

VR Portion of WIOA State Plan for the State of Hawaii FY-2018

Program-Specific Requirements for Vocational Rehabilitation

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

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

a. Input of State Rehabilitation Council

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

1. input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

A. INPUT OF STATE REHABILITATION COUNCIL

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

(1) Input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other council reports that may have been developed as part of the council's functions.

Hawaii's SRC members met on 2/6/18 and 2/14/18 to continue discussions regarding the State Plan. Members received a copy of the amended state plan from DVR Administration. Scott Murakami informed members that the 2018 modification of the WIOA Hawaii Unified State Plan is due to the USDOL portal by 3/15/18. Public comment period was identified between 2/22/18-3/7/18. Mr. Murakami provided and referred to the TEