services that increase the employment, retention, and earnings of participants and increase occupational skill attainment by participants, and improve the quality of the workforce, reduce long-term welfare dependency, and enhance the productivity and competitiveness of the State' available labor force. Dislocated workers, low-income individuals, individuals training for nontraditional employment, and other individuals with multiple barriers to employment will have the opportunity to obtain, update or improve their job readiness skills by preparing to meet the ongoing technological demands of employers in the 21st century.

Indiana

Individuals with disabilities, displaced homemakers, migrant and seasonal farmworkers, older workers, public assistance recipients, and youth in many cases lack skill credentials that will enable them to progress economically. IN's skill needs for occupations that provide growth, advancement opportunities, and good wages are GEDs, diplomas, certificates, degrees, and so forth, and we will prioritize individuals who do not possess such credentials for services.

The primary customers of IN's workforce investment system are employers, current workers, job seekers, in school and out of school youth. Through the expansion of the One-Stop system under the WIA, we will increase the value of our system to a wider customer base. Specifically, the presence of partners to serve specific groups, such as individuals with disabilities, older workers, residents of public housing, and so forth. The partners will bring population-

specific measures into the system and expand our customer base.

(Given the projected skills needed, identify each customer's projected skill development needs):

Potential Workers: (includes individuals with disabilities) Their developmental needs may include, to include: assistance with work accommodations, particularly for individuals with disabilities.

A chart identifies skill deficiencies commonly found in various customer groups. The following customer groups either include "the disabled" skill deficiency, or are a customer group, i.e., disabled.

- the disabled customer group includes the following skill deficiencies: lack of soft skills; low basic skills; limited education attainment; limited work history; lack of transportation; drug dependent; below self-sufficiency; social prejudice.
- Welfare and Older Workers= these are the only two other customer groups, in addition to the "disabled" that includes the disabled skill deficiency in their list.

New Hampshire

Goal 3: Prepare the Transitional and Disadvantaged Workers for New Jobs leading to job retention, wage progression and self-sufficiency. (The transitional and disadvantaged workforce includes unemployed workers, dislocated workers, under-educated individuals, individuals with ESL, individuals on public assistance, low-income adults and youth, individuals with disabilities, older workers, veterans, MSFW, and other disadvantaged individuals who are seeking jobs or who are between jobs.) Key strategies for attaining the State's goal include: improving services to individuals with disabilities by securing better employment and other outcomes, enhancing the counselor-customer relationship, upgrading the quality of rehabilitation services and supporting the State rehabilitation council and Statewide independent living council.

(The One-Stop System): Individual workers face new challenges as a result of the changing economy. The unemployed, people with disabilities, high school dropouts, and low-income workers need help finding jobs with decent pay. Young workers must land first jobs and plan their careers. Current workers need access to high-quality training so they can keep up with the changing demands of their jobs.

(Customer Needs): NH's One-Stop career center system and the partner agencies that have created it will face extraordinary demands from a diverse array of customer groups ranging from highly educated adults to individuals with disabilities and serious learning deficits. To meet the needs of customers, the partners in this plan are committed to sharing resources and coordinating their services. As a first step, they have also agreed to share information on customers and identify a spectrum of needs crossing programs and agencies.

Transitional and Disadvantaged Workers: Includes adults who are unemployed, underemployed, seasonal workers or relatively new to the labor market. Specialized assistance for veterans, MSFWs and individuals with disabilities is available through the partners who offer targeted resources and particular expertise. The multi-agency collaboration envisioned for the One-Stop system will offer clear benefits for these customers.

Transitional and disadvantaged workers may have some of the following barriers to labor market success: Disabilities: Individuals with disabilities, the target population of VR, face a wide range of obstacles to labor market success, including lack of support services to facilitate employment, and discrimination in the workplace. Individuals with disabilities may also have deficits in basic skills or low levels of education and may require further education and training to find suitable employment. A large number of those served by the VR program may have significant disabilities, such as: blindness; deafness; mental illness; developmental disabilities; alcoholism, drug addiction, and personality and behavioral disorders; learning disabilities.

Ohio

OH must devise policies and programs that upgrade skills of existing workers, better prepare the emerging workforce, shorten job search and employer recruiting time, and expand the labor pool by reconnecting dislocated workers and public benefit recipients to the world of work. OH must also understand how to create and utilize additional supports (e.g., transportation, dependent care, alternative scheduling) needed to bring additional people, including single parents and older workers, into the labor force and address accommodation issues that will allow individuals with disabilities to become full fledged labor force participants.

- Transitional Workforce – Individuals in this category are the unemployed, recipients of public assistance, older workers and dislocated workers. Some of the customers within this category are job ready and need very little assistance from a workforce development system. Others have multiple barriers to employment and need a broad range of workforce development and other support services for a successful transition into the workforce.
- Special Populations – There are a number of special populations with unique workforce development needs that must be identified as customers of OH's workforce development system. Many of these populations include individuals with multiple barriers to employment who need a broader spectrum of services from the system. OH's local One-Stop service delivery systems are especially important to these individuals who need to access the resources of multiple programs. It is OH's strategy to help these individuals take advantage of the current economic conditions that provide enhanced incentive for businesses to invest in hiring harder to employ individuals and to ensure service delivery strategies that help these individuals retain employment. OH's special populations include: persons with disabilities.

Oregon

Even with the low Statewide unemployment rates, the State's job growth has not swept up some key segments of the State's populations who continue to experience higher unemployment rates (youth, minorities, those with low educational levels and those with disabilities). A skill gain initiative and methods to encourage employers to train and hire those population segments with higher unemployment rates will also be undertaken.

Adults: For those adults who cannot readily enter the job market, more comprehensive and specialized services need to be made available. These would include, but are not limited to, comprehensive assessment of skill levels and service needs, identification of barriers to employment, and the case management and individual service strategy development which enables adults to gain the services they need to enter employment.

(The Ten Key Workforce Trends in OR—February 2000): 9. Young people, minorities, those with little education, and those with disabilities tend to have higher unemployment rates than do older adults, whites, and the highly educated. Some groups, including those named previously, and individuals in need of reliable and safe childcare, may face numerous non-work-related barriers as they seek to find employment. The workforce development system, through its efforts targeted to special populations, should focus efforts on providing the information, training, guidance, resources, and other incentives necessary to enable these groups to share in the economic health enjoyed by many Oregonians.

(Customers of the workforce system): The ultimate customers of workforce services are employers and individuals. Individuals include a wide variety of groups, both those with few barriers to employment and those facing greater barriers. Some of those facing greater barriers are older workers, students, minorities, those with disabilities, dislocated workers, those with limited English fluency, and discouraged workers.

(Services to Special Needs Groups): Some groups of workers have special needs and can benefit from special services (these groups includes those who don't speak English well or at all, workers dislocated from their jobs by industry restructuring, those who have work-limiting disabilities, seasonally unemployed workers, discouraged workers, underemployed workers, agricultural workers, veterans, racial and ethnic minorities, and those affected by mass layoff).

(Work-Limiting Disability): According to the 1990 Census, 7.7% of the civilian labor force in OR had a work disability, the eighth highest rate in the nation. In some counties, the percentage was nearly 10%. In both the 1980 and the 1990 Censuses, OR was the State with the highest percentage of the population with work disabilities that limit the kind or amount of work a person can do but that do not prevent working at a job. Such individuals may require a barrier-free workplace, accommodating attitudes, and equal opportunity in order to achieve successful employment. These requirements may become more widespread as the Baby Boomers grow older – the incidence of disability rises with age.

According to the US Census Bureau's 1994 Survey of Income and Program Participation, "persons with disabilities—especially those with severe disabilities—had lower rates of labor force activity, were more restricted in their choice of occupation, were less likely to work full-time, and were less likely to work in higher-paying occupations than their counterparts with no disabilities."

(Individuals are customers): Most of those who are not in the labor force are either younger than 17 years old (about 22% of the total population), or are 65 or more years old (about 12%), or are unable to work due to a disability (about 2%), or are in an institution such as a correctional institution (about .3%), or are in the military (about .1%), or are age 16 to 64 and are voluntarily absent from the labor force (about 9%).

Section VII. State Strategies for Improvement

According to DOL, strategies for improvement move a state from the current state of readiness toward the state's vision and enable the state to achieve its performance goals. Strategies align state resources and focus energy on services to meet customer needs and systems to ensure continuous improvement. Each strategy should build on strengths, correct weaknesses, maximize opportunities, and deflect challenges described in the assessment portion of the state plan.¹⁷

The state plan must describe how it will meet the needs of each of the major customer groups, including individuals with disabilities,¹⁸ and how it will ensure nondiscrimination and equal opportunity.¹⁹

The state plan must also address:²⁰

- ◆ Steps to improve operational collaboration, e.g., joint Memoranda of Understanding (MOU), joint activities, coordinated policies.
- ◆ How the state will assist local areas in the evolution of One-Stop delivery systems, e.g., statewide requirements, technical assistance, funding support.
- ◆ How the state will build the capacity of Local Boards and youth councils to develop and manage effective programs.
- ◆ How the state implements the key principles of WIA.
- ◆ How the state will maximize customer choice.
- ◆ Strategies for providing comprehensive services for eligible youth, including any state requirements to assist youth who have special needs or barriers to employment.
- ◆ How the state will use technology.

Thirty-seven of the states describe how they will meet the needs of major customer groups, including individuals with disabilities, as part of their workforce system. Forty-one of the states include a description of how it will maximize customer choice, but none of the state plans specifically includes choice for individuals with disabilities in this description. Thirty-eight of the state plans describe how the state will ensure nondiscrimination and equal opportunity.

Twenty of the state plans include a process at the state level for improving operational collaboration and linkages among state agencies, such as state-level MOUs or interagency agreements

¹⁷ 64 FR 9410 (February 25, 1999).

¹⁸ Section 112(b)(17) of WIA (29 U.S.C. 2822(b)(17)).

¹⁹ 64 FR 9411 (February 25, 1999).

²⁰ 64 FR 9411 (February 25, 1999).

that include state agencies serving persons with disabilities, such as VR, etc. Twenty-five of the states include specific strategies, such as technical assistance, training, and professional development, for improving the capacity of One-Stops to develop and manage effective programs for individuals with disabilities. Twenty-three of the states include how it will use technology that is accessible for persons with disabilities. (See Table 6: State Strategies for Improvement.)

**TABLE 6:
State Strategies for Improvement**

Question and Information from State Plans

Does the State Plan describe how it will meet the needs of major customer groups, including individuals with disabilities?

- **37** Thirty-seven of the States describe how it will meet the needs of major customer groups, including individuals with disabilities.

Does the State Plan describe how it will ensure nondiscrimination and equal opportunity?

- **38** Thirty-eight of the State Plans describe how the State will ensure nondiscrimination and equal opportunity.

What processes at the State level (such as the entering into of State-level memoranda of understanding, MOUs) are described in the State Plan for improving operational collaboration and linkages among State agencies, including State agencies serving persons with disabilities?

- **20** Twenty of the State Plans include a process at the State level for improving operational collaboration and linkages among State agencies, such as State-level MOUs or interagency agreements, that include State agencies serving persons with disabilities such as VR, etc.
- **7** Seven of the State Plans include State level coordination and collaboration strategies that do not mention a written agreement and/or State-level MOU process, but do include State agencies that serve individuals with disabilities.

Does the State Plan include specific strategies (such as technical assistance, training, and professional development) for improving the capacity of One-Stops to develop and manage effective programs for individuals with disabilities?

- **25** Twenty-five of the States mention strategies, such as technical assistance, training, and professional development, for improving the capacity of One-Stops to develop and manage effective programs for individuals with disabilities.
⇒ **4 of the 25** States provide an in depth explanation of the strategies for individuals with disabilities.

Does the State Plan describe how it will maximize customer choice, including choice for individuals with disabilities?

- **41** Forty-one of the States include a description in the State Plan of how it will maximize customer choice.*

* * * * *

* Note: None of the State Plans specifically include choice for individuals with disabilities in this description.

Does the State Plan describe how it will use technology, including technology that is accessible for persons with disabilities?

- **23** Twenty-three of the States include how they will use technology that is accessible for persons with disabilities.
⇒ **9 of the 23** States provide an in depth explanation of the use of accessible technology for persons with disabilities.

Examples—How States Address Strategies For Improvement Regarding Persons with Disabilities

District of Columbia

Meeting the needs of persons with disabilities. The District has identified 5 populations with special needs including: the homeless, ex-offenders, women seeking non-traditional employment, the basic skills deficient/non-English speaking, and persons with disabilities according to ADA standards. Each year the District will consider modifications to its services for special populations according to performance and statistical data.

Training and placement services for the special populations will be solicited from providers who have a proven track record and the capacity to serve these populations. A RFP will be publicly announced each year describing the District’s specific needs in serving these populations. Contracts will be let with performance benchmarks that assist the District in addressing the specific workforce development needs of the targeted groups.

Nondiscrimination and equal opportunity. The One-Stop Career Centers and their respective satellite centers welcomes the opportunity to serve job seekers, employers, and other interested individuals of the District. Therefore, we will not discriminate on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief.

The District will adhere to all laws and requirements pertaining to discrimination and equal opportunities.

Collaborative processes. The District is committed to a collaborative approach at every level; thus MOUs will be developed with each partnering agency.

Improving capacities of One-Stops. The One-Stop Career Centers and their respective satellite centers will ensure that all mandated and

optional partners have an awareness of and sensitivity to the needs of persons with disabilities through the provision of ongoing training programs.

The District's Rehabilitation Services Administration is and will continue to provide local One-Stop centers with technical assistance and guidance to ensure access to all Centers and services. This will include where appropriate, awareness and sensitivity training to staff to improve communication, and to ensure independent access.

Maximizing customer choice. Customer choice in the selection of training activities will be maximized by the creation and maintenance of the Consumer Report Card system of training providers and the use of Individual Training Accounts. The Consumer Report Card system will be coordinated by the DCWIC and administered by the Department of Employment Services. This system is in the process of being established.

Technology. To ensure that the special needs of our job-seeking customers are effectively addressed, the NetWorks system will use Internet and teleconferencing technology to link with community based organizations. This will broaden access to services and allow the system to reach those customers who, because of childcare and other issues, can benefit from different service delivery strategies.

DHSRSA will provide assisted technology to all One-Stop Career Centers.

- **TTY Telephone Unit:** allows a hearing impaired individual to make phone calls.
- **Job Hot Line for Blind:** affords blind individuals the opportunity to access job opportunities through the use of a touch tone telephone system.
- **Voice Recognition Technology:** allows voice to be typed as text on word processing software programs.
- **Flexible Keyboard:** enables customers with physical disabilities to type on keyboard with non-standard configuration.
- **Braille Information:** makes selected information will be available in Braille format for visually impaired customers.
- **Closed Circuit Monitor:** a magnification camera that allows hard copy text to be magnified for individuals with vision impairments.
- **ZOOM Text Plus:** magnifies text on a computer screen to allow visually impaired individuals access to all computer applications. Also reads the screen out loud. Large size keyboard character stickers are also included on these computers.
- **Adjustable Computer Table:** for individuals with mobility impairments.

Telephone Access: Telecommunications Relay Services (TRS) are available to all District residents. TRS provides a way for people who are deaf, hard-of-hearing or speech-disabled to communicate on the phone.

Missouri

Meeting the needs of persons with disabilities. Policies related to displaced homemakers, nontraditional training for low-income individuals, older workers, low-income individuals, disabled individuals and others with multiple barriers to employment and training:

Local areas should examine the broad range of services available under WIA when developing strategies to meet the needs of these groups. In addition, local staff should be cognizant of services provided by other agencies, such as DVR, Division of Family Services and appropriate community-based organizations, and collaborate with these partners in providing services to customers.

Nondiscrimination and equal opportunity. Assuring Equal Access to Job Seekers with Disabilities in MO's One-Stops" Implementation of the Non-Discrimination and Equal Opportunity Provisions of the WIA: What are the recipient's responsibilities to communicate with individuals with disabilities?

- Recipients must take appropriate steps to ensure that communications with beneficiaries, registrants, applicants, eligible employees and members of the public who are individuals with disabilities, are as effective as communications with others.
- A recipient must furnish appropriate auxiliary aids or services where necessary to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of, the WIA Title I-financially assisted program or activity. In determining what type of auxiliary aid or service is appropriate and necessary, such recipient must give primary consideration to the requests of the individual with a disability.
- Where a recipient communicates by telephone with beneficiaries, registrants, applicants, eligible applicants/registrants, participants, applicants for employment, and/or employees, the recipient must use telecommunications devices for individuals with hearing impairments (TDDs/TTYs) or equally effective communications systems, such as telephone relay services.
- A recipient must ensure that interested individuals, including individuals with visual or hearing impairments, can obtain information as to the existence and location of accessible services, activities and facilities.
- (1) A recipient must provide signage at a primary entrance to each of its inaccessible facilities, directing users to a location at which they can obtain information about accessible facilities. The signage provided must meet the most current standards. Alternative standards for the

signage may be adopted when it is clearly evident that such alternative standards provide equivalent or greater access to the information.

Collaborative processes. One-Stop Career Center System” MO will continue to encourage the presence, participation, and provision of services from the initial federal and State mandated partner agencies through a One-Stop delivery system. These federally mandated partners and partners identified in the State MOU include the following:

- Department of Elementary and Secondary Education: including VRS
- Department of Social Services: including: Rehabilitation Services for the Blind

Improving capacities of One-Stops. Training and/or technical assistance on an on-going basis shall be provided to staff in each One-Stop Center regarding:

- the installation and use of basic assistive technology purchased.
- procedures and local resources to be used in the arrangement of access services such as sign language, interpreting, Braille transcription, etc.
- how to respond to requests for auxiliary aids and services.
- guidance on disability etiquette and culture.

Training and/or technical assistance providers could include RS for the Blind, DVR, and various community based organizations such as Centers for Independent Living.

Maximizing customer choice. The utilization of individual employment plans, developed with the participation of the participant, and the funding of classroom skills training activities through ITAs will assure maximum customer choice in the selection of training activities.

Technology. When developing, procuring, maintaining or using information technology, each State department or agency shall ensure, unless an undue burden would be imposed on the department or agency, that the information technology allows employees, program participants and members of the general public access to and use of information and data that is comparable to the access by individuals without disabilities.

Program Access: Each One-Stop shall provide program access. Unlike architectural access, there are no national standards for program and communication access. MO has developed and adopted the following standards to assist One-Stop Centers comply with the communication access requirements of the WIA and ADA.

These standards were developed based on input from representatives of the disability community as providing a basic floor of communication access to core One-Stop services in a cost-effective manner. Implementation of these standards will provide communication access to a wide range of individuals with visual, hearing, physical, cognitive, and other disabilities. However, additional communication accommodations may be needed to meet unique disabilities or combinations of disabilities.

1. Telephony – Each One-Stop Center shall provide the following basic assistive technology that ensures effective communication with voice telecommunications for individuals with disabilities:

- **Amplified Telephone:** Consumers with moderate to severe hearing loss will benefit from a telephone with high-grade amplification, 20 to 40 dB of gain, either as a built-in feature of the phone or as an “in-line” addition. Such phones should be placed in quiet areas, removed from ambient noise, to support maximum speech discrimination.
- **TTY with Printout:** Individuals who have hearing or speech disabilities can communicate by telephone through the use of a text telephone, referred to as a TTY. A TTY uses a keyboard to type messages, a display to receive messages, and some means of connecting to the telephone.
- **Hands-Free Speaker Phone with Large Keypad:** Individuals who have difficulty holding a receiver and/or dialing numbers will benefit from a telephone with an enlarged keypad and speaker phone access.

2. Computer Data and Sound: Each One-Stop Center shall provide the following basic assistive technology that ensures effective communication with computer input and output for individuals with disabilities.

- **19”-21” Large Monitor with Moveable Mounting Arm:** Effective for persons with low vision. Provides for increased character size in proportion to monitor dimensions and provides a crisper, sharper image.
- **Screen Enlargement Software:** Also effective for persons with low vision and can be paired with a large monitor. Allows for enlargement of print on the monitor’s screen, enabling the user to review a document with the text magnified to a comfortable size and with the colors of the screen adjusted for best contrast. The user can use any part of the screen by scrolling up, down or across.
- **Speech Synthesizer and Screen Reading Software:** Effective for persons with visual disabilities and reading limitations (e.g., persons with learning disabilities in print decoding and reading comprehension.) The hardware component of the speech access system, the speech

synthesizer, can be a portable external device or an internal circuit board. The screen reading program “instructs” the synthesizer. Screen reading software allows users to access commercial software applications and convert text or graphics display to verbal output.

- Flatbed Scanner: Effective for persons with all types of disabilities who need information in digital rather than print form. The scanner is an add-on to the computer that converts an image from a printed page to a computer file.
 - Trackball: Trackballs are an alternative to the mouse for consumers who have gross motor skills, but lack fine motor skills. A trackball is essentially an upside down mouse, with a moveable ball on top of a stationary base. The ball can be rotated with a pointing device, hand, or forearm.
 - Alternative Keyboard: An alternative keyboard is a modified version of the standard keyboard, which supports key selection by variable hand and finger motion. Consumers who might benefit included one-handed typists, those who benefit from a different keyboard layout, those with limited use of their hands, those with limited gross or fine motor skills and those who fatigue easily.
 - Word Prediction Software: It enables the user to reduce the number of keystrokes used in typing by the selection of a desired word from an on-screen list of prediction windows. This computer-generated list predicts words from the first one or two letters typed by the user. The word may then be selected from the list and inserted into the text. Individuals with significant physical disabilities and those with learning disabilities in writing and written expression benefit from this software.
 - Large Keyboard Caps and Keyboard Orientation Aids: These key markings assist low vision users by enlarging letters and numbers on the keyboard. Many keyboards already have a raised dot or other tactile marker on home row keys to give orientation.
 - Height Adjustable Table: Conventional tables are often not functional for wheelchair users or people of short stature. Height adjustable tables allow for adaptation to comfort height levels for computer use and other tasks. If assistive technology, beyond these basic devices, is needed to provide access to computer sound and data, the One-Stop Center shall secure such assistive technology or provide an alternative method of access.
3. **Print Materials**: Each One-Stop Center shall provide effective communication with print materials via the following assistive technology.
- Tape Recorder – It can be used by the One-Stop staff to record print information for consumers who have visual disabilities or reading disabilities, so they can listen to the information instead of reading.
 - Electronic Enlarging: The magnification of print material by a closed circuit television system allows low vision users to read a full range of print materials. Electronic enlarging devices should have stationary beds for material placement (rather than hand-held cameras) and a 14-inch display monitor.

In providing alternative methods of print access, each One-Stop Center shall be able to produce a full range of alternative format materials (disk, Braille, large print, and audio) either with internal staff or by securing the services of external resources. Core One-Stop Center information (such as Center brochures) shall be available in all alternative formats “without special request” (Reviewer’s Note: Kudos to the State of MO for really being inclusive here!!!!!!) For all other materials, each Center shall establish procedures and timelines for consumers to request the alternative format needed.

4. **Aurally Communicated Information**: Each Center shall provide effective communication with auditory information via the following assistive technology:

- Portable Assistive Listening Device: Assistive listening devices are most often used by hard-of-hearing individuals with mild to severe hearing loss. The main function is to increase the loudness of specific sounds (in most cases the speaker) while also reducing background noise, allowing increased understanding of speech.
- Captioning Display: These devices allow for viewing of text captions that correspond to the speech in videotapes and similar media. Caption decoders or built-in decoding chips in the video display equipment provide access to the text provided the media has captioning.

In providing alternative methods of oral communication access, each One-Stop shall be able to provide a full range of communication options (sign language interpreters certified at intermediate or above, real-time captioners, assistive listening devices). Each Center shall establish procedures and time lines for consumers to request oral communication options they need to participate in Center services. Delivery of both interpreter and real-time captioning services will likely involve contracting with external providers. (Reminder, request for auxiliary aids and services are the responsibilities of the consumer.) Computer Assisted Real-Time captioning is provided by a “real-time” trained court stenographer with specialized equipment that allows for immediate transcription of steno-code into readable text. Interpreters are State certified and licensed and

attention should be paid to the type of language interpreting needed by the consumer.

Oregon

Meeting the needs of persons with disabilities. The State recognizes the importance of developing strategies to serve low-income individuals, including recipients of public assistance and individuals with multiple barriers to employment.

- Individuals with multiple barriers to employment: It includes older individuals, people with limited English-speaking ability, and people with disabilities.

Services to people with disabilities will be promoted through State-level cross-agency efforts. Best practices are shared to connect workforce and agencies serving the disabled and to inform them about resources and legislation. Additionally, efforts include marketing individuals with disabilities to employers.

- Persons with Disabilities: The Employment Department actively participates in various Statewide activities designed to improve opportunities for individuals with disabilities. Currently, the Department is an active partner with the Vocational Rehabilitation Division in the Rehabilitation Service Agency federal grant that is primarily aimed at increasing employment opportunities for individuals with disabilities. Regional and Statewide job fairs focused on veterans with disabilities are held annually with the support of the Department. Work experience and OJT are also provided in various offices across the State on an as-needed basis through the State contract with St. Vincent De Paul Rehabilitation Services placement agency.

Every field office has a staff member designated to be the resource person for disability-related services and all staff serve individuals with disabilities. Where special needs go beyond the scope of our regular services, the resource person is contacted to determine if additional services may be available in the community.

Other examples of Employment Department services to persons with disabilities include:

- The Department is developing a poster that will be posted in all locations where Wagner-Peyser services are delivered that will inform individuals who need special assistance due to disabilities that there are various ways to access information and that they may receive one-on-one assistance orally or in sign language.
- Exploring alternative ways to deliver agency services using audiotapes, Braille services, large print documents and other available systems.
- The VRD has been contracting job development and job finding assistance activities to the Department for over two years in three areas. VRD management has indicated that these have been very effective services on behalf of their clients as compared to services provided by other contracted providers.
- The Department has established a review team to go to selected field offices and review the services provided to special population groups. This group is charged with specifically reviewing services to individuals with disability-related needs as well as other special populations.

The Department has dedicated Wagner-Peyser 7(b) funds to enhance the level of services provided to persons with disabilities who are entering the workforce. ED staff are designated to work as disabled services representatives to provide job search assistance including use of OR's LMI system (OLMIS), the Internet, and other job search tools, conducting job development on behalf of the customer in the community, and assessing qualifications for tax credit or subsidized employment programs. These staff will also coordinate contracts with the VRD to identify ways to further enhance the employment opportunities available for customers.

Nondiscrimination and equal opportunity. The Governor's Office will be developing a Methods of Administration program for the State and local areas to implement the Nondiscrimination provisions under WIA.

Collaborative processes. The State agencies involved are those responsible for the funding streams included in the Unified Plan. They include: Department of Human Resources, Vocational Rehabilitation Division: (WIA Title IV, Vocational Rehabilitation) and Department of Human Resources, Senior and Disabled Services Division: (Older Americans Act Title V).

The Workforce Policy Cabinet, facilitated by the Governor's Workforce Policy Coordinator, will be the State agency-level group that examines ways to further coordination and integration. (Members include: Divisions of Vocational Rehabilitation and Senior and Disabled Services.) This Cabinet-level group can ensure coordination and collaboration occur regularly. Members of the Cabinet have already signed an Interagency Agreement committing to this coordination and collaboration.

Improving capacities of One-Stops. With technical assistance and guidance from State workforce partners, a review tool will be utilized to

specifically inquire about disability-related accessibility. For example, the review will include an identification of which persons with disabilities were consulted in the review of One-Stop Centers.

Title I-B 15% funds have been set aside to provide One-Stop Technical Assistance/Training and Capacity Building projects, to include: Addressing the Needs of Special Populations (Providing Access, Equity and Success for Multiple Populations).

Through the Employment Department's Two and Six-Year Strategic Plan, the department's Research and Statistics Section is working with partner agencies such as Worker's Compensation Division, the Senior and Disabled Services Division and Vocational rehabilitation Division to explore employment-related issues, opportunities, and challenges of workers with disabilities. In doing so, they will publish a special LMI report focusing on Oregonians with disabilities and their participation in the workforce. This publication will be distributed widely through OR's workforce system.

T/A funds will support local program identification of new strategies to meet the needs of persons with disabilities in the One-Stop system to insure universal access and compliance with EEO-ADA requirements. T/A funds are also planned to develop an interagency strategy to assess, accommodate and/or adapt teaching/training styles to meet the needs of "learning disabled" individuals and to identify workplace support systems and retention strategies.

Maximizing customer choice. The Eligible Training Provider Certification System will maximize customer choice in the selection of training activities.

Technology. Agency kiosks provide information and services about employment and unemployment insurance services using touch-screen technology. Kiosks are designed to ADA requirements. Individuals who cannot use keyboards may be able to use touchscreens, and kiosks are designed to be wheelchair accessible.

The Employment Department is in the process of incorporating a number of initiatives to increase the ability to provide LMI in alternate formats, to include: Meetings have been set up with the OR State Library "Talking books and Braille" delivery system to explore methods to provide LMI and other related information through systems designed for those who are visually impaired.

West Virginia

Meeting the needs of persons with disabilities. WV's emerging workforce investment system will meet the various needs of its different customer groups by providing access to services and information via the Internet, as well as a network of physical sites. As a result, targeted groups such as, youth, dislocated workers, veterans, older workers, welfare recipients and persons with disabilities will have access to higher quality comprehensive services, via the medium that is most effective and convenient for each. Special recruitment and outreach will be conducted to ensure that populations with special needs are informed of the services available in the Work4WV system.

The GWIO and the HRIC will ensure that all West Virginians have access to the services of the Work4WV system and that local WIBs are mindful of special needs populations as they develop and implement their investment strategies. Non English speaking job seekers and those that do not have access to technology must also receive services for the system to be truly universal. At the same time, services must be tailored so that those with severe barriers to employment can realize their career potential.

(Services to Special Applicant Groups): A concerted effort will be mounted to provide unsubsidized placement to all applicants with special emphasis on services to targeted groups including applicants with disabilities. Each Wagner-Peyser Service Center participating in the project will designate one staff member to specialize in one-on-one services to persons with disabilities. Services will include Counseling and testing; Referral to Supportive Services; Job Development for Promising Individuals, Referral to Jobs; and Job Placement.

Nondiscrimination and equal opportunity. All customers are informed of their civil rights upon receipt of a service. In accordance with nondiscrimination and equal opportunity requirement, a grievance procedure and an appeal process are in place. The GWIO is responsible for monitoring at least annually, all grantees for compliance with applicable nondiscrimination and equal opportunity laws and equitable service levels among the significant segments mentioned above. GWIO may contract with another agency or organization to perform the monitoring function. Monitoring will be performed on-site and followed by a written report of any finding along with requested corrective action and follow-up as appropriate.

Collaborative processes. A group comprised of leadership from State level workforce development agencies and programs has been meeting with the GWIO and the HRIC staff in an effort to develop a State level MOU. The goal is to reach consensus on a set of common system goals, as well as to identify the contributions each agency will make to system development at the State and local levels. This group will also be an avenue

through which barriers to system building at the State and local level can be addressed.

Improving capacities of One-Stops. Training will be conducted to ensure that participating staff are conversant with the special needs of these persons with disabilities.

Maximizing customer choice. The design and delivery of WV's workforce development system services are predicated on informed customer choice. Three major tools will be utilized to maximize customer choice in the delivery of services. WIA funds spent on training for adults and dislocated workers will be provided to customers through an ITA system with exceptions provided for in the Act. LWIBs, in conjunction with the State, will manage a list of training providers/programs that are eligible providers of training for ITA customer usage. A system of customer information or consumer report cards about education and training programs/providers will be accessible to all customers to ensure that training decisions are predicated on informed customer choice. The eligible training provider list and the consumer reports with information pertaining to the performance and placement rates of training providers/programs will be available Statewide through the Work4WV system in each physical site and through the Internet based information system.

Technology. The Mobile Technology Unit of the Department of Rehabilitation Services will be utilized to help assess the need for and make workplace accommodations for individuals with disabilities.

WV will make the Jobline system available through its Work4WV system. Jobline will provide all job seekers with access by telephone to all employment opportunities listed in America's Job Bank on the Internet. This service presents prompts and job listings in full-word speech, which is particularly useful to blind people and others who cannot see or cannot obtain ready access to printed job announcements for any other reason.

Wisconsin

Meeting the needs of persons with disabilities. Considering policies related to groups with special needs, DWD will explore issues such as:

Provide the tools and strategies towards universal access to core services under WIA. Areas to address are language, physical disability, geographic location, cognitive barriers, reading level and economically disadvantaged.

(Accessibility): WIA policies and procedures are posted on the Department of Workforce Development websites. Web pages have been reviewed using Windows-I's and JAWS to review page content. A copy of WIA procedures and policies are available in alternate formats including text or tape upon request.

DVR and W-2 agencies have entered into an agreement for information and referral of persons with disabilities and the co-enrollment into both programs.

The Vocational Rehabilitation program serves people with disabilities as a Job Center core partner. Over 40 Job Centers now have 120 DVR staff permanently located in them and a plan has been developed to relocate the remaining staff. Part-time arrangements are in place in the centers without current permanent staff.

DWD has entered into several projects with the Department of Corrections to serve offenders, including offenders with disabilities. DWD will explore the expansion on the partnership with DOC, including the federal bonding program, youth services, and veterans.

Attachment 13 "DRAFT Vision/Mission/Goal Statements" Goal 2: Broaden the labor pool with specific objectives of encouraging male and female workers to stay in, return to, or move to WI; getting discouraged workers to return to the workforce; making the workplace welcoming to our diverse population that may not have participated fully if at all; and attracting older workers to remain employed, even if part-time. Activity 2.3 Develop and support programs and services to assist persons with disabilities to enter and remain in the workforce (suggested committee: Expanding).

Nondiscrimination and equal opportunity. To further ensure nondiscrimination and equal opportunity, WI has put in place a process and provided training for a Complaint Coordinator at each of the 78 Job Centers. The CC will serve as a point person for complaints and then route them to the appropriate program. The training is delivered by a cadre of State staff that oversee various federally funded programs. This effort will ensure that no issues "fall through the cracks" due to confusion over program jurisdiction of a complaint.

Collaborative processes. In 1997, the Legislature created DWD (Dept of Workforce Development) to better align a number of work programs. DWD includes the traditional US Dept of Labor employment and training programs, to include Vocational Rehabilitation. This consolidation effort at the State level has served to reinforce the integration concept at the local level.

An interagency collaboration team has been in place since 1993 and recently has been reconstituted under WIA. Specific areas of coordination

include:

- **Case Management:** DWD is working on an inter-divisional case management system which would cover a number of employment and training programs housed in the Department, such as Job Service, Vocational Rehabilitation and W-2, that will allow all program staff, throughout the State, to track their clients, manage their program participation, and ensure coordination and lack of duplication.
- **Staff Coordination:** For State level coordination, a team representing... Vocational Rehabilitation meet on a regular basis to discuss and resolve issues which cross program lines.
- **Planning Coordination:** The Local Program Liaison team also annually completed DWD's coordination plan identifying local services, programmatic needs and other issues related to the workforce system. A Statewide committee consisting of major partners including Vocational Rehabilitation assessed this information and annually developed the Core Coordination Document that provided cross program comparisons, non-duplication and coordination planning issues. This process and product was a mini-version of WIA's unified planning.

Improving the capacities of One-Stops. (Policies for special needs populations): Provide technical assistance on assessment services to guarantee that solutions for barriers to employment are addressed.

(Assistance to local One-Stop Delivery Systems): A Statewide capacity building effort will build on activities developed under the federal One-Stop career Center grant such as Job Center Roundtables. Topics for sessions are solicited from local staff and the sessions are structured with local participation to share best practices. There are also specialized training on issues such as employer relations, new IT tools, or serving targeted clients in the Job Centers.

(Needs of Special Groups): DWE, Division of Workforce Excellence, has trained Job Center staff on communicating with deaf and hard of hearing customers, and is exploring options to pilot TTY software and video sign language interpreting in resource rooms to increase capacity to serve these customers.

Employers are offered training in the "ART of Attracting, Retaining and Training the Right People" that addresses strategies related to W-2 recipients and other groups which may be considered hard to employ

DWD also offers "Windmills" training on people with disabilities and Labor Law Clinics on various department programs, such as UI, Workers Compensation and Equal Rights.

Maximizing customer choice. The cornerstone of the delivery of WIA services is to support and encourage consumer choice among the array of employment and training opportunities available to all customer groups. Individuals make choices about careers, education, training, training providers, and job search; employers make decisions about products and markets, business location, recruitment, compensation and training.

Certain key principles ensure customer choice in the delivery of WIA services to adults and dislocated workers in WI: ITA policy and consumer report information will be provided in simple, understandable language in a variety of formats to customers of Job Centers.

Technology. Final Initial Year policy (Attachment 16), the following Statement is made about the ITA website, "It will be fully accessible to persons with disabilities."

Implementation of a project to provide universal access to the Job Centers core service (JobNet) for people with disabilities. Twenty-five workstations will be deployed and will feature ergonomic furniture, screen reading, Zoom Text, voice recognition and a variety of hardware solutions.

Section VIII. State Level Performance Measurements

According to DOL, improved performance and accountability for customer-focused results are central features of WIA. To improve, a state not only needs systems to collect data and track performance in place, but also systems to analyze the information and modify strategies to improve performance. Thus, states must describe how they measure success and how they use this data to continuously improve the system.²¹

With respect to persons with disabilities, WIA specifies that in preparing the annual report to the Secretary on the progress of the state in achieving state performance measures, the state must, among other things, include information on indicators of performance for persons with disabilities.²²

In addition, the state must include:

- ◆ Policies concerning core indicators and levels of performance goals.
- ◆ Data system and reporting processes.
- ◆ State measures for customer satisfaction.
- ◆ Actions the Governor and the State Board will take to ensure collaboration with key partners and continuous improvement of the statewide system.
- ◆ Means for evaluating performance.
- ◆ Corrective actions (including technical assistance and the use of sanctions) the state will take if performance falls short of expectations.

Nine of the states describe how they will collect data and track performance, including information on indicators of performance for persons with disabilities/special applicant groups, etc. Twelve additional states describe how they will collect data and track performance on “targeted groups” or a “variety/wide range of customers,” although these groups are not specifically identified. Ten states indicate that they will track the customer satisfaction of targeted/participant groups, although only one state specifically notes that it will track customer satisfaction of individuals with disabilities. An additional six states indicate that their current customer satisfaction surveys, or those under development, include questions relating to the satisfaction of customers with disabilities/target groups. Two other states, while not describing questions specifically directed at customers with disabilities, describe how the customer satisfaction survey will be provided in different formats to

²¹ 64 FR 9412 (February 25, 1999).

accommodate the needs of customers with disabilities. Three States indicate that they do not plan to track any targeted groups in reference to customer satisfaction measurements. (See Table 7: State Level Performance Measurements.)

²² Section 136(d)(2)(F) of WIA (29 U.S.C. 2871(d)(2)(F)).

TABLE 7: State Level Performance Measurements	
Question and Information from State Plans	
Does the State Plan describe how it will collect data and track performance, including information on indicators of performance for persons with disabilities?	<ul style="list-style-type: none"> • 9 Nine of the States include a description in the State Plan of how it will collect data and track performance, <u>including</u> information on indicators of performance for persons with disabilities/special applicant groups, etc. This list also includes States that, at the time of the writing of the State Plan, are developing a data collection and reporting system that <u>would</u> include persons with disabilities/special applicant groups. • 12 Twelve of the States describe how they will collect data and track performance on <u>targeted groups</u> or a <u>variety/wide range of customers</u>; these groups are not specifically identified. In other cases, a data and reporting system is being developed that includes the VR program, which would infer that the needs of customers with disabilities will be included in this process. In its description, the State Plan does not include enough information to suggest it includes persons with disabilities in its data collection and tracking process, but it also does not include enough information to completely rule it out either.
Does the State Plan describe whether or not it will disaggregate data based on disability? (States that include in the State Plan whether it will disaggregate data based on disability all reference data related to the “Customer Satisfaction” information in the State Plans.)	<ul style="list-style-type: none"> • 1 One State indicates that <u>it will</u> track the customer satisfaction of individuals with disabilities. • 10 Ten States indicate they will track the customer satisfaction of targeted/participant groups. This includes States that indicate the capability of analyzing data re participant group, in which case the participant groups are not specified. It is difficult to determine if the “targeted groups” are inclusive of persons with disabilities. • 3 Three States indicate that they <u>do not</u> plan to track any targeted groups in reference to customer satisfaction measurements.
Does the State Plan describe whether the customer satisfaction surveys used by the State specifically include questions relating to the satisfaction of customers with disabilities?	<ul style="list-style-type: none"> • 6 Six States indicate that the current, or under development, customer satisfaction survey includes questions relating to the satisfaction of customers with disabilities/targeted groups.* • 2 Two States, while not describing questions specifically directed at customers with disabilities, do describe how the customer satisfaction survey will be provided in different formats to accommodate the needs of customers with disabilities. • 1 One State indicated that it <u>will not</u> identify target groups in its customer satisfaction surveys. <p style="text-align: center;">* * * * *</p>
* The States <u>did not</u> include the specific questions.	
Examples–How States include information on Indicators of Performance for Persons with Disabilities	
<u>New Hampshire</u>	
<p>Data Collection and Tracking. The partners in this plan are committed to implementing a common performance measurement and continuous improvement system. Once a common data collection system is in place, the partners will track the number and types of special populations that are served by each program. Then, they will meet on a quarterly basis to identify any issues in meeting the needs of these special populations and develop joint service strategies.</p> <p>A joint performance review of services to special populations includes the following populations, to include: individuals with disabilities. Each of the NH WORKS sites will adopt the common data collection and case management system. This information system will include demographic information, information on service history and outcome data. In addition to the interagency team of program directors, the local NH WORKS teams will also convene to review how services have been provided to special populations within their specific NH WORKS site, review recommendations and options to improve service delivery.</p>	

Customer Satisfaction [The NH State Plan does not describe whether the customer satisfaction surveys will include questions relating to the satisfaction of customers with disabilities, but it does make reference to the needs of these customers when describing the different formats that will be used to accommodate the needs of customers with disabilities.]

Below is an outline of communications systems that will be used when interviewing WIA participants with special needs:

- The survey instrument will use limited proficiency language to ensure that each question is easily understood.
- Every effort will be made to accommodate individuals with disabilities. The contractor currently conducts a biennial customer satisfaction survey of customers who receive services from NHVR. Similar to that survey, they will use a variety of communication techniques to ensure participation of all WIA customers, including those with ESL and cognitive disabilities.
- In cases where a disabled individual would prefer to complete a written questionnaire rather than participate in a telephone interview, an interviewer from the RKM Research and Communications will send that person a questionnaire in the mail.
- In cases where a disabled individual has an individual care giver, an interviewer from RKM will conduct the interview using the assistance of the individual care giver.
- In cases where a disabled individual has access to a TTY or TTD device, an interviewer from RKM will conduct the interview using the assistance of a relay operator.
- In cases where an individual has a severe disability, a copy of the self-administered questionnaire will be made available to a neutral counselor. In these cases, the counselor will be responsible for obtaining feedback from the customer.

Based on the contractor's experience, the use of the communication systems will ensure that any/all willing WIA customers will be able to participate in the follow-up survey.

Oregon

Data Collection and Tracking. OWIB has discussed looking at performance information and data to review services to special populations. Included in this discussion will be the consideration of whether goals should be set for outcomes within special populations such as individuals with multiple barriers to employment. The OWIB Performance Accountability Committee (PAC) has included in its workplan a discussion of population impacts (how the performance indicators impact different customer groups, i.e., disabled...)

Work has been done to identify data characteristics used by One-Stop partners. To date, these include items such as, to include: disability status.

Wyoming

Customer Satisfaction Surveys. The customer satisfaction survey and customer feedback will be available in alternative formats. The survey will be available in an electronic format via the Internet and the State will also perform customer satisfaction surveys via the telephone. The State will make the survey in an alternative format suitable for the individual with a disability. For example, if the customer is sight impaired the survey will be read to the customer. The administrative entity will also consult with DVR to develop alternative formats for disabled individuals.

Section IX. Provisions in the State Plan Relating to Local Governance

The Local Workforce Investment Board (LWIB) is appointed by the chief elected official in each local area, consistent with state criteria, and is certified by the Governor.²³ The members of the Local Board must be appointed in a nondiscriminatory manner.²⁴ The Local Board must contain at least one member representing each One-Stop partner, including the state Vocational Rehabilitation agency.²⁵ Members who represent organizations, agencies, or other entities must be individuals with optimum policy making authority within the entities they represent.²⁶ In addition, the Local Board must contain two or more members representing categories described in the WIA, including community-based organizations.²⁷ The preamble to the interim regulations explained that these organizations include “organizations representing individuals with disabilities.”²⁸ The preamble to the interim regulations also explained that “special consideration” must be given to including representatives of “organizations representing individuals with disabilities.”²⁹ DOL notes, however, that the regulations do not mandate a membership seat for each category or entity listed in the statute.³⁰ In addition to these representatives, the Local Board may include individuals or representatives of other appropriate entities representing individuals with multiple barriers to employment and other special populations, as determined by the chief elected official.³¹

Not all of the state plans include guidance on the LWIBs, nor is information about this available on the state’s website. For the states in which information is available, 43 of the states provide for the inclusion of a representative of the state VR agency, although it is not clear whether the representative comes from the state, local or regional office of the state VR agency. In addition, 11 states include other state agencies serving persons with disabilities in addition to including VR as a

²³ Section 117 of WIA (29 U.S.C. 2832); 20 CFR 661.300.

²⁴ 65 FR 49304 (August 11,2000).

²⁵ 20 CFR 661.315.

²⁶ 20 CFR 661.315(c).

²⁷ Section 117(b)(2)(A)(iv) of WIA (29 U.S.C. 2832(b)(2)(A)(iv)); 20 CFR 661.315.

²⁸ 64 FR 18667 (April 15, 1999).

²⁹ 64 FR 18667 (April 15, 1999).

³⁰ 64 FR 18667 (April 15, 1999).

³¹ 20 CFR 661.315(b).

Local Board member. Nine states include a representative from the Client Assistance Program; three states include representatives of agencies serving persons who are blind or visually impaired. Twenty-two states included a statement to the effect that “Representatives of community-based organizations, including organizations representing individuals with disabilities if such organizations are present” be included as members of the Local Board. Finally, one State includes the involvement of persons with disabilities in the nomination process: “Create a nomination process that encourages access and involvement and that invites nominations of individuals with disabilities,” in addition to including the VR as a Local member. (See Table 8: Provisions Relating to Local Governance.)

**TABLE 8:
Provisions Relating to Local Governance
Question and Information from State Plans**

How does the State Plan provide for the inclusion of State Vocational Rehabilitation agency (in its capacity as a mandatory partner) on Local Workforce Investment Boards?

- **43*** Forty-three of the States provide for the inclusion of the Vocational Rehabilitation agency (not always clear if it is the “State” VR) on the LWIB.
 - ⇒ **24 of the 43** States describe the VR agency as a mandatory One-Stop partner.
 - ⇒ **8 of the 43** States include VR as a member of the LWIB, but do not include in what capacity.
 - ⇒ **3 of the 43** States describe that it will mirror the composition of the SWIB, which does include VR as a member.
 - ⇒ **3 of the 43** States include representatives from an agency that oversees the VR program.
 - ⇒ **5 of the 43** States are single service delivery areas in which the SWIB serves as the LWIB, and VR is a member of the SWIB.

* * * * *

* Reviewer’s Note: Not all of the State Plans include guidance on LWIB membership, nor is the information available on the State’s website; therefore the State’s exclusion on this list does not necessarily mean it does not include VR on the LWIB.

Does the State Plan provide for the inclusion of other State agencies serving persons with disabilities (such as MR/DD and mental health agencies) as mandatory partners under WIA and therefore as members of Local Workforce Investment Boards?

- **11** Eleven of the States provide for the inclusion of other State agencies serving persons with disabilities in addition to including the VR as a LWIB member.
 - ⇒ **9 of the 11** States include a representative from the Client Assistance Program.
 - ⇒ **1 of the 11** States include a representative from the Commission for the Blind and Visually Impaired.
 - ⇒ **1 of the 11** States include a representative from the Commission for the Blind.
 - ⇒ **1 of the 11** States include a representative from the Division for the Visually Handicapped.
- **22** Twenty-two States include a membership Statement like “Representatives of community-based organizations, including organizations representing individuals with disabilities if such organizations are present,” in addition to including the VR as a LWIB member.
- **1** One State includes the involvement of persons with disabilities in the nomination process like “Create a nomination process that encourages access and involvement and that invites nominations of, to include: individuals with disabilities,” in addition to including the VR as a LWIB member.

Examples—State Inclusion on the LWIB of Agencies Serving Persons with Disabilities

District of Columbia

The Mayor, by virtue of the fact that the District of Columbia is designated a single service delivery area under JTPA, has designated the District as a local workforce investment area for purposes of the WIA. As such, the DCWIC also meets local workforce investment board requirements.

- [SWIB] Director, Department of Human Services (vocational rehabilitation, social welfare programs, older worker programs), One-Stop partner

Given the size of the District and the fact that it is required to establish a board that includes both State and local membership, it was thought prudent to appoint agency Directors who had oversight of more than one required entity. For example, the Mayor appointed the Director of the Department of Human Services to represent vocational rehabilitation, social welfare, and older worker programs, because that agency includes these programs.

We realize the Client Assistance Program, as authorized under Title I of the Rehabilitation Act, is considered a mandatory partner in the One-Stop system and therefore a board member. However, in the District this is a small program under the jurisdiction of the Department of Human Services. To accommodate this requirement yet strive to maintain a board of reasonable size, the program will be kept informed of DCWIC activities and meetings through quarterly meetings with the VR Director and through membership on the District’s Rehabilitation Council.

Idaho

Representatives of each of the required One-Stop Partners, to include: Programs authorized under Title I of the Rehabilitation Act of 1973 – Vocational Rehabilitation. For programs that do not include local administrative entities (i.e., to include programs operated by ID Division

of Vocational Rehabilitation), the responsible State agency should be the partner.

Representatives of Community-Based Organizations: Special consideration in appointing members in this category must be given to organizations representing individuals with disabilities and veterans, in local areas in which such organizations are present.

Representatives of each of the required One-Stop Partners, to include: Programs authorized under Title I of the Rehabilitation Act of 1973 – Vocational Rehabilitation, Commission for the Blind and Visually Impaired, and the CAP

Representatives of people with disabilities and minorities: In making appointments to LWIBs, LEOs must include individuals who represent minority populations and people with disabilities.

LEOs may appoint other individuals or representatives of other appropriate entities, including entities representing individuals with multiple barriers to employment and other special populations, as deemed appropriate.

Iowa

There is no reference to VR as a partner on the LWIB.

The board must solicit periodic, regular and meaningful input from disabled persons, older workers, regional or local economic development groups, and the region's Workforce Development center System Partners. To meet this requirement, it is recommended that the board appoint the following four ex officio members:

- A disabled person nominated by an organization that represents or serves disabled persons.

If ex officio members representing the four groups identified are not appointed, the RWIB must describe an alternate process to gain input from these groups in its Regional Customer Service Plan.

The following procedures must be used in soliciting nominations for voting members on the RWIB:

- The overall membership of the board must be balanced by gender and political affiliation consistent with Iowa code. To the extent possible the members should represent all counties within a region served by the board and both voting and nonvoting members should represent persons with disabilities, minorities and older workers of the region.

The Region 8 RWIB also must include:

- At least 2 representatives of community-based organizations (including organizations representing individuals with disabilities or veterans, in regions where such organizations are present)
- Individuals or representatives of other appropriate entities, including entities representing individuals with multiple barriers to employment and other special populations, as determined by the CEO board.

Rhode Island

One representative of each of the One-Stop partners, to include: Vocational Rehabilitation: The LEO shall solicit nominations from the Administrator of the Office of Rehabilitation Services.

At least 2 representatives of community-based organizations including organizations representing individuals with disabilities and veterans, for a local area in which such organizations are present. WIA does not mandate that CBO representation on a local board be from organizations representing individuals with disabilities and veterans but that "special consideration" be given to these organizations.

LEOs shall solicit nominations from a wide variety of community-based organizations that deal with workforce development or human services with emphasis on those that service targeted populations such as veterans and people with disabilities.

Section X. Provisions in the State Plan Relating to the Local Service Delivery System

A. Organization of Service Delivery System

In partnership with the chief elected official(s), the Local Board sets policy for the portion of the statewide workforce investment system within the local area and develops the local workforce investment plan. In addition, the Local Board performs other functions such as conducting oversight of the One-Stop system, employment and training activities and youth activities.³² According to DOL, the Local Board is responsible for making critical decisions, including how best to organize the service system to most effectively serve customers, including individuals with multiple barriers to employment, including individuals with disabilities.³³

Under the One-Stop delivery system, One-Stop “partners” responsible for administering separate workforce investment, educational and other human resource programs and funding streams collaborate to create a seamless system of service delivery that will enhance access to the program’s services and improve long-term employment outcomes for individuals receiving assistance.³⁴ The system must include at least one comprehensive physical center in each local area that must provide core services and must provide access to other programs and activities carried out by One-Stop partners.³⁵ The One-Stop delivery system may also include a network of affiliated sites that can provide one or more partners’ programs at each site; a network of One-Stop partners linked physically or technologically to an affiliated site that assures individuals are provided information on the availability of core services in the local area; and specialized centers that address specific needs.³⁶

³² Section 117(b)(3) of WIA (29 U.S.C. 2832(b)(3)); 20 CFR 661.120(a), .305.

³³ 64 FR 9406 (February 25, 1999).

³⁴ 20 CFR 662.100(a).

³⁵ Section 134(c) of WIA (29 U.S.C. 2864(c)); 20 CFR 662.100(c).

³⁶ Section 134(c)(2) of WIA (29 U.S.C. 2864(c)(2)); 20 CFR 662.100(d).

When describing how best to organize the service delivery system, forty-two states include specific policies that Local Boards must adopt. (The nine states that do not have specific policies that Local Boards must adopt, do include guidance regarding persons with disabilities in other areas of their state plan.) (See Table 9A: Organization of Service Delivery System.)

**TABLE 9A:
Provisions in the State Plan Relating to the Local Service Delivery System
Organization of Service Delivery System**

Does the State Plan describe specific policies Local Boards must adopt describing how best to organize the service delivery system to most effectively serve customers, including individuals with multiple barriers to employment such as individuals with disabilities?

- **42*** Forty-two of the States include specific policies local boards must adopt in the State Plan to most effectively serve persons with disabilities and/or multiple barriers to employment when describing how best to organize the service delivery system. (The States that are included in this category may or may not have specifically referenced persons with disabilities, but do include in the State Plan reference to Vocational Rehabilitation or other organizations that serve persons with disabilities in the design and organization of the service delivery system.)

* * * * *

* It should be noted that the other nine (9) States do include guidance regarding persons with disabilities in other areas of the State Plan.

Examples—How States Provide for Persons with Disabilities in the Organization of the Service Delivery System

Arkansas

Members of the SWIB have made the following recommendations regarding the operation of the Centers, to include:

- Ensure full access to all One-Stop facilities for all AR citizens.
 - Emphasize the need for publicity to ensure that all citizens are aware of the services available at the One-Stop centers and include this in the MOU.
- LWIBs and One-Stop center operators will be encouraged to include non-mandatory programs and services providers as partners in the One-Stop system. These non-mandatory partners will include agencies that serve customer groups with barriers to employment.

[Non-discrimination] One-Stop operators and partners will accomplish such dissemination of information by: Ensuring recruitment brochures and other materials routinely made available to the public include the Statement ensuring “equal opportunity employer/program” and auxiliary aids and services are available upon request to individuals with disabilities and, where a telephone number is included on these materials, a TDD/TTY number must be provided for an equally effective means of communication.

California

To oversee the One-Stop Initiative in CA, the SJTCC created a One-Stop Career Center System Task Force. The Task Force adopted the following policies:

- Requiring One-Stop partnerships to involve the following organizations in the development of local One-Stop systems: including - Department of Rehabilitation
- Additionally, the One-Stop Task Force developed products to provide guidance for local One-Stop system-building, including (relative to persons with disabilities):

Compendium of One-Stop Products:

- Serving Individuals with Special Needs, 1997 This report presents guidelines for providing information environments that are accessible by individuals with special needs.
- Principles for One-Stop Information and Training, 1997 POSIT was developed as a pilot project to provide suggestions and advice to electronic One-Stop system managers and staff who need to know more about a range of usability issues – from ergonomics and screen design to readability and access for persons with disabilities.

Colorado

Local boards must develop a process for the selection of local center operators that identifies specific selection criteria. Suggested criteria for selection to include: identification of center location(s) accessible and convenient to both employers and job seekers. A staff development plan that addresses technology, customer service, assistive technology and disability awareness components.

(Minimum Service Criteria): Centers offer locally customized, reliable information in easy-to-use formats. Customer information on the quality of education and training providers is provided to customers in a variety of formats and a formal mechanism for further customer feedback is instituted.

Affiliated sites and specialized centers that address specific needs must be linked to the comprehensive workforce center.

Each workforce region is required to ensure that all facilities, programs and services are fully accessible to persons with disabilities. Regions are also encouraged to include other disability-related agencies, in addition to the Division of Vocational Rehabilitation, as workforce partners. The Pikes Peak region recently submitted a successful proposal to Project WIN to provide Consumer Navigators through their offices to assist persons with disabilities navigate the various systems

Idaho

Staff assisted services are available for UI claimants with special needs or for those requesting services.

(How will services be coordinated and made available through the One-Stop): A summary of the disability-relevant organizations follows:

- Division of Vocational Rehabilitation: The Division has indicated its preference for delivering services in an electronic format in the One-Stop Centers and has pledged to make personal services available on a scheduled basis if that is preferred by the customers. They intend to develop an electronic application form for those seeking services. The Division also has *Idaho Works* computers available for customers who will access services at its primary location. State and local staff have participated in One-Stop system design efforts and will continue to do so under the WIA. The Division has offered to provide partner agencies information on ADA and assist in addressing accommodation issues.
- ID Commission for the Blind and Visually Impaired – The ICBVI also has indicated a preference for an electronic presence in the One-Stop and has committed to make staff available in the Center on an appointment basis to meet a customer request. The ICBVI frequently takes its services to its customers. They have pledged to make the *Idaho Works* system available to consumers and to assist them with its use during visitations. The ICBVI has been a long time One-Stop partner and has been very helpful in assuring that the Internet *Idaho Works* version is capable of being read by “voice.”

(Strategies for Improvement: Services—Meeting the needs of each of the major customer groups): Development of the One-Stop system has focused on designing the system to meet the needs of customers from various populations groups, provide access to the system and allow for the delivery of comprehensive services.

- System Features: In designing ID’s One-Stop system, the needs of a broad spectrum of employment and training customers were taken into account. These include the job-seeking population at-large and those with special needs, people with disabilities. Through the active participation of partner agencies/programs and interest groups in system design, the concerns identified by these groups carried forward into program features.

One-Stop Affiliates: They are partners in the One-Stop system. Affiliate Partners will provide access to information and services, but will not be required to offer universal access. Instead, they may limit services to particular customer groups; e.g., the disabled, etc.

Indiana

A feature of IN One-Stops is the Information Resource Area (IRA). The IRA is an open access area combining information about job openings, careers, labor markets, community resources, and education and training providers in a variety of media.

Special materials have been placed in the IRAs to facilitate their use by individuals with disabilities. The IRA, in addition to all the other services of the One-Stop, ensures that no individual, regardless of age or economic status, goes without some level of service at IN’s One-Stop centers.

The IRAs include Zoom Text software, large key caps and other accommodations for individuals with disabilities

All One-Stop partners will make their services accessible through the One-Stop system. It is important that the unique needs of the individual be

considered as well.

An informational brochure about adult education may not provide sufficient access for someone who is illiterate, a computer linkage may not provide sufficient access to Vocational Rehabilitation for someone who is blind. Local areas should consider multiple ways to provide access to each service or program.

Massachusetts

All OSCCs (One-Stop Career Centers) will meet ADA requirements for accessibility for people with disabilities.

Under this Unified Plan, the Commonwealth is committed to the full integration of the State's workforce development services, including those for labor exchange, training and related support, within the One-Stop Career Center model. For customers who have multiple barriers to realizing their employment and/or training goals, it will be necessary that the delivery system, itself, not become an additional barrier to overcome. Customers who may need to access multiple services in order to meet their individual needs must be able to navigate seamlessly through the various partners' service offerings in a timely manner.

The partnership with Vocational Rehabilitation organizations, integral to the One-Stop model, will also enhance local capacity to deliver these services as staff are cross-trained with regard to service requirements under the ADA. The Commonwealth will also ensure that each comprehensive service venue is accessible to customers who are physically impaired.

Missouri

The MTEC has adopted standards ensuring equal access to job seekers with disabilities.

VR services are available on a co-located or itinerant basis. This provides customers with easy access and referral to the full range of services available at the local One-Stop.

Staff will be available in the resource center to assist anyone who needs mitigated services. Staff will answer questions as well as make sure that people who have barriers to employment or who are part of specific target groups, such as veterans, are made aware of additional services that they may use.

It is important that local boards consider all of the options available to them in designating the One-Stop Operator(s) for the system in their area. The following are some guiding principles, to include: When choosing One-Stop Operators, the overall needs of the delivery system for the area should be considered, as well as the needs of specific customer groups and geographic areas. This choice should not be based solely on one center since One-Stop Operators may also have a role with affiliated sites.

The international symbol for accessibility must be used at each primary entrance of an accessible facility.

Each One-Stop Center shall be housed in facilities that meet ADAAG standards for access, including, but not limited to, standards for building access, accessible parking. Braille and raised letter signage and visual alerting. Standards for architectural access are provided by the Americans with Disabilities Access Guidelines. These are national standards for facility access developed by the Access Board.

New Hampshire

NH WORKS will provide universal access to customers through a network of physical sites and electronic access points. At the same time, all of the partners are fully committed to providing specialized assistance to those who need it, such as individuals with disabilities, low-income adults and youth, public assistance recipients and others.

Access to information is also available through remote sites co-located at the 7 VR district offices. The One-Stop system will ensure that customers with special needs, particularly individuals with disabilities, have full access to the One-Stop system and supportive services.

Key services to job seekers include: special employment services for job seekers with disabilities. Key services for employers include:

(Common strategies for special populations): The partners in this plan have formulated common strategies for addressing the needs of special populations, which include individuals with disabilities and others with unique needs. One of these common strategies is to develop joint policies for

making One-Stop career centers accessible to targeted populations. In early 1999, a committee consisting of representatives from many One-Stop partners formulated a plan that establishes minimum standards for the kinds of assistive technology and other tools that should be available for customers with disabilities at comprehensive/full service centers and affiliated sites at partner agencies. The One-Stop partners have agreed to take steps to implement the recommended standards over the next year (1999-2000).

Rhode Island

The availability of Federal Vocational Rehabilitation services and staff in the One-Stops brings to bear the full force of federal/State Vocational Rehabilitation funding and services to VR eligible individuals served in the One-Stops.

Each center offers an array of assistive technology and accommodations to enable individuals with disabilities to take full advantage of the resources offered.

A Disability Advisory Committee was formed to advise the State One-Stop Steering Committee and Local Site Management Teams on the creation of netWORKri Centers that are truly welcoming and accessible to people with disabilities. This report included a list of adaptive technologies and resources to equip the Centers in accordance with ADA guidelines.

The ORS has been a very active participant at both the State and local level. ORS has played a critical role in every phase of this project including:

- Physical design and layout of the Centers
- Recommendations on Adaptive Technology
- Active Participant in many subcommittees of the Statewide Steering Committee to ensure the needs and concerns of the disabled population were represented including: Employer Services Committee, Marketing Committee, Human Resource Committee

ORS in coordination with the Governor's Commission on Disabilities did a "walk-through" of the Centers, making recommendations on the physical layout, structural and access concerns to ensure each Center is in compliance with the law.

Participation of partner management in the planning process and on-going continuous improvement efforts has sensitized staff to the diverse populations the Centers serve. This is no where more evident than the participation of the ORS and the Disability Advisory Group in ensuring netWORKri is accessible to all customers. Customers utilizing the Center will find the latest adaptive technology to assist customers who are either hearing or sight impaired, and 20% of the workstations are accessible to customers in wheel chairs.

Network websites will conform to the US access board's Statement for accessible website design.

The RI DLT is closely following the joint project between the DOL and the National Federation of the Blind regarding the appropriation included in the DOL budget to assist States with the implementation of America's Jobline. As DOL guidelines are provided to States, RI will carefully consider this project as a viable resource to provide a universal access alternative to using a computer. This operation of an interactive telephone access can provide an audible access service for job search assistance to persons who cannot see or read video display terminals.

B. One-Stop Partners

The entity that carries out the Vocational Rehabilitation program authorized under Part A and B of Title I of the Rehabilitation Act is a required partner under WIA. The entity that carries out this program is the designated state agency or designated state unit under the Rehabilitation Act that is primarily concerned with vocational rehabilitation, or vocational and other rehabilitation, of individuals with disabilities.³⁷ Client Assistance Programs are also required partners.³⁸ States may require that one or more state programs not designated as mandatory partners (such as TANF agencies and MR/DD and mental health agencies) be included as a partner in all of the local One-Stop delivery systems in the state.³⁹

The responsibilities of partners⁴⁰ include:

- ◆ Making available to participants through the One-Stop delivery system the core services applicable to the partner's program.
- ◆ Using a portion of funds made available to the partner's program, to the extent not inconsistent with the Federal law authorizing the partner's program.
- ◆ Creating and maintaining the One-Stop delivery system.
- ◆ Providing core services.
- ◆ Entering into a memorandum of understanding with the Local Board relating to the operation of the One-Stop system.
- ◆ Participation in the One-Stop system consistent with the MOU.

The memorandum of understanding is the key document, which spells out, among other things:

- ◆ A description of services,
- ◆ How the cost of the identified services and operating costs of the system will be funded, and
- ◆ Methods of referral.⁴¹

Forty-four of the states include guidance to local boards regarding collaboration and coordination among mandatory partners, including VR, through processes such as Memoranda of Understanding and cooperative agreements. In addition, 13 of the 44 states include collaboration

³⁷ Section 121(b)(1) of WIA (29 U.S.C. 2841(b)(1)); 20 CFR 662.200(b)(4).

³⁸ 20 CFR 662.200(b)(4).

³⁹ 20 CFR 662.210(c).

⁴⁰ Section 121 and 134 of WIA (29 U.S.C. 2841 and 2864); 20 CFR 662.230.

⁴¹ Section 121 (c) of WIA (29 U.S.C. 2841 (c)); 20 CFR 662.230 (c).

with other organizations that serve individuals with disabilities, in addition to the VR program. Five of these states include collaborations with the Client Assistance Program, and nine of these states include collaborations with agencies serving people who are blind or visually impaired. (See Table 9B: One-Stop Partners.)

**TABLE 9B:
Provisions in the State Plan Relating to the Local Service Delivery System
One-Stop Partners**

Does the State Plan include guidance to Local Boards regarding collaboration and coordination among mandatory partners, including Vocational Rehabilitation programs, through processes such as MOUs?

- **44** Forty-four of the States in the State Plan mention collaboration and coordination among mandatory partners, including the Vocational Rehabilitation program, through processes such as MOUs and cooperative agreements.
 - ⇒ **13 of the 44** States also include collaborations with other organizations that serve individuals with disabilities, in addition to the Vocational Rehabilitation program.
 - **5 of the 13** States include collaborations with the Client Assistance Program.
 - **6 of the 13** States include collaborations with the Commission or Services for the Blind.
 - **1 of the 13** States include collaborations with the Division of Mental Health/Mental Retardation
 - **1 of the 13** States include collaborations with Tools for Life.
 - **1 of the 13** States include collaborations with the Americans with Disabilities Exchange.
 - **1 of the 13** States include collaborations with the Job Accommodation Network.
 - **1 of the 13** States include collaborations with the Governor’s Council on Developmental Disabilities.
 - **1 of the 13** States include collaborations with the Learning Disability Association.
 - **1 of the 13** States include collaborations with the Statewide Independent Living Centers.
 - **1 of the 13** States include collaborations with the Center for the Visually Impaired.
 - **1 of the 13** States include collaborations with the National Epilepsy Foundation.
 - **1 of the 13** States include collaborations with Americorps.
 - **1 of the 13** States include collaborations with the Rehabilitation Services for the Blind.
 - **1 of the 13** States include collaborations with the Department for the Visually Handicapped.
 - ⇒ **5 of the 44** States include processes for handling nondiscrimination and equal opportunity complaints in the MOU.

Examples—How States Provide for Mandatory Partners in the Local Service Delivery System

Arizona

VR and the State One-Stop Career Center (OSCC) implementation team are working jointly to simplify and maximize access to One-Stop services for persons with disabilities. As the MOUs are developed in the local One-Stop systems between the key WIA partners, language will include the provision of information and referral of persons with disabilities.

A letter of agreement has been signed between VR and OSCC that commits both to, at a minimum, electronic co-location to facilitate client access to the services of both. Creating multiple links to the web pages of the OSCC and VR will establish the electronic co-location. Staff in the One-Stop locations will be able to e-mail and make referrals to local VR and vice versa.

California

The partnerships (including Department of Rehabilitation) exemplify the existing collaboration between JTPA-funded programs, the JS and other required and optional partners.

(Coordination of services provided by the One-Stop system): In the past, partners have negotiated a number of local agreements. These agreements lay the groundwork for WIA MOUs. CA’s *Initial Planning Guidance and Instructions* requires local areas to coordinate with required and option One-Stop partners and to identify local service needs. Agreements regarding how these services are coordinated and delivered will be reflected in local MOUs.

In Addition, the JS program has established partnerships to better meet the needs of disabled clients. For example, since 1993, a MOU with the Department of Rehabilitation has been in effect. This MOU calls for a system of liaison, coordination and cooperation for the purpose of providing

increased job opportunities for disabled persons.

Colorado

While the State agencies will ensure that the One-Stop partnerships and MOUs are in compliance with federal requirements, it is the responsibility of the local boards and partner programs to work out the details of their roles, responsibilities, and working relationships, particularly in areas not addressed by federal law.

(Additional partners): To include the Client Assistance Program, including Vocational Rehabilitation and Independent Living clients.

Since CAP only provides services to help people who are receiving VR or IL services, their involvement in workforce centers will be through their involvement with DVR. The Director of CAP is on DVR's State Rehabilitation Council, which is the advisory board for the Vocational Rehabilitation program, and reviewed DVR's activities in developing the Unified State Plan. DVR consults with CAP on policy and procedural issues which impact services to consumers, and will continue to do so with respect to service delivery issues for DVR clients in workforce centers.

Georgia

Linkages among the required partners and/or optional partners, as formalized through MOUs at both the State and local levels, address cooperative efforts to serve target groups. Strong referral and co-location linkages, as well as complementary and/or integrated service strategies are essential in serving special population groups. Workforce staff will possess basic information about access to partner services and will be able to assist customers with referrals for services. The mandatory partners as Stated in the WIA will be GA's required One-Stop partners. These include: VR.)

Examples of local partners that have worked on collaborative service strategies include: mental health providers.

Specific examples of effective interagency coordination include:

- (Substance Abuse): Ready for Work, a substance abuse treatment program designed for women receiving TANF and women who are no longer eligible for public assistance, is a partnership between the Divisions of Mental Health/Mental Retardation/Substance Abuse and Family and Children Services. Many WtW customers are benefiting from these services.
- (Services for Individuals with disabilities): Services to persons with disabilities are facilitated by a non-financial agreement between the GA DOL and the DRS in the Department of Human Resources. Rehabilitation agencies often provide testing and assessment for local employment and training programs, and work out of virtual offices so they can easily travel where needed by customers. In some parts of the State, rehabilitation staff are available one or more days a week at Labor offices, Family and Children Services offices or other community locations. These partners have been working together over the past few years to better understand each other's service priorities and customer needs. Community partnerships will continue with resources such as High School/High Tech for youth with severe disabilities, Tools for Life, the Americans with Disabilities Exchange, Job Accommodation Network, Governor's Council on Developmental Disabilities, Learning Disability Association, Statewide Independent Living Centers, Center for the Visually Impaired, National Epilepsy Foundation, services for supported employment and State and local mental health, mental retardation and substance abuse agencies.

Louisiana

One-Stop implementation grant include: VR. These partners have been collaborating at the local level through their One-Stop management teams. They have been coordinating activities, services and referral systems locally.

(Coordination of Services provided by One-Stop partners): The mechanisms to coordinate services provided by One-Stop partners is currently being developed. The LDOL redesign project will assist in this process. MOUs among the partner entities, cost allocation agreements, etc., are being developed.

The Workforce Commission facilitates coordination among the agencies that comprise the One-Stop system consortium. The goal in LA is to start from the community perspective to design services based on identified job seeker problems not funding streams. Therefore, part of the role of the local One-Stop system is to ensure that the entities in the system don't offer the same services to the same people. For example, if VR is providing a specialized job search workshop designed for persons with disabilities, the system partners will utilize this expertise for their customers. This will ensure that no duplication of services occurs. Through guidance by the Workforce Commission and utilizing LDOL's redesign initiative, the LWIBs and the designated One-Stop operators are working to build local community systems that coordinate and deliver

services that build on each partner's strengths and supports each partner's customer needs.

North Dakota

(Existing Collaborations): Twenty agencies/entities designated as mandatory/optional partners in WIA and the Council have been working on the development of a ND Workforce Investment System. Job Service ND, as the designated One-Stop operator, has a close working relationship with... Vocational Rehabilitation (a mandatory One-Stop partner).

MOUs between the Council and all One-Stop Delivery System Partners will be established and contain, among other WIA requirements: the services to be provided through the One-Stop Delivery System; the methods of referral between the One-Stop operator and the One-Stop partners; and a Statement relating to assurances that avenues will be taken to avoid duplication of services and encourage optimum coordination.

(Special Provisions section on the last page of the MOU): One-Stop Delivery System Partners will ensure that their programs and services are accessible to persons with disabilities, and that information will be made available in accessible formats upon the individual's request.

Washington

Local level collaboration at the Partnership level has been remarkable. Not only is there participation from the required partners (required partners include: Division of Vocational Rehabilitation and Department of Services for the Blind) but also from many nonprofits who provide supportive services to the customers of the employment and training system.

The coordination of services provided by each of the required partners in WorkSource will be described in local plans through the inclusion of local MOUs regarding service delivery elements such as referral as well as One-Stop system support.

The Statewide coordinator maintains a written working agreement with the Department of Social and Health Services Division of Vocational Rehabilitation and oversees and coordinates the activities of the Disability Placement specialists and their backups. The specialists and their backups oversee and coordinate all Disability Placement Services at the local level; develop and maintain positive working relationships with all other organizations in the local area that serve persons with disabilities, including local Department of Social and Health services Division of Vocational Rehabilitation staff; and directly serve persons with significant employment barriers due to disabilities. Staff from these agencies and the Governor's Committee on Employment and Disabilities will continue to explore and develop better ways to share Wagner-Peyser and other pertinent workforce-related information.

Wisconsin

The guidelines ask that the OSU, One-Stop Operator, role be included in the MOU so that other partners are aware of that role.

The State developed the MOU template that was required to be used by all WDBs that includes a section to accommodate local variations.

It is expected that as part of their response to partner's resource participation of the Job Center system and service provision on coordination and non-duplication of services there will be information on cost sharing including reasonable accommodation for persons with disabilities. Second, DWD has an appeal process in place to handle complaints of discrimination.

WI already has a high degree of collaboration. The first Job Center was formed in 1985 and they have continued to develop and grow since then. In 1997, with the merger of State agencies, the Division of Vocational Rehabilitation became a core partner. Vocational Rehabilitation, along with 12 other programs has been represented on the Local Collaborative Planning Teams over the past seven years and thus have been a part of the annual core coordination planning process for delivery of services through the Job Center system.

C. Design and Delivery of Services

The One-Stop system is the basic delivery system for adult and dislocated worker services. DOL expects that State and Local Boards will consider the needs of the local population, including individuals with disabilities and other special needs populations, in the design and delivery of services that respond to those needs.⁴² All WIA participants who may have multiple barriers to employment must have access to programs that can effectively serve their needs.⁴³

To be an eligible adult in the adult and dislocated worker program, an individual must be 18 years or older.⁴⁴ Adults and dislocated workers who receive services under Title I of WIA, other than self-service must be registered and determined eligible.⁴⁵ The eligibility requirements for the state Vocational Rehabilitation program remain distinct and continue to apply.⁴⁶

Forty-nine of the states include specific directions to Local Boards requiring consideration of the needs of individuals with disabilities and other special needs populations in the design and delivery of services that respond to those needs. (See Table 9C: Design and Delivery of Services.)

⁴² 65 FR 49321 (August 11, 2000).

⁴³ 65 FR 49341 (August 11, 2000).

⁴⁴ 20 CFR 663.110.

⁴⁵ 20 CFR 663.105.

⁴⁶ 65 FR 49317 (August 11, 2000).

**TABLE 9C:
Provisions in the State Plan Relating to the Local Service Delivery System
Design and Delivery of Services**

Does the State Plan include specific directions to Local Boards requiring the consideration of the needs of local populations, including individuals with disabilities and other special needs populations in the design and delivery of services which responds to those needs?

- **49*** Forty-nine of the States mention directions to local boards in the State Plan requiring the consideration of the needs of customer segments that includes individuals with disabilities and other special needs populations in the design and delivery of services which responds to those needs.
⇒ **25 of the 49** States provide an in depth explanation of their approach in considering the needs of persons with disabilities.

* * * * *

* It should be noted that the other two (2) States do include guidance regarding persons with disabilities in other areas of the State Plan.

Examples—How States Provide for Persons with Disabilities in the Design and Delivery of Services

Arizona

Policies regarding services to individuals with disabilities will include:

- “Right to full access” to all services and program within One-Stop Career Centers including all necessary accommodations; and
- Access to VR program services as needed and appropriate with coordination of services.

The special needs of persons with a wide range of disabilities in preparing for, obtaining and maintaining employment will be met within the Workforce Investment System, especially within the One-Stop centers. These needs will be met, in part by:

- Ensuring that places where services are to be provided are physically and environmentally accessible,
- Making available alternative modes of communication when communicating with persons with disabilities who have special communication needs.
- Ensuring that programs and services are accessible to persons with disabilities through the use of assistive technology, as needed, and
- Developing coordinated projects with WIA partners to improve the employability, employment and career advancement of persons with disabilities through enhanced service delivery in the new One-Stop delivery system.

Persons with disabilities and their advocates will be involved in helping to identify needs and in planning solutions.

California

Through the One-Stop service delivery system, EDD will continue to serve customers with disabilities and, in cooperation with the Governor’s Committee for Employment of Disabled Persons assist in meeting the objectives of the ADA.

The needs of customers with disabilities in all JS-funded programs and services will be accommodated. Individuals have a right not only to participate in programs and services, but also participate in a way that is equally effective. CA’s policy relative to serving individuals with disabilities includes the following:

- One-on-one assistance as necessary.
- Consultation with a “Services to Individuals with disabilities Specialist” to access job-coaching and placement services.
- Access to interpretive services, including Telecommunications Device for the Deaf or Teletypewriters as appropriate.
- Access to a toll free number to access the CalJOBS Customer Support Unit to facilitate communication and use of the JS automated system.

Another approach to serving persons with disabilities is the establishment of the Media Access Office in North Hollywood. This office is a unique resource to the entertainment industry and includes staff from EDD, volunteers, and industry professionals. The office is a liaison for casting directors and provides talent development and support to both new and seasoned actors.

Recently, the “CA Initiative for Full Employment,” a joint EDD/DOR pilot project, was started in San Diego and Santa Rosa. The focus of this initiative is reducing barriers to employment for individuals with disabilities. If successful, this model could be expanded Statewide.

District of Columbia

In looking at our one stop service delivery system, the District’s WIA partners have developed a framework for solidifying linkages between the programs that provide vital services to District residents.

- The District’s Office on Aging (OoA) has oversight responsibility for the provision of services to senior residents of the District. Coordination with the VR program to ensure that seniors with special needs have access to available resources.
- Staff from the District’s Rehabilitation Services Administration is housed at the Naylor Road One Stop Center to ensure that special needs customers are made aware of the comprehensive resources available in preparing them for gainful work activity. Steps are also being taken to ensure this program’s representation at the other One-Stop centers and satellite locations.

An individual, customer driven approach, including an initial assessment of skill levels, aptitudes, abilities and support service needs, is available to all individuals through the One-Stop delivery system. This approach is used to determine the needs of individuals with multiple barriers to employment (including people with disabilities) and to ensure that their individual needs are met.

The One-Stop Career Centers are committed to the promotion and development of employment opportunities for persons with disabilities and for job counseling and placement of such persons. A person in the DOES central office and one in each Center will be designated to ensure that these services are provided to persons with disabilities.

DOES, as the One-Stop Career Center administrator, will work closely with the DHSRSA. DHSRSA staff will be outstationed in the One-Stop Career Centers to further improve upon these services.

Georgia

Information and written materials will highlight special populations such as customers with disabilities. Orientation sessions and tours will also be used to inform customers. These features will ensure that individuals with special needs or who are eligible for priority services can be identified at numerous points and directed to the appropriate staff and additional resources as needed.

Persons with disabilities will experience a welcoming atmosphere in field service offices. The environment will be both accessible and safe in accordance with the ADA guidelines. Information will be disseminated to agencies and advocacy groups in the disability community to encourage people with disabilities to take advantage of One-Stop programs and services. Outreach to this special population will be accomplished by means of presentations at meetings, multimedia efforts, displaying posters and distributing informational brochures in alternate formats. Outreach staff will work closely with community-based organizations and advocacy groups to ensure that people with disabilities are identified and offered appropriate services.

Field service office resource areas will contain materials in alternate formats and will be supported by staff members who are educated and informed regarding assisting people with disabilities. Resource areas will be equipped with adjustable workstations for wheelchair users. A Statement on available accommodations will be contained in all publications describing One-Stop services.

Within field service offices, at least one specialist is assigned to provide assistance to applicants with disabilities who require specialized services. These services may include application taking, employment appraisal, counseling, testing, selective placement, job development, follow-up and referral to supportive services. In addition, one Wagner-Peyser funded specialist is designated to coordinate employment and training services at the State level. The services of GA’s ADA Coordinator will continue to be used to review field service offices and ensure that they are all architecturally and programmatically accessible. Contracts with interpreting services are in place and will continue to be used for customers who have hearing impairments.

Although some programs, services and partnerships (e.g., partnership with the State Division of Rehabilitation Services) are designed specifically for individuals with disabilities, all customers will have the option of participating in all available programs and services. Staff knowledge of LMI and familiarity with assistive devices for modifying the workplace will ensure that customers with disabilities are given the same choices regarding career

opportunities as those who are not disabled.

Co-location and joint projects with the GA DRS will be expanded.

Idaho

The One-Stop system has been developed to address the needs of customers with special needs. The electronic *Idaho Works* continues to expand the array of employment and training opportunities available to customers. Staff assisted services will be made available to those customers with disabilities, older workers, non-English proficient and other special populations who are not able to utilize the self-help systems or prefer individualized one-on-one assistance. The One-Stop system will improve the delivery of information regarding services available to special populations and streamline referrals to Partner agencies for services.

Wagner-Peyser funds are used to provide services to disabled applicants to promote them for equal opportunity for employment. Employment services include the determination of occupational qualifications of the applicant, obtaining information regarding the disability as is significant for counseling and placement purposes, and referral to jobs appropriate to their needs, safety and abilities.

Each Job Service office within the One-Stop system has an individual designated as a specialist for persons with disabilities. Local offices are actively represented on a Mayor's Committee on Employment of Individuals with disabilities in those communities where such committees exist. Both formal and informal working arrangements with other community resources serving persons with disabilities, including, but not limited to the One-Stop Partners such as the Department of Vocational Rehabilitation and ID Commission for the Blind and Visually Impaired, are maintained to assure appropriate referral and placement of persons with disabilities.

Indiana

(Wagner-Peyser Act funded strategies to serve persons with disabilities): IN's objective is to provide equitable services to persons with disabilities and ensure that all One-Stop facilities are compliant with the ADA.

IN will continue offering outreach efforts to persons with disabilities and providing information to employers on modifying workstations or making reasonable accommodations to allow persons with disabilities to secure or retain employment. Money through various programs such as Vocational Rehabilitation is available to employers to make modifications to workstations at minimal or no cost to the employer, which will allow a person with a disability to adapt easily and readily to the work environment.

One-Stop centers in IN have training videos and resource materials available to employers that promote the work contributions persons with disabilities can make to the ever-growing global economy. During employer seminars, employers are/will be informed about the ever shrinking labor market and that there are qualified persons with disabilities that can perform jobs that are needed in our communities. At all One-Stop centers TTY is available for the hearing impaired. IN is committed to better educating our citizens about the productivity of persons with disabilities and will continue to encourage hiring those interested in employment and mentoring those still in school to join IN's labor force.

Coordination of services to persons with disabilities is enhanced in those locations where VR services are housed in the same building with the One-Stop centers, or they are in close proximity to each other. There are 4 co-locations and plans for more co-locations as relocations or renovations occur. VR staff are out-stationed at some One-Stop centers on an itinerant basis, and there are several sites where VR is located within a few blocks. IN has a Statewide referral system between programs such as Vocational Rehabilitation, Association for Retarded Citizens, rehabilitation facilities, and educational institutions. These various organizations provide services to persons with disabilities, network with all community, regional, and national organizations to ensure that this diverse group of Hoosier citizens is considered for potential employment or training as may be appropriate.

One-Stop staff are trained to assist employers not only in recruiting potential employees but in examining their business on how other populations, like persons with disabilities, can fit into their recruitment and hiring practices. When performing job development activities for persons with disabilities, One-Stop staff will emphasize their abilities, not their limitations. One-Stop will work with partners and employers to ensure that persons with disabilities are recruited and referred to appropriate agencies for training or to IN employees for placement.

Michigan

Priority will be given to assuring that persons with disabilities are provided with assistance to access the Statewide list of eligible training providers or, if appropriate, assistive devices to ensure easy access to the services. While designing and updating the internet system, the contractor will be required to submit their web pages to the Bobby website (www.cast.org/bobby). Bobby is a web-based tool that analyzes web pages for their accessibility to people with disabilities. Bobby is a free public service, which expands opportunities for people with disabilities through the innovative uses of computer technology. Web pages that need to be accessible to people with disabilities are submitted to Bobby. Bobby analyzes the website and will display a report indicating any accessibility and/or browser compatibility errors found on the page. Once the site receives a Bobby Approved rating, the site is entitled to display a Bobby Approved icon on the site.

In MI, according to the 1992 census data, there are about 535,816 persons with a work disability. New mandates for transitional disabled students into employment, the advancement of medicine and technology for the disabled and the aging US population will increase the need for rehabilitation and employment services for persons with disabilities.

The ADA and the increasing cost of workers' compensation requires that employers develop knowledge and have access to resources that will enable them to effectively hire, assimilate, retain, and manage disabled workers. Currently, there is no Statewide accessible resource known to employers to help them address this range of disability related needs. There is a need to assure that a knowledgeable single point of contact exists that is available on a community-basis to respond to local employer needs.

The MDCD-ESA and MDCD-MI Rehabilitation Services have entered into a Joint Workforce Development Initiative (JWDI). The JWDI is a collaborative, integrated effort that allows the two agencies to pool resources dedicated to the employment of persons with disabilities. It also allows the agencies to maximize the use of special expertise, resources, and technology, and develop the staff skills and capacity of each agency in the areas of disability and employer services. The net impact of such collaboration is: an expansion of resources available to MI citizens for rehabilitation and an increase in the number of persons with disabilities entering employment.

The JWDI team works collaboratively to achieve the following goals:

- To enable an expanded number of persons with severe disabilities to obtain, maintain, and retain employment in the community consistent with their highest capacities and abilities.
- To establish a customer responsive, employer service capacity for employers who need assistance in meeting their disability-related workforce needs.
- To establish innovative, collaborative, and locally based models to expand and improve services to persons with severe disabilities.
- To integrate, coordinate, and build the capacity of existing governmental employment and training agencies to maximize resources and outcomes for both customer groups: persons with disabilities and employers.

Minnesota

Other targeted groups include displaced homemakers, nontraditional training, older workers, low-income individuals, persons with disabilities and others with multiple barriers to employment.

The State has charged the WorkForce Center System with the responsibility to assess individuals who come into the Centers to determine the kind of services they will need to become economically and socially self-sufficient. The System will determine the resources that might be available to these individuals.

(Services to Persons with disabilities) Included in the Job Service component of WorkForce Centers are staff who are designated to serve persons with disabilities, their responsibility is to provide placement services to job ready individuals who have disabilities, and, where appropriate, make referrals to other resources.

Rehabilitation Services and State Services for the Blind are partners with the Job Service in the MN WorkForce Centers. This close working relationship increases staff awareness of resources persons with disabilities, and brings about better program coordination and better service.

(Counseling): WorkForce Centers provide counseling, a staff assisted service, to individuals needing help with career decisions and those facing

employment barriers. To the extent that resources permit, the labor exchange staff will provide counseling assistance to any job seekers, with particular emphasis on those with special needs such as persons with disabilities. Individuals who meet program eligibility requirements will be served by partners in the WorkForce Centers.

Certifications and Assurances: 11. The State certifies that the Wagner-Peyser Act Plan, which is part of this document, has been certified by the State Employment Security Administrator. As a condition of receiving funds under the Wagner-Peyser Act, as amended, the MN Department of Economic Security specifically assures to the following as required by the Wagner-Peyser Act:

- The Agency will promote and develop employment opportunities for persons with disabilities and provide job counseling and placement for persons with disabilities.
- The State will designate at least one person in each State Job Service office whose duties will include providing services/activities for disabled persons.
- In MN, the Department of Economic Security is charged with administering State laws for Vocational Rehabilitation of persons with disabilities. The Workforce Exchange Branch, Rehabilitation Services Branch, and State Services for the Blind, as core partners in the WorkForce Center System, will cooperate in providing service/activities to persons with disabilities.

Missouri

Describe how the needs of dislocated workers, displaced homemakers, low-income individuals, such as MSFWs, public assistance recipients, women, minorities, individuals training for non-traditional employment, veterans, and individuals with multiple barriers to employment (including older individuals, people with ESL, and people with disabilities) will be met?

The needs of these groups can best be met by requiring LWIAs to perform a variety of outreach methods designed to reach the groups targeted. For instance, community-based organizations partnering in the local One-Stop system can be a valuable tool when attempting to provide information about available services to a broad range of customers. In addition, local areas will be encouraged to actively participate in local marketing efforts. Finally, local areas will be required to provide a broad spectrum of services allowed under WIA in order to best meet the needs of these groups.

(Wagner-Peyser strategies to serve persons with disabilities): Wagner-Peyser funded staff will continue to promote and develop employment opportunities for individuals with physical or mental disabilities which, for such individuals, constitute or result in substantial barriers to employment. Counseling, job development and referral will be available to persons with disabilities as appropriate.

As local planning to provide DOL-funded services in One-Stop settings continues, providing services to persons with disabilities will be a priority. The Division will continue to work with partner agencies to identify the assistive technology needs of the disabled population and collaborate to determine the availability of resources to meet these needs. This linkage helps assure that required services to the disabled remain a priority.

An ADA designee has been appointed in each of the local DWD offices. These individuals have been trained to provide the latest information on ADA and EEO concerns. In addition, all information on services available has been reviewed for ADA compliance.

The Division works closely with the DVR at the State and local level to assure coordination of services to disabled job seekers. In most locations, representatives of community-based organizations providing services to the disabled as well as representatives for the DVR serve on the local One-Stop Interagency Team or are members of the WIB.

North Carolina

How the needs of the following groups: dislocated workers, displaced homemakers, low-income individuals such as MSFW, public assistance recipients, women, minorities, individuals training for non-traditional employment, veterans, and individuals with multiple barriers to employment (including older individuals, people with ESL, and people with disabilities) will be met:

The SWIB and the One-Stop partners continue to develop and refine strategies to identify and meet the needs of targeted populations in a workforce development system that is universal, seamless, customer-focused and performance based. Current efforts include expanded outreach and marketing to customers, increased staff development and cross training, and the building of partnerships with public and private entities that work with targeted groups.

This approach enhances the employability and increases the earnings potential of individuals with multiple barriers to employment. Strategies to address individual needs include literacy and basic skills programs, occupational skill training, job analyses, job accommodations, disability awareness training and other activities that may address barriers and support achievement of positive employment outcomes.

Strategies used to serve persons with disabilities: The ESC of NC takes pride in its tradition for making services available and accessible to all applicant groups, particularly persons with disabilities. To give credence to this effort and to facilitate their access to services, the Agency provides interpreters for the hearing impaired and makes other accommodations as necessary to serve persons with other impairments. The Agency employs a State Disability Specialist who provides functional supervision over the Agency's program to serve persons with disabilities. Each local office Center, when ESC is the host agency, has a Disability Specialist who serves as a resource person for other staff and is the primary contact person for job seekers with disabilities. Special services available to this applicant population include assessment, counseling, employability planning, referral to training and restoration services, job development contacts and other placement assistance and follow-up. The Disability Specialist coordinates with local DVR staff when serving persons with restoration and other needs unique to DVR's service regimen and coordinates with DVR and other local organizations to promote the provision of service and the placement of persons with disabilities. During October of each year, the Disability Specialist in each office coordinates, in concert with local government and other service entities, Disability Awareness Month activities in recognition of the contributions made to the workforce and to encourage their acceptance by the employer community. Wagner-Peyser staff will work closely with DVR staff to provide employment and training services for persons with disabilities when collocated at Centers hosted by other entities.

All Centers are located in facilities that are accessible to persons with disabilities. DVR and the Division of Services for the Blind are active participants in the development and implementation of Centers to insure that persons with disabilities are able to access workforce services. In every community where there is currently a Center, local VR offices provide counseling staff, vocational evaluators, human resource placement specialists and other staff as appropriate to meet the needs of those individuals who enter a Center and require the specialized services offered by VR. Enhanced working relationships with key partners of the workforce system allow all the agencies to better meet the needs of the individual. By working in the Center system the following activities and goals can be accomplished:

- Provision of intercomponent staff training and technical assistance with regard to: a. the availability and benefits of, and information on eligibility standards for, VR services; and b. the promotion of equal, effective, and meaningful participation by individuals with disabilities in workforce investment activities in the State through the promotion of accessibility; the use of nondiscriminatory policies and procedures; the provision of reasonable accommodations; auxiliary aids and services, and rehabilitation technology for persons with disabilities.
- Identification of service delivery strategy by the Division with the Center system.
- Exploration of information system that link all components of the Workforce system.
- Use of customer service features such as common intake and referral procedures when feasible, customer databases, resource information, and human services hotliners.
- Establishment of cooperative efforts with employers to facilitate job placement and carry out any other activities that VR and the employees determine to be appropriate.
- Ensure collaboration and assistance to other agencies within the Center system.
- Establish relationships with other agencies, advocacy groups, and underserved/unserved groups.

Additionally, the Division of Services for the Blind is contacting each Center to determine the level of knowledge about vision impairment, availability of written information in alternate formats (large print, Braille, tape) and accessibility of computer technology in the Centers.

North Dakota

(Strategies for Persons with disabilities): The One-Stop Centers will continue to identify and refer applicants with disabilities who meet the employers' qualifications. Those applicants who are not job ready will be referred to Vocational Rehabilitation for counseling, training, and supportive services as necessary to enhance their marketable work skills. One-Stop Center staff will help special applicant groups by first identifying them through the intake

process and through referral from other agencies.

In addition to registering with a One-Stop center, applicant customers will be encouraged to place their resume on America's Job Bank for access by employers.

ND uses a telecommunications relay service that provides full telephone accessibility to people with hearing impairments. This service is known as Relay ND. When necessary, signers will be obtained for individuals in need of a signer.

Job Service ND staff serves on each of the local Mayor's Committees, State Rehabilitation Council, Governor's Committee on Employment of People with disabilities, State Council on Developmental Disabilities, and State ADA Workgroup. In addition, many staff members are involved in a variety of community and public service clubs and will continue to promote the capabilities of applicants with disabilities.

A staff person in each One-Stop Center is assigned to monitor services to applicants with disabilities. Duties include periodic review of applicant records and reports to determine parity of service. This person will also notify management and staff of any development or observations that may help with service delivery.

One-Stop Center staff will continue to network with disability advocacy groups and community developmental disability service providers whenever possible to insure that we give individuals with multiple and sever disabilities exposure to employment opportunities.

One-Stop Center staff will continue to participate in the ND Hires program to link qualified workers with disabilities to available jobs.

Tennessee

Ten percent of Wagner-Peyser funds allotted to TN will provide services for groups with special needs and extra cost for exemplary models for delivery services.

All local offices will have one staff member designated as the Local Office Special Applicant Services Specialist who will: (1) Provide assistance to applicants with disabilities, as needed or requested, such as application filing, referral to a TDOL&WD counselor, placement, job development, testing, and follow-up; (2) Serve as liaison with all cooperating agencies and organizations providing services to people with disabilities, such as Vocational Rehabilitation, the Veterans Administration, mayors' committees, and other concerned agencies; (3) Serve as a resource person for other local office staff serving applicants with disabilities who do not require the Special Applicant Services Specialist's personal assistance.

TDOL&WD will continue to abide by the provisions of the TN Interagency Cooperative Agreement with TN Department of Human Services, Division of Vocational Rehabilitation; selected organizations; and the Governor's Committee on Employment of People with disabilities. The TDOL&WD Special Applicant services Coordinator is the designated contact representative for this agency.

The Special Applicant Services Specialists in the local offices are Wagner-Peyser funded staff persons who are designated to perform the roles and responsibilities delineated in the plan and in previous Wagner-Peyser plans as:

- Provide assistance to applicants with disabilities, who request specialized assistance, such as application filing, referral to an employment service counselor, placement, job development, testing and follow-up.
- Serve as liaison with all cooperating agencies and organizations providing services to people with disabilities, such as Vocational Rehabilitation, the Veterans Administration, mayor's committees, and other concerned agencies.
- Serve as a resource person for other local office staff serving applicants with disabilities who do not require the Special Applicant Services Specialist's personal assistance.

Texas

The stream of multiple funds and multiple partners in Centers provides the broadest possible menu for access to all job seekers including those with special needs, such as individuals with multiple barriers to employment, and people with disabilities.

Use of alternate formats and means of delivery promote service access for persons with disabilities. America's Jobline, a joint effort of the National Federation of the Blind and the employment service in Texas is making automated job information available by telephone to customers who are visually

challenged. This effort is coordinated with the TX Commission for the Blind, one of two Vocational Rehabilitation agencies in the State. Involvement of the other Vocational Rehabilitation agency, the TX Rehabilitation Commission, will develop as this project is expanded.

Employment service staff develop training for front-line workers serving clients with disabilities. This training is available to Boards, Center operators, service providers and employment service staff.

Delivery of workforce services to people with disabilities is promoted and facilitated by TWC, local boards and Center operators. Services include referral to supportive agencies, job search training, career exploration, labor market information and placement services. Coordination is a critical component for disability services. Cooperation with entities such as the Governor's Committee on People with disabilities, TX Rehabilitation Commission, TX Commission for the Blind and other related agencies enhance the efforts of the Statewide workforce delivery system. TWC will execute MOUs with these and other agencies as appropriate.

The Governor will award Section 7(b) funds based on described priorities and in compliance with the Wagner-Peyser Act. Priority consideration is given projects that provide services for groups with special needs and on providing assistance for the extra costs of exemplary models that develop strong among service partners.

Vermont

Services to People with disabilities: The CRCs are committed to the promotion and development of employment opportunities for people with disabilities and for job counseling and placement of such persons. Each CRC has a dedicated staff and a person in the DET central office to ensure these services are provided to people with disabilities.

DET, as the CRC administrator, works closely with the DVR of the VT Department of Aging and Disabilities at both the CRC and central office level. Today, VT's CRCs are equipped with the following:

- FM Loop: a wire around a conference room attached to an FM receiver. By switching the telecoil on a hearing aid, a hearing impaired individual is able to participate in groups and workshops. A personal FM loop, which fits around an individual's neck, is also available for one-on-one purposes.
- TTY Telephone Unit: allows hearing impaired individuals to make phone calls and is available 24 hours a day.
- Closed Circuit Monitor: a magnification camera that allows hard copy text to be magnified for individuals with vision impairments.
- Zoom Text Plus: magnifies text on a computer screen to allow visually impaired individuals access to all computer applications. Also reads the screen out loud. Large size keyboard character stickers are also included on these computers.
- Adjustable Computer Table for individuals with mobility impairments.
- Assistance in finding employment, including LMI, job referrals, job search assistance, job development, and counseling of people with disabilities, is funded by Wagner-Peyser.

An individual, customer driven approach, including an initial assessment of skill levels, aptitudes, abilities and support service needs, shall be available to all individuals through the One-Stop delivery system. This approach will be used to determine the needs of dislocated workers, displaced homemakers, low-income individuals such as individuals with multiple barriers to employment (including people with disabilities) to ensure their individual needs are met.

D. Provision of Core, Intensive and Training Services

The services are organized into three levels: core; intensive; and training services. In addition, supportive services may be provided to individuals who are participating in core, intensive, or training services so that the services are effective and meaningful.⁴⁷

Core services must be made available on a universal basis.⁴⁸ The DOL encourages local One-Stops to maximize coordination arrangements which promote convenient and accurate eligibility determinations for individuals with disabilities who may need vocational rehabilitation services, while maintaining the integrity of the One-Stop Center's integrated service strategy. Moreover, the Department emphasizes that under the nondiscrimination regulations implementing Section 188 of WIA (29 CFR 37.7), individuals with disabilities should be served through the same channels as individuals without disabilities, receiving reasonable accommodations as appropriate under 29 CFR 37.8.⁴⁹

Intensive services must also be provided through the One-Stop service delivery system. Intensive services may be provided directly by the One-Stop operator or through contracts with service providers that are approved by the Local Board, which may include contracts with public, private for-profit, and private non-profit service providers (including specialized service providers).⁵⁰

According to DOL, individuals with disabilities and other special needs populations may as easily qualify for intensive services under the existing eligibility criteria as any other person or group since the eligibility criteria are based on need for services. In addition, any barrier to employment an individual may face (which may include a disability) should be taken into account during the process of determining eligibility for intensive services.⁵¹

⁴⁷ 20 CFR 663.145(b)(2).

⁴⁸ Section 134(d)(2) of WIA (29 U.S.C. 2864(d)(2)); 20 CFR 662.230, .240, .250; 20 CFR 663.150.

⁴⁹ 65 FR 49317 (August 11, 2000).

⁵⁰ 20 CFR 663.210.

⁵¹ 65 FR 49323 (August 11, 2000).

Training services are listed in Section 134(d)(4)(D) of WIA. The list is not all-inclusive.⁵²

Training services include:

- ◆ Occupational skills training.
- ◆ On-the-Job training.
- ◆ Programs that combine workplace training with related instruction.
- ◆ Skills upgrading and retraining.
- ◆ Entrepreneurial training.
- ◆ Job readiness training.
- ◆ Adult literacy programs in combination with other services.
- ◆ Customized training with a commitment to hire the individual on completion of the training.

Policies governing on-the-job training are set out in Section 101(31) of WIA and 20 CFR 663.700.

Forty-five states include specific directions to Local Boards and One-Stops regarding the appropriate provision of core, intensive, and training services to persons with disabilities. Fifteen of these 45 states include referrals to the VR program and/or One-Stop partners in these directions. (See Table 9D: Provision of Core, Intensive and Training Services.)

⁵² 20 CFR 663.300.

**TABLE 9D:
Provisions in the State Plan Relating to the Local Service Delivery System
Provision of Core, Intensive and Training Services**

Does the State Plan include specific directions to Local Boards and One-Stops regarding the appropriate provision of core services? Intensive services? Training services? Do the directions include an explicit statement regarding the obligation of One-Stops to provide these services to persons with disabilities?

- **45*** Forty-five of the States include specific directions to local boards and One-Stops in the State Plan regarding the appropriate provision of core, intensive, and training services to persons with disabilities.
 ⇒ **15 of the 45** States include referrals to the Vocational Rehabilitation program and/or One-Stop partners in their directions to local boards and One-Stops.

* * * * *

* While all States include some direction regarding these services, only the disability relevant information will be included in this analysis, i.e., the “45” States listed above have made some reference in the State Plan to the needs of persons with disabilities when describing all or one of these services.

Examples—How States Provide for Persons with Disabilities in the Provision of Core, Intensive and Training Services

Arkansas

The One-Stop emphasizes inclusion for AR customers whether we are referencing core or intensive services.

The AESD prepares and publishes a Guide to Educational Training Programs for Demand Occupations. Data for this publication is gathered from, to include: AR VR centers. The demand occupation list will be used when assessments of an applicant’s skills indicates training is needed.

The Career Development Network centers offer clients the following core services, to include: services to individuals with disabilities.

Through the workforce investment system, employment and training services will be provided to meet the needs of the identified special population groups, as well as to other populations through universal access.

“Certification Criteria for One-Stop Delivery Systems” What are a program’s applicable core services, to include? Provision of program performance information and program cost information on: providers of Vocational Rehabilitation program activities.

Guidelines and Procedures for ITA’s” (Limited exceptions to ITAs): When the LWIB determines that there is a training services program of demonstrated effectiveness offered in the area by a community-based organization or another private organization to serve special participant populations that face multiple barriers to employment. Special participant populations are low-income individuals that are included in one or more of the following categories: Other hard to serve populations, which are defined by the States as: individuals with disabilities, including learning disabilities.

Idaho

WIA allows training services to be provided through a contract for services in lieu of ITAs for the following exemptions, to include: 3. When a local board determines that there are qualified programs serving special populations with multiple barriers.

ID will utilize OJT and customized training as allowed by federal guidance. For the first year of WIA, all areas will be required to utilize ITAs. ID will develop the policies for exemptions based on an insufficient number of providers during the development of the Eligible Training Provider outcome reporting system. Exemptions for qualified programs serving special populations with multiple barriers will be permitted in accordance with WIA law and regulations.

(Core, Intensive and Training Services): Adult and dislocated worker customers, including those with special needs, will have access to employment and training services delivered in progressively higher stages of intervention from core, intensive and training, as appropriate, to meet their individual needs.

Facilitated self help will be made available to any customers who request help or for those with special needs due to disabilities, limited language or reading skills. Utilizing the electronic capabilities of the Department’s labor exchange system, Job Service and Partner staff can identify priority or other targeted populations who are registering for work and offer facilitated self help or additional staff assisted services. ES priority populations would include those with disabilities.

(Core Services): Outreach, intake and orientation to the information and services available through the One-Stop system including services targeted to special populations including migrant and seasonal farmworkers, veterans, older workers, Native Americans, minorities groups, and persons with disabilities.

Indiana

Training will be geared toward the economic development needs of the region. Training funded by any partner except Vocational Rehabilitation will be prioritized for occupations in demand in the labor market, or in a labor market to which the trainee is willing to move and has a plan for moving.

“Crystal Reports” is a mechanism One-Stop operators may use for querying CS3 for specialized reports of individuals having certain characteristics and meeting a certain profile. Some individuals shouldn’t have to wait a certain time period to access intensive services. Crystal Reports could be used to generate a list of persons on a regular basis who have certain characteristics which are indicative of being unable to benefit from core alone (e.g., individuals aged 55 or older with less than a high school education, individuals on public assistance, and individuals with disabilities, etc.

Core services are available to the general population, including those customer segments who have special needs, such as, to included the disabled.

Intensive services are intended to identify obstacles to employment through a comprehensive assessment or individual employment plan in order to determine specific services needed, such as counseling and career planning, referrals to community services, and if appropriate, referrals to training. Such individuals include customer segments who have special needs, such as, to include the disabled.

Training will be available through providers listed on the Statewide eligible training provider list. Adult and dislocated workers, who have been determined to need training, may access WIA funded training with an ITA. Such individuals include customer segments who have special needs, such as, to include the disabled. Contracts for WIA funded training may also be authorized by the WIB for special populations that face multiple barriers to employment such as, to include the disabled.

ITAs are the primary method for the payment of occupational skills training leading to a degree, certification, or employer recognized skill certification under WIA. Contracts for services may be used instead of ITAs only when one of the following apply, to include: When the LWIB determines that there is a training services program of demonstrated effectiveness offered in the area by a community-based organization or another private organization to serve special participant populations that face multiple barriers to employment (to include: other hard-to-serve populations as defined by the Governor [DWD included “individuals with disabilities as hard-to-serve populations]). The WIB must develop criteria to be used in determining demonstrated effectiveness, particularly as it applies to the special participant population to be served.

Montana

Referrals will be made by MT’s JobLINC Centers or associate service providers staff to other agencies such as: VR, mental health and substance abuse counseling.

Persons with disabilities will be afforded opportunities for training activities designed to improve participation in the workforce and lead to higher earnings for participants who successfully complete them. Individuals with other employment issues will be afforded opportunities for participation in training activities designed to improve participation in the workforce and lead to higher earnings for individuals who successfully complete them. Training activities for persons will be provided in the context of the State’s vision to provide universal access for all customers.

Tier Three services are designed to address the needs of job seekers who have severe challenges to employment. Examples of the types of job seekers who may benefit from more intensive services would be those who are long-term unemployed, economically disadvantaged, disabled, dislocated workers, illiterate, receiving welfare benefits, or have little or sporadic work history. Staff-assisted services include the provision of employment counseling to assist a job seeker with making suitable career choice, change or adjustment. Tier three services also include case management services and referrals to other resource providers.

New Jersey

The linkages between the ES and VR staff have been well defined. Individuals [persons with disabilities] in need of core services will receive those services through the One-Stop system. Those individuals who may best be served by VR will be referred to a VR counselor for services since

the intent of the process is to provide the best assistance to these individuals. Collaboration between agencies has been a norm for a number of years and will continue to exist.

In addition to programs designated for the core site, the system has the ability to expand on the options for individuals with special needs. These individuals will be able to learn of more specialized services that can meet their particular needs. They will also be able to receive an appointment for such services at an affiliate center.

In keeping with the intent of the WIA, training services for adults and dislocated workers under Title I will be primarily provided through the use of ITAs. However, contracts will be used under the following circumstances: (2) when the Board determines that there is a training program of demonstrated effectiveness offered by a community based organization or other private organization for special participant populations who face multiple barriers to employment.

The NJ State list of training providers will be used by all partners of NJ's One-Stop Workforce Investment System. The system will identify supported employment vendors that provide specialized services to individuals with disabilities.

Arrangements have been made with the various departments, including the Departments of Human Services, Education and Labor, and agencies, such as NJ DVR services, that serve individuals with disabilities to incorporate their existing provider lists into the Statewide list.

The deliberate expansion of the workforce investment system to cover all education, training, and employment services requires that "core" or basic services be available to all citizens of the State and not only job seekers. The first level of services includes the functions of, to include:

- Outreach to special populations.
- Provision of information on, to include: programs for special populations (VR, Veterans programs, CBVI, etc.) Program descriptions.

North Carolina

What information and services will be provided and how will customers access them: Job & Training Seekers includes: special services for the disabled.

The use of ITAs is not appropriate for OJT, customized training, or if the local board determines there are an insufficient number of eligible training providers in the local area. Also, when the local board determines that there is effectiveness offered in the local area by a community-based organization or another private organization to serve special populations facing multiple barriers to employment.

Intensive services may include: comprehensive and specialized assessments of skill levels and service needs which may include diagnostic testing and in-depth interviewing to identify employment barriers and employment goals.

Though not prescriptive or official, the evolving service delivery regimen in NC suggests that, to include: DVR will be the primary provider of services for individuals with disabilities.

ESC has long recognized that its customers have varying levels of savvy and a wide range of workforce needs. Some customers can negotiate sophisticated systems to serve themselves. Others need help with basic systems. Similarly, customer needs spread across a broad spectrum from a simple need for access to self-service informational sources to some need for facilitated services or, as in the case of persons with severe barriers to employment, the need for staff-intensive services.

Oregon

(Value Added Referral Policy for Core Services): The State's policy for the One-Stop system will require significant cross information and cross training among all workforce partners. This cross training plan will occur at the State level for the State workforce agencies' managers and will then occur at the local level for additional partners and line staff. This type of training will also emphasize the need to provide specific services for certain populations as necessary, e.g. Veterans, MSFW and the disabled.

If supportive services are identified during the enrollment and/or matching process, the individual is referred to the appropriate service provider. Supportive services are identified as, to include: disability services assistance.

"WIA/One-Stop Core Service Delivery" (Intensive Services): Activity: Short-Term Pre-vocational Services. System Definition: Activities and services that can be delivered in a short period of time that are designated to assist an individual in increasing their job readiness. Intensive activities include, to include: services that are designed to remove barriers and improve employment opportunities.

Activity: Group Counseling. System Definition: Assisting individuals with issues and/or strategies related to job readiness. Activities provided on a group basis include activities such as: mental health. These activities would normally be provided concurrently with other services

such as job search or retention of activities.

(Training Services): Activity: Employer Training. System Definition: provision of training and technical expertise to individuals and groups of employers on areas of knowledge, normally on program topics such as ADA, accommodations, agricultural, recruitment, labor law, etc.

(Employer Services): Activity: Job Retention Services. System Definition: Activities designed to assist the employer in maintaining a stable workforce. The services may be specifically for the employer, facilitated through the employer or provided directly to the employees. They include: employee assistance (e.g. resolving child care, transportation, accessing mental health and/or substance abuse services), staff training, or information on the “work-share” program, etc.

“Hard to Serve Populations: Exception to ITA” The WIA specifies that local boards provide training services through an ITA system except: Exceptions--Training services may be provided pursuant to a contract for services in lieu of an ITA if: the local board determines that there is a training services program of demonstrated effectiveness offered in the local area by a community-based organization or another private organization to serve special participant populations that face multiple barriers to employment.

(Policy Recommendation): This policy is only applicable to WIA Sec. 134(4)(G)(ii) and (iv) relating to use of contracts in lieu of training accounts for populations facing multiple employment barriers. If one of these barriers impairs the individual’s ability to successfully complete training without addressing the barrier, then the local board may serve the following populations through a contract for service in lieu of an ITA:

- Individuals with substantial disabilities, including learning disabilities.
- Individuals with substantial mental health issues.

Texas

To ensure that training and placement services are provided to those job-seekers with special needs, such as individuals with multiple barriers to employment and people with disabilities, boards provide a description of their local policy and procedures to:

- Identify and address barriers to participation;
- Inform customers of nontraditional career options;
- Identify and refer individuals to supportive services depending on individual need; and
- Assess aptitude for the required skills to compete for in-demand jobs.

The Commission also encourages boards to conduct comprehensive assessment and other intensive services in meeting the needs of specialized populations. Individualized counseling, job development, coordination with partners, and customized referral and placement services are all used in meeting the needs of the older individual, those with limited English-speaking ability, and other multiple barrier job-seekers.

Employment service staff also provides information and referral for supportive services for individuals with disabilities, including appropriate services provided by other entities in the workforce development system, public State or local agencies and private organizations.

ITAs are the only form of training payment except where: the board determines training services of demonstrated effectiveness are offered in the area by a community-based, faith-based, or other private organization to serve special populations that face multiple barriers to employment.

Utah

Requirements for a One-Stop employment center:

Each EC provides the capability to assess customer needs both informally and formally and to provide services at the level needed by each customer, based on three levels of need: basic job search services for those job ready, self-help services and limited services for those needing some additional assistance, and support services for those who have significant barriers to employment.

DWS employment counselors work very closely with Vocational Rehabilitation counselors. There are many cases where these two departments share costs for customer training. Recently, the Office of Rehabilitation and DWS co-authored and received a federal “Choose to Work Grant.” Both Departments will supply staff to implement this grant.

The purpose of this project is to identify persons who have disabilities and provide them with training and mentoring. DWS Employment Counselors in ECs identify customers with disabilities and determine their eligibility for services. These customers are then referred to Rehabilitation Counselors who are located at an affiliated site.

Wagner-Peyser 7(b) ten percent funds will be used to provide core and intensive services for groups with special needs who do not meet the

eligibility requirements for services provided by WIA, or other required or optional partners or other federal, State, local or private resources. The following services are available to groups with special needs through the One-Stop system.

- Applicants with disabilities needing extra assistance will be served in coordination with other services such as “Ability Utah,” specialized school services, or Office of Rehabilitation Services.
- DWS has developed a partnership with the Greater Salt Lake Chamber of Commerce and other business organizations to provide opportunities for persons who have barriers that impede their ability to become gainfully employed.
- Special needs applicants will complete Pell Grant applications. DWS staff will conduct group workshops for applicants for the purpose of assisting them in completing the Pell Grant applications. Special needs applicants who do not qualify for Pell Grants may become eligible to receive training through the use of the Youth, Adult, and Dislocated Worker funding streams.
- Veterans: Level 3 Customers require intensive assistance from the DVOP or LVER. These are veterans with major barriers to finding employment such as homeless veterans, and Department of Veterans’ Affairs Vocational Rehabilitation and Counseling veterans.
- Multiple Barrier Customers: Individualized counseling, job development, coordination with other required and optional partners, and customized referral and placement services are all used in meeting the needs of the older work, those with limited English-speaking ability, and other multiple barrier customers.

Wisconsin

DWD has implemented or will explore the feasibility of the following strategies:

- Research the development of an agreement between key WIA partners on the referral process for individuals with disabilities who are in a closed DVR Order of Selection category.
- DVR and Job Service implemented a strategy for 10 Job Service Specialists to provide placement services for DVR eligible customers.
- We are mindful of the fact that the only individuals with disabilities who should receive referrals to DVR are those who, based on an individualized assessment are specifically determined to need VR services. Other individuals with disabilities will be served through the same channels as those without disabilities in conjunction with reasonable accommodations. Toward that end, Wagner-Peyser Resource Room and Employer Services staff will be trained in VR referral policies and in working with, as well as on behalf of, persons with disabilities.

Under current funding circumstances, the primary beneficiaries of this service will include, veterans with employment barriers,...individuals with disabilities. Referral activity will occur in conjunction with outreach, group programs and individual activities, such as employment counseling. It may also include job development.

(Training Services): “Hard to serve populations:” includes, but is not limited to, disabled. WDBs are encouraged to make the definition as broad as possible.

E. Priority and Special Populations

In the event that WIA funds allocated to a local area for adult employment and training activities are limited, priority must be given to recipients of public assistance and other low-income individuals for intensive and training services.⁵³ A person with a disability whose family does not meet income eligibility criteria under the Act may be eligible for priority as a low income adult if the individual's own income meets the income criteria under WIA or meets the income eligibility criteria for cash assistance under any Federal, state, or local public assistance program.⁵⁴

Twelve state plans include guidelines for local boards regarding the establishment of priorities that include persons with disabilities as a priority group for training when funds are limited. (See Table 9E: Priority and Special Populations.)

⁵³ Section 134(d)(4)(E) of WIA (29 U.S.C. 2864(d)(4)(E)); 20 CFR 663.600.

⁵⁴ Section 101(25)(F) of WIA (29 U.S.C. 2801(25)(F)); 20 CFR 663.640.

**TABLE 9E:
Provisions in the State Plan Relating to the Local Service Delivery System
Priority and Special Populations**

Does the State Plan include guidelines for Local Boards regarding the establishment of priorities for funding training when funds are limited and if so, are persons with disabilities listed as a priority group?

- **12*** Twelve of the States include guidelines for local boards regarding the establishment of priorities for funding training when funds are limited that include persons with disabilities as a priority group.

* * * * *

* Note, many of the State Plans include two broad groups: “public assistance recipients and low-income individuals” as groups that will receive training and intensive services when funding is limited. It may be the case that persons with disabilities are included within these two groups, but the State Plan does not include any further definition. These States are not included in the “12” States listed above; only the States that specifically identify persons with disabilities and/or individuals with multiple barriers.

Examples—How States Provide for Persons with Disabilities in Establishing Priorities for Funding Training

Indiana

WIBs will determine locally if there is a limitation in their area. The categories will include veterans, displaced homemakers, minorities, migrant and seasonal farm workers, dislocated workers, women, ex-offenders, people interested in non-traditional career, individuals with disabilities, and older individuals.

Kansas

The State policy related to priority for intensive and training services provides that because funds allocated to a Local Area for adult employment and training activities are limited, priority shall be given to recipients of public assistance and other low-income individuals for intensive and training services. Local policy will dictate how individuals in the following categories will be prioritized: in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income is at or below poverty level or 70% of the lower living standard or receives cash payments under a public assistance program, but who is a member of a family whose income does not meet such requirements.

Mississippi

In the event of a shortage of funds for all customers, priority customers are listed as: adults living in poverty, working adults not able to attain self-sufficiency, food stamp recipients, the homeless, individuals with disabilities whose own income does not exceed the poverty level or 70% of the lower living standard. Also, individuals with multiple barriers to employment are listed as a priority group for services.

New Mexico

The State has established criteria and guidelines to be used by Local Boards in the event that adult funds are not sufficient to serve all individuals requiring intensive and/or training services under State policy. These criteria ensure priority services to disabled.

Through WDB actions and policy, NM will ensure that those in the above listed priority groups will have precedence in position to receive services if there are not enough anticipated funds allocated to provide intensive and training services for all target customers, based on historical and demographic data.

For the purposes of this plan, low income is defined as an individual who, to include: (5) In cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements above, but who is a member of a family whose income does not meet such requirements.

Rhode Island

The State and local areas will use the following criteria to determine whether the priority should be implemented:

The State has established the following goals for service levels for priority populations who are in training: 1. a minimum of 12% for individuals with disabilities for adult and youth clients; 2. a minimum level of 35% with an additional goal of achieving 65% for economically disadvantaged and recipients of public assistance; and 3. others with multiple barriers to employment and training to include but not limited to ex-offenders, basic skill deficient, homeless, etc. Local plans will indicate how they will achieve these levels of services for the populations listed above. The plans will be reviewed on an annual basis to ensure that these service levels have been met.

F. Service Providers

DOL encourages Governors and Local Boards to develop policies governing the reimbursement of providers that encourages the use of a broad array of service providers, including providers serving individuals with disabilities. Specifically, DOL encourages Governors and Local Boards to ensure that the eligible training provider system provides access to a broad diversity of programs that can accommodate the varying needs, career interests and preferences of priority groups under WIA. DOL encourages Governors and Local Boards to make sure that state and local WIA procedures, while maintaining the quality and integrity of training services, afford adequate and timely opportunities for applications from training programs and providers serving individuals with disabilities.⁵⁵

DOL also encourages Governors and Local Boards to extend the opportunity to comment on policies governing initial and subsequent eligibility to providers offering training services to individuals with disabilities.⁵⁶

In defining what constitutes “appropriate portions of performance and cost information” or “appropriate levels of performance,” DOL believes that Governors should have broad discretion. However, DOL is concerned that all procedures and practices be fair and not arbitrary, and that they be based on research, information from past experience, and sound management approaches. DOL is also concerned with practices that result in creaming of participants or lead to a lack of training options that meet the diverse needs and career interests of WIA participants.⁵⁷

Twenty-two states describe a system for assessing the performance of service providers that takes into consideration the characteristics of the population served by the provider. In addressing this issue, eight of the 22 states make reference to person with disabilities, customers with barriers, or special needs populations as a target group. (See Table 9F: Service Providers.)

⁵⁵ 65 FR 49336 (August 11, 2000).

⁵⁶ 65 FR 49336 (August 11, 2000).

⁵⁷ 65 FR 49340 (August 11, 2000).

**TABLE 9F:
Provisions in the State Plan Relating to the Local Service Delivery System
Service Providers**

Does the State Plan describe the system for assessing the performance of service providers (appropriate levels of performance) that takes into consideration the characteristics of the population served by the provider?

- **22*** Twenty-two of the States describe a system for assessing the performance of service providers that take into consideration the characteristics of the population served by the provider.
 - ⇒ **8 of the 22** States in addressing this issue specifically make reference to persons with disabilities, customers with barriers or special needs populations as a target group.

* * * * *

* Most, if not all, of the State Plans typically referenced the “characteristics of the population served” when referring to subsequent eligibility.

Examples—How States Provide for the Assessment of the Performance of Service Providers

Massachusetts

The State worked with local boards through the vehicle of the Performance Management Subcommittee and the WIA Steering Committee. The Subcommittee is finalizing an adjustment methodology, for Steering Committee review and approval, to be used by LWIBs in the negotiation of their local performance levels. This methodology will take into consideration a limited number of key factors related to participant characteristics, economic conditions and the services to be provided. High performance expectations, combined with adjustments for local decisions on how best to serve those customers with barriers, helps to achieve higher levels of customer satisfaction.

South Dakota

SDWDC may remove a provider from eligibility to receive WIA funding based upon poor performance but may consider certain mitigating factors such as economic, geographic and demographic factors in the area and characteristics of the population served by the provider.

Each training service provider shall submit the following performance information to DOL: (Participant information): Race, physical disability, highest grade attained and institution conferring degree, in addition to the required participant information.

Utah

DWS will be responsible for subsequent eligibility of training providers for WIA customers. Since the UT State Office of Education’s Office of Rehabilitation is also responsible for approving training providers for their customers, and their requirements closely match WIA requirements, we have formed a work group to produce a common application for annual training provider certification. This common application will contain all requirements of WIA as well as all requirements of the Office of Rehabilitation.

Approval for subsequent eligibility will be necessary from DWS and Rehabilitation, and other entities involved.

Virginia

Initial Training Provider Eligibility Criteria: The application must specifically address the following, to include: If applicable, describe the targeted population served by the training program and how it will meet the special needs of that population.

LWIBS must take into consideration local factors that may have affected training provider performance. These factors include economic, geographic and demographic conditions in the local area. Another factor that must be considered is the characteristics of any special populations served by the training provider that present demonstrated difficulties.

Section XI. Youth Activities

The provisions in Title I of WIA relating to youth activities⁵⁸ and the implementing regulations⁵⁹ adopt a systematic approach that offers youth a broad range of coordinated services, moving away from one-time, short-term interventions.⁶⁰ Such offerings include opportunities for assistance in both academic and occupational learning, developing leadership skills, and preparing for further education, additional training, and eventual employment. Rather than supporting separate, categorical programs, the youth regulations are designed to facilitate the provision of a menu of varied services that may be provided in combination or alone at different times during a youth's development.⁶¹

The Youth Council must be established as a subgroup within each Local Board. The Youth Council is responsible for, among other things, developing portions of the local plan related to eligible youth, recommending eligible youth service providers, and conducting oversight with respect to eligible providers of youth activities.⁶² The Youth Council must include, among others, members of the Local Board with special interest or expertise in youth policy, members who represent service agencies, parents of eligible youth, individuals who represent organizations that have experience relating to youth activities.⁶³ DOL explains that while there is no specific requirement for the appointment of youth, including youth with disabilities, there is also no prohibition to naming them to the Youth Council. In addition, youth with disabilities may, of course, be included among the youth participants who are designated to be involved in the process of designing and implementing the youth program.⁶⁴

⁵⁸ Section 129 of WIA (29 U.S.C. 2854).

⁵⁹ 20 CFR Part 664.

⁶⁰ 65 FR 49347 (August 11, 2000).

⁶¹ 65 FR 49347 (August 11, 2000).

⁶² 20 CFR 661.340.

⁶³ 20 CFR 661.335.

⁶⁴ 65 FR 49348 (August 11, 2000).

The Local Board, working with the Youth Council, is responsible for conducting oversight of local youth programs. Local oversight is conducted in consultation with the local area's chief elected official. The Local Board may delegate its oversight responsibilities to the Youth Council.⁶⁵

The provisions in WIA relating to youth activities include:

- ❖ Youth are eligible for services if they meet certain criteria, including a youth who is age 14 through 21, is a low-income individual, and is deficient in basic literacy skills, school dropout, homeless, or an individual (including a youth with a disability) who requires additional assistance to complete an educational program or to secure and hold employment.⁶⁶
- ❖ Local programs must make all of the program elements listed in Section 129(c)(2) of WIA available including, among other elements, alternative secondary school offerings, paid and unpaid work experiences, leadership development, supportive services, adult mentoring, comprehensive guidance and counseling.⁶⁷ Local programs determine which services are provided to an individual youth based on each participant's objective assessment and individual service strategy.⁶⁸ Youth participating in youth activities under WIA must be registered and EEO data must be collected on individuals during the registration process.⁶⁹
- ❖ Local Boards are required to offer summer employment opportunities in the local youth program.⁷⁰
- ❖ Local Boards must ensure appropriate links with entities that will foster the participation of eligible local area youth, e.g., local educational agencies and representatives of other youth initiatives.⁷¹
- ❖ The design framework of local youth programs must, among other things, provide an objective assessment of each youth participant, develop an individual service strategy, provide preparation for postsecondary educational opportunities, provide linkages between academic and occupational learning, provide preparation for employment, and provide effective connections to intermediary organizations that provide strong links to the job market and employers.⁷²
- ❖ Local Boards must ensure that parents, youth participants, and other members of the community with experience related to youth activities are involved in both the design and implementation of youth activities.⁷³
- ❖ The Local plan must describe the design framework of local youth programs.⁷⁴

The Template that was used to organize the analysis of the state plans includes one question in relation to youth activities. Upon completion of the State Plan Analysis, Comparison and Composite reports, it was felt that the youth activities section needed to be separated into five discrete

⁶⁵ 20 CFR 664.110.

⁶⁶ 20 CFR 664.200.

⁶⁷ 20 CFR 664.410.

⁶⁸ 20 CFR 664.405(a) and (b). See also 20 CFR 664.405(g).

⁶⁹ 20 CFR 664.215.

⁷⁰ 20 CFR 664.600.

⁷¹ 20 CFR 664.405(c).

⁷² 20 CFR 664.405(a).

⁷³ 20 CFR 664.405(f).

areas. These changes are reflected in the State Plan Analysis Comparison and the Composite State Plan Report for Youth Activities, as well as in Table 11.

This area of the state plan analysis scored 100%: all 51 state plans describe how the state will ensure that Local Boards comply with the provisions in WIA related to youth activities in general. Additionally, all of the state plans include some level of description of how the state will address the needs of youth with disabilities. In establishing their local Youth Councils, 14 states include organizations or individuals representing persons with disabilities on the Youth Council. Forty-one of the states describe a system that offers youth, including youth with disabilities, a range of coordinated services. Twenty-nine of the states describe program elements that incorporate the needs of youth with disabilities. Examples of the different program elements for youth with disabilities appear in the Examples section of Table 11. In addition, 21 states included services for youth with disabilities in their eligibility criteria for youth services, and 23 states include guidance regarding the needs of youth with disabilities in the development of the local youth program. (See Table 10: Youth Activities.)

⁷⁴ 20 CFR 664.405(b)

**TABLE 10:
Youth Activities**

Question and Information from State Plans

Does the State Plan describe a system approach that offers youth, including youth with disabilities, a broad range of coordinated services such as opportunities for assistance in both academic and occupational learning, developing leadership skills, and preparing for further education, additional training, and eventual employment?

- **41** Forty-one of the States in the State Plan describe a system approach that offers youth, including youth with disabilities, a range of coordinated services.
⇒ **6 of the 49** States provide an in depth explanation of the system approach for coordinated services for youth with disabilities.

Does the State Plan provide for the establishment of a Youth Council as a subgroup within each Local Board that includes organizations or individuals representing persons with disabilities?

- **14** Fourteen of the States in the State Plan include organizations or individuals representing persons with disabilities on the Youth Council.

Does the State Plan include eligibility criteria for youth services that includes services for youth with disabilities?

- **21** Twenty-one of the States in the State Plan include eligibility criteria for youth services that include services for youth with disabilities.

Does the State Plan include guidance regarding the needs of youth with disabilities in the development of the local youth program?

- **23** Twenty-three of the States that describe a local youth program in the State Plan include guidance regarding the needs of youth with disabilities in the development of the local youth program.

Does the State Plan describe program elements including alternative secondary school offerings, paid and unpaid work experiences, leadership development, supportive services, adult mentoring, comprehensive guidance and counseling, and assessment that incorporate the needs of youth with disabilities?

- **29** Twenty-nine of the States in the State Plan describe program elements that incorporate the needs of youth with disabilities.
⇒ **5 of the 29** States provide an in depth explanation of the program elements for youth with disabilities.

Examples—How States represent the needs of Youth with Disabilities

Coordinated Services for Youth

DISTRICT OF COLUMBIA

While all of the partners in the network are important, several play an especially critical role in fostering academic achievement, career development and employment opportunities for youth, including public secondary and post-secondary education, the Job Corps and the Youth Opportunities Initiative. Others provide assistance to youth with special needs or barriers to employment, such as foster care, TANF, and services to youth with disabilities. Close coordination with each of these major “sub-systems” is critical and a major focus of the WIA Youth Council.

The District fully recognizes that many youth have multiple barriers and may require high intensity, multi-faceted services to fully address their needs. Such youth would include those with connections to TANF, foster care and juvenile justice, as well as pregnant teens, young parents, the homeless, youth in public housing, and limited English speakers.

While these youth, whether in or out-of-school, would receive comprehensive assistance through the program design, the District has targeted them for priority service. As such, the Department of Employment Services plans to enter into special MOU with the key agencies that serve these youth, including the Department of Human Services and the General Receiver of Family and Child Services to ensure special coordination of effort.

Specifically, DC/RSA has agreed to enhance and expand services to youth with disabilities and to do the following:

- co-locate DC/RSA staff at local One-Stop career and employment centers;
- increase outreach to students with disabilities who are not served by DCPS Special Education;
- increase outreach to out-of-school youth with disabilities through collaborative efforts with community-based organizations
- address staffing needs and the provision of professional development opportunities to staff;
- identify vocational/employment training and social support service programs designed specifically for youth and young adults; and
- expand capacity to collect, maintain and report data

As a result, DC/RSA expects to increase by 10% the number of in- and out-of-schools youth and young adults with disabilities served through WIA, the Youth Opportunities Initiative and the Mayor's Child and Youth Initiative.

IOWA

(Special Needs Youth Strategies): The NGA collaborative will certainly focus on youth that have special needs or significant barriers. IA has certainly not been passive in our efforts to address these needs in the past, as evidenced by a variety of programs that targeted specific needs and populations including...individuals with disabilities. In many cases, these programs operated in isolation from other programs and services that may have been able to enhance the overall service strategy. State departments, local RWIBs, and Youth Advisory Councils will all be expected to develop comprehensive, coordinated strategies for service to these special populations. The Youth Coordinator will act as the departmental representative to take the lead in sharing knowledge and planning for all youth employment and training issues.

NEW HAMPSHIRE

Tech Prep programs linking secondary and post-secondary curriculum and Registered Youth Apprenticeships will serve as multi-year pathways to high-wage, high-skills careers beyond the period supported with WIA Title I funds. Services can be coordinated with VR, adult education, vocational education, and WtW to provide better opportunities for youth.

Strategies for assisting youth with special needs. NH will provide comprehensive services to eligible youth through a variety of strategies. Through the RFP process, prospective vendors for WIA youth services will be required to show how they would make available all of the program design elements to eligible youth. Subrecipients will also use the individual service strategy to identify particular barriers of participating youth and respond most appropriately to that identified need.

Coordination with Youth Partners: Through partnerships, NH will seek to coordinate the delivery of services to meet the needs of economically disadvantaged youth with special needs and barriers. Brining partners to the table will be an on-going, evolutionary process. The NH DOE, NH DOL, WtW, and NH Employment Security are willing to coordinate around WIA in terms of development and collaboration in service delivery.

The DOE, which houses VR, has strongly encouraged coordination between services to students with disabilities and state and local education initiatives. There is a full-time STW liaison who works across the state to improve services to youth with disabilities. The liaison's major responsibilities are:

- working with NHVR counselors to improve access and services provided to youth with disabilities.
- working with NHVR counselors to develop best practices and examples of best practices to youth with disabilities.
- providing training on activities occurring across the state as a result of the STW Opportunities Act, IDEA, the Rehabilitation Act and best practices with NHVR
- coordinating efforts with NHVR counselors, school district staff, STW staff and other constituents, to ensure the inclusion of youth with disabilities in the systemic changes occurring in the schools as a result of the STW Opportunities act.
- providing advocacy for youth with disabilities to a variety of constituents.
- improving connections between NHVR and other transition service agencies.
- working with the Registered Youth Apprenticeship Offices at the DOE and the DOL to enable full access to Registered Apprenticeship by students with disabilities, specifically those who will need accommodations.

- marketing to school staff, students and families, adult service agencies, etc., in a variety of areas, e.g., employment issues as a result of disability, transition of students with disabilities, availability of adult services, registered youth apprenticeship, STW Opportunities Act, best practices in transition of youth with disabilities, accessing adult services, employer perspectives; developing relationships with other agencies providing services to youth with disabilities to maximize services offered.
- providing technical assistance on grants as they are developed with multiple agencies and programs to ensure the inclusion of all youth.
- monitoring and providing technical support/consultation to the Bancroft Products' Projects with Industries Grant which was awarded in 1998. This grant is to specifically target youth with disabilities in the transition process. It provides students with additional career guidance and long term career planning. The grant requires that they connect their efforts with the existing STW system.

NEW YORK

The state has set up a collaborative process with Youth Councils representing a broad range of programming and advocacy to serve eligible youth including those with special needs and/or barriers to continued education and employment.

Special Education and Vocational Rehabilitation programs will be utilized to help students with disabilities achieve their education and employment goals for an independent adult life.

The Youth Opportunity Program (YOP) provides students with job opportunities to serve the mentally retarded, mentally ill, and the developmentally disabled. The Program is a collaborative effort between the NYS Office of Mental Retardation and Developmental Disabilities and the NYS Office of Mental Health.

Effective programs will include the ability to target special populations.

VIRGINIA

(Coordination of Programs): This comprehensive, systems approach necessarily has to include programs that serve eligible youth with special needs and barriers to employment, including youth with disabilities, etc.

Local staff will work closely with parents, schools, social services and other agencies to meet the unique needs of youth with special needs, such as those with disabilities, by improving coordination and collaboration with local school systems, the DRS and Department of Visually Handicapped and other programs that serve youth with disabilities and youth with other barriers to employment.

(VA DRS) Continuing to provide staff support and programmatic leadership to the Higher Education Workgroup (composed of college and university faculty and staff, the State Council on Higher Education in VA, the VA Community College System, the Association of Higher Education and Disability, consumers and disability agency personnel). Also, in collaboration with VITC, DOE, the State Council of Higher Education, the Association of Higher Education and Disability and other partners, developing statewide guidelines for Disability Documentation at the post-secondary level, as well as improvement of transition from secondary to post-secondary institutions.

WASHINGTON

WA State's strategy for providing comprehensive services to youth is broadly described in the Governor's Executive Order on Workforce Development. The Executive Order specifically mentions "disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low-wage workers" as needing assistance in moving up the job ladder.

With the assistance of the area WorkSource partners, the LWDCs will coordinate services funded under the WIA youth grant with youth services to include: services offered to youth through regional offices of the Division of Rehabilitation and the Department of Services for the Blind (administering federal Rehabilitation Act services).

The State will not include specific requirements to local areas for serving youth in special categories engaged in the youth system other than the policies related to providing services to those with disabilities, persons of color, etc. required under EEO legislation and directives from the Civil Rights Center.

State staff will also be coordinating with the Governor's Committee for Disability and Employment to explore ways to improve access for youth with disabilities. Staff will be working with staff from the Division of Vocational Rehabilitation to enhance coordination of services and share information with local areas. Adult Education linkages are also planned which will provide new models of delivery to those persons with language and literacy barriers to employment and training.

WYOMING

Youth that have special needs or barriers to employment will be addressed through the local partnerships. Partnerships will coordinate with community-based organizations that serve these special populations, along with VR.

Services are coordinated to provide services to this population. For example, in one community, the local school district will provide case management and work readiness training for disabled students and JTPA youth funds provide paid work experience and career exploration activities to this population.

Some communities have more resources to serve the special populations than others. Through the community assessment process, the community will identify the special populations that need WIA Title I youth services.

Local partnerships are required to link with all human service agencies in the community serving the youth community including organizations that serve the disabled population. These partnerships include representatives from the local school district and human service organizations that serve the disabled population. The partnership determines how best to serve these youth in self-sustaining employment.

The major system components of a local STC system are school-based learning, work-based learning, and connecting activities. All three system components must be implemented by every local partnership all students must have the opportunity to participate in the WY STC system. The term "all students" includes: students with disabilities.

Youth Council Membership

IDAHO

In order to address the broadest spectrum of needs and program strategies, local Youth Councils are required to maintain/continue linkages with the following organizations if they are not represented on the Youth Council, to include: ID Division of Vocational Rehabilitation, ID Commission for the Blind and Visually Impaired and Community-Based Organizations serving youth with special barriers to employment, including minorities and people with disabilities.

VIRGINIA

The Workforce Steering Committee has held two meetings to discuss how the various state agencies could work in a more comprehensive manner. The Committee identified individuals within their respective systems, both at the state and local levels, to serve on several staff work groups established by the VEC to provide input on numerous aspects of WIA implementation, including policy and procedure issues and issues for youth including services for those with special needs, to include: youth with disabilities. Three active work groups include one that focuses on youth programs; one that focuses on strategic planning, and another that focuses on accessibility. The accessibility task group includes membership representation from the Departments of Correctional Education, Rehabilitative Services, Visually Handicapped and EEO managers and monitor advocates. These groups will be instrumental in establishing operational procedures for comprehensive youth service delivery in the Commonwealth.

Collaborating with DOE to utilize VITC, the Transition Forum and other venues to increase awareness and understanding of the Youth Councils that will be part of the LWIBs system.

Encouraging disability professions, consumers and advocacy groups to submit applications for appointment to the local Youth Councils.

Eligibility Criteria for Youth Services

ALASKA

Eligible youth served will be age and income eligible and will have one or more of the following barriers, to include: “needs assistance to finish educational program or to secure and hold employment” as defined by the LWIB. This definition will include youth with a disability.

ARKANSAS

Not more than 5% of participants assisted under WIA, in each local area may be individuals who do not meet the minimum income criteria to be considered eligible youth, if they fall within one or more of the following categories:

- individuals with disabilities, including learning disabilities
- other eligible youth who face serious barriers to employment, as determined by the local Board.

ILLINOIS

(Targeting youth services): Decisions regarding the targeting of limited categorical funds for youth will, and should, be made at the local level. Populations considered to be at-risk include: youth with disabilities.

An eligible youth for WIA services is a youth who is a low-income individual. The law provides for limited exceptions to the requirement that youth meet the low-income eligibility criteria. Up to 5% of the participants served by a local area may be exempt from the income criteria, if such individuals are within one or more of the following categories: an individual with a disability, face serious barriers to employment.

NORTH CAROLINA

Youth programs provide services to eligible youth. These include low-income youth that fall in one or more of the following categories: Or, is an individual (including a youth with a disability) who requires additional assistance to complete an education program, or to secure and hold employment.

Additionally, Local Boards may choose to serve up to 5% of youth served in their local area programs that are not low-income, provided that they are within one or more of the following categories, to include: possess one or more disabilities, including learning disabilities. Face serious barriers to employment as identified by the Local Board.

Development of Local Youth Program

ARKANSAS

As part of their local plan, each local area will develop written criteria to identify effective and ineffective youth activities and providers. The local boards will approve grants for youth activities and providers based on performance and program cost data provided by potential grantees and based on criteria that includes those youth activities and providers that: Provide accessible facilities and provide accommodations for special needs populations, including individuals with disabilities.

OREGON

(Eligible services for youth): Criteria included in the LWIB Plan for awarding grants will assure that providers address applicable criteria from the following, to include: accommodations for special needs populations.

(Strategies to assist youth who have special needs or significant barriers to employment): All local WIB youth programs, services and facilities will be in compliance with the appropriate state and federal law.

VIRGINIA

Identification of Activities and Providers: The LWIB will institute a process that invites youth services providers who have, at minimum, to include: Previous documented success in providing services to target youth groups, including high school dropouts, individuals with disabilities, homeless and run away youth, youth offenders, and other eligible youth who face serious barriers to employment. Criteria Considerations: (Indicators of Previous Successful and effective activities): To include: School and work based learning, including school transition activities that successfully addressed youth with disabilities, including learning disabilities.

Youth Program Elements

COLORADO

(Youth Program Design): 1. Assessment – A comprehensive view of the eligible youth’s needs, interests and skills. GOAL: Provide an objective assessment of the academic levels, skills levels, and service needs of each participant. CO has a strong system of assessment and service provision for at-risk youth. Every effort will be made to secure assessment results that reflect currency of functioning. For example, assessment results may be available through special education, vocational rehabilitation and juvenile justice assessments, school system career and academic assessments, etc.

The CO Workplace Competencies will be used by Youth Programs to promote the development of effective work and education skills. Supportive Services: Based on the assessment and planning process, barriers to employment and school completion may be found. Support services address basic needs that prevent participation and/or successful completion of the individual’s program.

(Coordination with Job Corps): Regions are encouraged to include other agencies who provide youth services, as appropriate. For the purpose of ensuring that the needs of all youth including hard to serve youth are represented local providers will be encouraged to expand their youth councils to include paid or unpaid internships and tutoring.

It should be noted Job Corps is not under the jurisdiction of the state, and neither the State Council nor the Department has any authority over how Job Corps will address programmatic and physical accessibility for eligible youth with disabilities except in regions when the Job Corps representative is physically housed in a workforce center.

DISTRICT OF COLUMBIA

These services may include vocational training to improve or acquire skills for their current job and future goals, as well as supportive services to remove any serious barriers that may arise during the first year of employment.

The DC/RSA is the District’s principal agency for the provision of services leading to employment and self-sufficiency for persons with disabilities, defined as physical or mental impairments that constitute or result in a substantial impediment to employment. DC/RSA provides services to individuals with physical, mental, and learning disabilities as well as those with chronic health conditions.

In FY99, DC/RSA received a total of more than 100 new referrals, and served more than 350 youth and young adults ages 14-21. Services include:

- Comprehensive Assessment to identify physical, mental, learning, vocational and assistive technology needs and services;
- Employment Planning to identify goals, objectives, resources, etc. to obtain employment;
- Support Services such as medical/psychological restoration, technology devices and aids;
- Training (vocational, academic and supportive services) to obtain measurable vocational/ employment skills consistent with the workplace requirements in the chosen career field,
- Trial Work Experience to explore capabilities and capacity to perform in work situations;
- Employment placement in job opportunities that are compatible with the interests, skills, abilities and choice of youth and young adults with disabilities. Employment settings include competitive, supported, home-based and entrepreneurial; and
- Follow-up Services (12 months) to ensure customer and employer satisfaction and to identify and address additional supports and services.

INDIANA

Specific Strategies, Methods, Techniques, and Approaches: Customize courses for the proactive integration of youth with special needs.

Examples of specific program elements that will be made available as options for youth participation include: supportive services such as assistive technology for youth with disabilities.

Programs will be designed to meet the individual needs of each youth. Not all youth are appropriate for One-Stop system programs. As one example, for a youth with a disability, the WIA may pay for occupational skills training and the Vocational Rehabilitation may pay for supportive services or Vocational Rehabilitation may be a deliverer of rehabilitative services with the youth being introduced to the employment resources available through the One-Stop center.

The special needs or barriers to employment of youth, including pregnant or parenting youth and disabled youth, will be identified during the objective assessment and service strategy design processes.

“Supportive services such as assistive technology for youth with disabilities” means services that are necessary to enable the youth to participate in activities authorized under WIA.

MINNESOTA

All youth will receive services from the menu of activities available locally, based on individual assessment and need. Coordination with, to include: rehabilitation services and services for the blind and other agencies ensures that youth from all backgrounds can access a variety of services and activities.

An integral part of MN’s strategy for serving youth lies in tailoring services for youth from special population groups. Local staff work closely with instructors, counselors, parents, human services staff, community corrections, probation officers, community-based organizations and other agencies to meet the unique needs of each youth. Participants who are pregnant or parenting, homeless, foster children, runaways, deficient in basic skills, dropouts, offenders, or have disabilities are continually assessed from the point of entry through follow-up to ensure that services are tailored to meet individual needs.

NEW HAMPSHIRE

Youth with disabilities, a targeted population of VR, may have a variety of physical, mental, developmental and/or learning disabilities. These customers may need a combination of basic education, employment, VR and support services. Due to multiple and complex needs, youth with disabilities require access to the resources and expertise from multiple agencies and systems.

The individual service strategy will be the major method for identifying the special needs of eligible youth. Particular barriers of participating youth will be identified and specific strategies to respond most appropriately to that identified need will be developed. NH has had success in the past with youth with particular needs, such as pregnant and parenting youth and youth with disabilities. In the past, youth contract providers have included two organizations that focus on pregnant and parenting teens as well as generic programming. These programs will be encouraged to seek out funds and to make connections with other programs. Over 50% of youth enrolled in JTPA programming have been special education students. NH anticipates similar profiles and demographics of youth in our WIA programming. Efforts will be made to provide the necessary supports for these young people.

NH will design and implement systems to refer youth from other state-funded programs, such as TANF, WtW programs, foster care programs and support programs for youth with disabilities in Job Corps. While in Job Corps, these youth will continue to receive appropriate services from partner programs.

Leveraging Resources:

- Apprenticeship: NH VR and ABE will also support youth apprenticeships. VR will be called in to identify alternatives and design accommodations both for the OJT and the Related Instruction aspects of apprenticeships.
- Adult Education: Some organizations providing literacy services in NH provide for the educational needs of pregnant young women and have staff available to provide services for youth with disabilities, especially attention deficit disorder and learning disabilities.
- VR: Organized within the NH DOE, NHVR participates in the State’s school-to-work initiatives. NHVR counselors across the state are involved in the

local and regional partnerships that were developed to implement the activities of the grant. Counselors advocate for the inclusion of students with disabilities and special education staff in the systemic changes occurring in the schools.

NHVR has assigned a full-time STW liaison to work statewide to improve services to youth with disabilities. The NHVR STW liaison has been successful in assisting local VR counselors in providing information and access to schools for which this agency has had minimal contact in the past.

The Agency continues to work closely with local school districts to develop, implement and expand programs designed to facilitate the transition process. Currently, the Agency has 29 counselors working with schools and students with disabilities, 5 of which are dedicated as full-time counselors with school caseloads. This allows the Agency to better respond to the needs of individual school districts and youth with severe disabilities in the respective districts. Efforts in transition take a variety of forms including, but not limited to, interagency training, direct services to youth with disabilities and their parents, and team building. Over 1,500 persons with disabilities on the Agency's caseload are individuals under the age of 21. The Agency averages 700 referrals per year that are under the age of 21. Students served by the Agency represent all disability groups and not just those in special education programs. Counselors are frequently present in schools receiving referrals from teachers, guidance counselors, and administrators.

Section XII. Assurances

The state plan must include a series of assurances such as assurances concerning compliance with the nondiscrimination provisions set out in Section 188 of WIA (including an assurance that a Methods of Administration has been developed and implemented), compliance with Section 504 of the Rehabilitation Act and the ADA, and that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions. It should be noted that although funds made available under Title I of WIA may not be used for construction, they may be used to provide physical and programmatic accessibility and reasonable accommodations under Section 504 of the Rehabilitation Act and the ADA.⁷⁵

The state and agencies administering programs that are included in the Unified Plan must assure and certify, among other things, that:

- ◆ It will comply with the nondiscrimination provisions in Section 188 of WIA and its implementing regulations (29 CFR Part 37), including an assurance that a Methods of Administration has been developed.
- ◆ It will collect and maintain data necessary to show compliance with the nondiscrimination process.
- ◆ Recipients of assistance from the workforce investment system and its partners will comply with Section 504 of the Rehabilitation Act.
- ◆ The state will include state and local EO officers, and advocates for groups protected from discrimination under WIA Section 188 in the planning process in a meaningful way, beginning with the earliest stages.⁷⁶

With respect to the Vocational Rehabilitation program, by signing the unified plan, the state is certifying that it is satisfying numerous requirements set out in Section 101 of the Rehabilitation Act (State Plan).⁷⁷

Forty-eight states included assurances regarding nondiscrimination. Of the three states that did not include assurances, one state added the following notation:

Because the Signature Page incorporates the assurances by reference in the Unified Plan, States should not include written assurances in their Unified Plan submittal... If the State elects to include written assurances in the Plan, they must be included in their entirety in accordance with Section III of the Final Unified Planning Guidance

⁷⁵ 20 CFR 667.260.

⁷⁶ 65 FR 2480-2481 (January 14, 2000).

⁷⁷ 65 FR 2482-2485 (January 14, 2000).

for each program included in the Plan. The State may also elect to exclude written assurances in the Plan since the Signature Page incorporates the assurances by reference in the Plan. Please note that there are differences between the Proposed Unified Planning Guidance Assurances and the Final Unified Planning Guidance Assurances. The State elects to exclude the written assurances in the Plan.

(See Table 11: Assurances for examples of assurances included in State Plans and in Unified Plans.)

**TABLE 11:
Assurances**

Question and Information from State Plans

Does the State Plan include assurances regarding nondiscrimination?

- **48** Forty-eight of the States include assurances regarding nondiscrimination.

Of the three (3) States that did not include assurances in the State Plan:

- **1 of the 3** States did not include assurances as part of the Unified Plan. Note: This does not necessarily mean that the State did not prepare assurances, rather it was not included as part of the State Plan nor was a Table of Contents part of the document that might further indicate the inclusion/exclusion of assurances.
- **1 of the 3** States did not include a reference to nondiscrimination in the Unified Plan or a list of assurances in the Table of Contents.
- **1 of the 3** States include the following reference: *Because the Signature Page incorporates the assurances by reference in the Unified Plan, States should not include written assurances in their Unified Plan submittal. The State elected to include assurances included. If the State elects to include written assurances in the Plan, they must be included in their entirety in accordance with Section III of the Final Unified Planning Guidance for each program included in the Plan. The State may also elect to exclude written assurances in the Plan since the Signature Page incorporates the assurances by reference in the Plan. Please note that there are differences between the Proposed Unified Planning Guidance Assurances and the Final Unified Planning Guidance Assurances. The State elects to exclude the written assurances in the Plan.*

Examples—How States Include Assurances Regarding Nondiscrimination

State Plan (Illustrative of assurances included in a State Plan)

- The State assures that it will comply with the nondiscrimination provisions of Section 188, including an assurance that a Method of Administration has been developed and implemented.
- The State assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of Section 188.
- The State assures that it will comply with the grant procedures prescribed by the Secretary (pursuant to the authority at Section 189 (c) of the Act) which are necessary to enter into grant agreements will be provided to the State by the ETA Office of Grants and Contract Management and will specify required terms and conditions and assurances and certifications, including, but not limited to, the following: Assurances and Certifications: 29 CFR Part 31, 32 Nondiscrimination and Equal Opportunity Assurance (and Regulation)

Unified Plan (Illustrative of assurances included in a Unified Plan)

- The State assures that it will comply with the nondiscrimination provisions of Section 188, including an assurance that a method of administration is developed and implemented.
- The State assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of Section 188.
- The State assures to include State and local EO officers and advocates for groups protected from discrimination under WIA Section 188 in the planning process in a meaningful way, beginning with the earliest stages.
- The State assures that it will comply with the grant procedures prescribed by the Secretary (pursuant to the authority at Section 189 (c) of the Act) which are necessary to enter into grant agreements will be provided to the Sate by the ETA Office of Grants and Contract Management and will specify required terms and conditions and assurances and certifications, including, but not limited to, the following: Assurances and Certifications: 29 CFR Part 31, 32 Nondiscrimination and Equal Opportunity Assurance (and Regulation)

Section XIII. State Monitoring and Enforcement

Each Local Board must conduct regular oversight and monitoring of its WIA activities and those of its subrecipients and contractors in order to, among other things, determine whether or not there is compliance with other provisions of the Act and regulations.⁷⁸

Each local area must establish and maintain a procedure for grievances and complaints. Local area procedures must, among other things, provide for a process for dealing with grievances and complaints from participants and other interested parties, including One-Stop partners and services providers.⁷⁹

Under Section 188(a) of WIA, complaints of discrimination from participants and other interested parties must be handled in accordance with Section 188(b) of WIA and the DOL nondiscrimination regulations implementing that section. Complaints alleging a violation of the nondiscrimination provisions of WIA may be directed or mailed to the Director, Civil Rights Center, DOL.⁸⁰

Fifty of the state plans describe a system for monitoring and enforcement. In 46 of the plans, it is in the form of an Assurance:

The State assures that it will comply with Section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that – (a) The State has implemented the uniform administrative requirements referred to in Section 184(a)(3); (b) the State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under Section 184(a)(4); and; (c) the State has taken appropriate action to secure compliance pursuant to Section 184(a)(5).

In addition, one of the 50 states includes specific policies related to monitoring and enforcement of persons with disabilities: “Policies for special needs populations: Emphasize monitoring by WDBs to ensure **special needs groups** are receiving adequate level of service.” (See Table 12: State Monitoring and Enforcement.)

⁷⁸ 20 CFR 667.410.

⁷⁹ 20 CFR 667.600.

⁸⁰ 20 CFR 667.600(g).

**TABLE 12:
State Monitoring and Enforcement
Question and Information from State Plans**

Does the State Plan describe its system for monitoring and enforcement in general and does it include any specific policies related to persons with disabilities?

- **50** Fifty of the States describe a system for monitoring and enforcement. In most cases, it is in the form of an Assurance.
 - ⇒ **46 of the 50** States include the following assurance: “The State assures that it will comply with Section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that – (a) The State has implemented the uniform administrative requirements referred to in Section 184(a)(3); (b) the State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under Section 184(a)(4); and; (c) the State has taken appropriate action to secure compliance pursuant to Section 184(a)(5).”
 - ⇒ **1 of the 50** States includes specific policies relative to monitoring and enforcement of persons with disabilities. “Policies for special needs populations: Emphasize monitoring by WDBs to ensure **special needs groups** are receiving adequate level of service.”
- **1** One of the States Plan does not include Assurances, nor is a Table of Contents included in the document that might reference Assurances.

* * * * *

NOTE: Many States in the State Plan reference a State Monitor Advocate when describing policies for Migrant and Seasonal Farm Workers. This information is not included as an answer to this question.

Examples—Systems for Monitoring and Enforcement

Kansas

(State Policy for Oversight of Employment and Training Activities in KS): As part of the responsibilities for the oversight of federal employment and training activities in KS, the KDHR conducts both desk and on-site monitoring reviews on a regularly scheduled basis. The primary mission of KDHR’s Workforce Compliance and Oversight unit will include, but will not be limited to, compliance – to work toward ensuring administrative policies, practices, standards, and systems are functioning within the parameters established by federal/State legislation, regulations, and policy directives.

Results of WCO monitoring efforts will be documented in a formal report and disseminated for response and, as warranted, corrective action to the appropriate administrative entity.

(Local Monitoring Requirements): Each LWIB will establish general policy and procedures related to their oversight responsibilities. These procedures are to be contained in their local operational plan.

VI. Assurances: 2. The State assures that the Governor shall, every two years, certify to the Secretary, that: b. The State has annually monitored local areas to ensure compliance with the Uniform Administrative Requirements as required under Section 184(a)(4).

Nevada

The SWIB will assume a proactive role in evaluating all aspects of the effectiveness of workforce services throughout the State. Specifically, the SWIB will regularly receive reports from a team of professional monitors who will evaluate program design, program performance, customer satisfaction, and compliance with federal and State program and fiscal policies. Monitoring techniques and instruments will be utilized to provide both quantitative and qualitative information to the SWIB to assist in their decision making process.

Certifications and Assurances” (3). The State assures that it will comply with Section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that – (a) The State has implemented the uniform administrative requirements referred to in Section 184(a)(3); (b) the State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under Section 184(a)(4); and; (c) the State has taken appropriate action to secure compliance pursuant to Section 184(a)(5).

Oklahoma

The SWIB will monitor performance of the LWIBs, make decisions based on task forces recommendations and set direction for all State programs.

Additionally, the SWIB will provide State level administration systems for reporting, accountability to federal, and State oversight bodies.

The Governor and local boards will be able to monitor on-going mentoring opportunities for eligible youth with adults committed to providing such opportunities.

OK will continue to monitor and assess progress by local Workforce Centers. The recent monitoring assistance reviews of the centers yielded important information for continuous improvement purposes. Each Workforce Center monitored by the State received a site review summary with observations and recommendations to promote continuous quality improvement. The common themes that emerged from this review will assist the SWIB, State agencies and local entities in moving forward with the Workforce Investment implementation.

Assurances: 2. The State assures that it will comply with section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that: (B) the State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under section 184(a)(4).

Section XIV. Miscellaneous

Forty-three state plans also included descriptions of initiatives the state will take to enhance the employment of persons with disabilities. Twenty-six of the 43 states include initiatives for addressing the needs of customer groups like Veterans and Dislocated Workers who have disabilities and/or multiple barriers to employment. Nineteen states include Federal tax credit initiatives, like WOTC, for employers that hire individuals with disabilities and/or multiple barriers to employment. Eleven states include initiatives to use all or part of Wagner Peyser 7(b) funds to address the needs of persons with disabilities. Additional initiatives that a state has in place or will implement to serve persons with disabilities are illustrated in the Examples Section of Table 13: Miscellaneous.

**TABLE 13:
Miscellaneous**

Question and Information from State Plans

Include other State initiatives to enhance the employment of persons with disabilities.

- **43** Forty-three of the States include other State initiatives to enhance the employment of persons with disabilities.*
 - ⇒ **34 of the 43** States include an assurance and/or reference to access for persons with disabilities to State Board meetings, e.g., “The State Board will ensure that the public (including people with disabilities) has access to Board meetings and information regarding State Board activities, including membership and meeting minutes.”
 - ⇒ **26 of the 43** States include initiatives of how it will address the needs of customer groups like Veterans and Dislocated Workers who have disabilities and/or multiple barriers to employment.
 - ⇒ **19 of the 43** States include Federal tax credit initiatives, like WOTC, for employers that hire individuals with disabilities and/or multiple barriers to employment.
 - ⇒ **11 of the 43** States include initiatives to use all or part of Wagner Peyser 7(b) funds to address the needs of persons with disabilities.
 - ⇒ **5 of the 43** States include “other” initiatives the State has or will implement to serve persons with disabilities. These States will be highlighted in the “Comprehensive Examples” listed below.

* * * * *

* Depending on the layout of the State Plan, some of this information may be included in other areas of the Section Analysis Report.

Examples—“Other” Initiatives to Enhance the Employment of Persons with Disabilities

Arizona

- To help employers fill their demand for employees, services to be provided to employers might include such things as assistance in obtaining Work Opportunity Tax Credits, assistance in making accommodations for special needs populations, (e.g., individuals with disabilities) and assistance in accessing and or using labor market information.
- With respect to how the State will use its 10% Discretionary Funds under Section 7(b) of the Wagner-Peyser Act, the DES is the administrative entity for these funds and the Governor’s Community Policy Office is the designated entity through which services are provided...The GCPO intends to use these funds to support the following initiatives relative to persons with disabilities.
- The Division of Volunteerism. This Division administers the Federal Americorps*State Program and Community Based Learn & Serve. The Division also oversees ACCESS Americorps, an initiative designed to increase the involvement of people with disabilities in community service activities. Under this initiative the Division provides training on the ADA to non-profit organizations and local units of government. ACCESS Americorps funds also support outreach to people with disabilities.
- AZ Council for the Hearing-Impaired. The Council provides employment access to individuals who are deaf or hard of hearing. The Council also works with various employers throughout the State to educate them on the impact of hearing loss in the workplace.
- (Veterans): To ensure veterans receive priority service, ESA staff in the local One-Stop system will: provide appropriate forms and referrals to an appropriate agency, e.g., Veterans Affairs, if a veteran indicates he/she has a service connected disability.
- (Rapid Response Activities): Regarding the assistance available to employers and dislocated workers, when a dislocation occurs the DWU will work with local rapid response teams to conduct on-site assistance to employers and employees...This early intervention strategy is accomplished so those individuals who may need intensive or training services (including individuals with multiple barriers to employment and training) are quickly identified.

Colorado

- (Constraints Related to Purchasing Preferences): Various purchasing preferences exist in State law, in the following order of precedence, to include: Industries for the visually impaired and Industries for persons with severe disabilities.
- (Information and assistance available to employers):
- Information and/or referral services for community and social services including: Employment programs for persons with disabilities
- (WOTC and WTW): CO has a well-developed network of participating agencies that utilize the program for their clients. Examples include:

Division of Vocational Rehabilitation. Agencies who provide services to eligible participants, such as the county Departments of Social Services and the workforce regions are encouraged to utilize the program as a hiring incentive with employers.

- (Wagner-Peyser 10% funds use): This plan, along with the opportunity for local involvement in addressing special needs, will assist workers and employers in the improvement of CO's future that meets both the spirit and intent of Section 7(b).
- Provision of services to groups with special needs, carried out pursuant to joint agreements between COLE and the appropriate local board and CEO, or officials of other public agencies, or private non-profit organizations. Groups with special needs include youth, older workers, ex-offenders, and the economically disadvantaged.

Iowa

(State Leveraging of Other Funds): Initiatives Iowa has in place relative to individuals with disabilities:

The New Employment Opportunity Fund. The Governor has proposed to the legislature that IWD will redirect the use of the strategic Recruitment Fund and combine it with WIA funds to create a New Employment Opportunity Fund that will provide: Tuition and related assistance through an ITA system for: persons with disabilities and individuals with multiple barriers to employment. This program will be a locally operated, participant-driven source of funding designed to work in concert with existing programs, but provide the flexibility for services that are otherwise unavailable.

Louisiana

- The Commission ensures that the public has access to board meetings and information regarding its activities through several mechanisms. All meetings are subject to State public meeting laws and are open to any citizen.

At the present time, a comprehensive list of over 700 community-based organizations (private and public) serving individuals with disabilities exists, and will be used as part of a coordinated mailing. Information concerning the dates, times, and places of meetings will be provided and a request to disseminate this information to the members and/or clients will be made. The LA Workforce Commission provides full access to all meetings and will also respond to specific needs, such as sign language interpreters, notices in large print, etc.

- (Non-competitive processes used at the State level to award grants and contracts for youth and adult activities): A. Contracts for social services which would include adult and youth activities under Title I, may be awarded without the necessity of competitive bidding or competitive negotiation only if the director of the office of contractual review determines that any one of the following conditions is present, to include:
 - A quasi-public and/or nonprofit corporation, such as a parish voluntary council on aging, an area agency on aging, or an association of retarded children or equivalent, has been established in accordance with the State to provide the particular service involved in the contract.
 - The State will use its 10% funds under section 7(b) to provide the following: services for groups with special needs, carried out pursuant to joint agreements between the employment service and the appropriate LWIB and CEOs or other public agencies or private nonprofit organizations.

LDOL will continue to fund exemplary programs designed to provide job search assistance to special population groups. These programs include employer job fairs and placement activities at prisons across the State.

- (Veterans services): Priority services are provided to disabled veterans and veterans of the Vietnam-era, when making referrals to job openings and training opportunities, the following order of priority shall be observed: special disabled veterans, Vietnam era veterans; disabled veterans other than special disabled veterans; all other veterans other than special disabled veterans; and non-veterans.
- (Rapid response activities): The Regional Workforce Response Team, through its coordinator, is responsible for local management of services including selection of service providers and enrollment of participants in training and other services. The local service provider conducts a thorough assessment of each participant to ensure that those individuals, including those with multiple barriers to employment, are provided with all appropriate services.

New Jersey

- The SETC has generated a number of reports that focus on the workforce needs of specific populations. Those reports include: *Opportunity for All: Final Recommendations of the Work Group on Persons with Disabilities*. The Workgroup was formed to expand conversation among public officials, advocates, parents, customers, and practitioners concerning philosophical and policy differences. The report defines the appropriate role of the employment, training, and education system and includes recommendations for restructuring the workforce investment system to better meet the needs of persons with disabilities. The focus of the recommendations is on the connection and coordination of programs needed to improve the system.
- In accordance with NJ's Open Public Meetings Act, meetings are announced in the major State newspapers prior to date. All meetings are open and the public is encouraged to attend. All meetings are held in accessible sites and special accommodations such as interpreters for individuals who are deaf are provided upon request. Written information is provided in alternate media upon request.
- Wagner-Peyser 7(b) funds will be made available for WIB planning. Acceptable plans for use of these funds would include services to groups with special needs.
- All One-Stop Career Center Account Representatives and job developers will continue to market the WOTC. Last year, the DOL issued 16,000 WOTC certifications to NJ employers committed to hiring workers with significant barriers to employment.
- A statewide agreement exists between the Department of Veterans' Affairs, VR and Counseling program, US DOL Veterans Employment and Training Services. This cooperative agreement formalizes requirements that requires DVOP and LVER to provide employment-related services to veterans who are participating in the VR&C programs. The Employment Service provides preference in employment and related services with priority given to the needs of Vietnam Era and Disabled Veterans.

APPENDIX 1

*Template:
Analysis of State Plans Under the Workforce Investment Act
From a Disability Policy Perspective*

APPENDIX 2

A Description of the Workforce Investment Act Legal Framework From a Disability Policy Perspective

APPENDIX 3

Examples of Comprehensive Narratives on Specific Areas of Analysis

APPENDIX 4

State Plan Analysis Section Composite Reports

APPENDIX 5

State Plan Analysis Section Comparison Reports

APPENDIX 6

State Workforce Investment Plans Analysis Reports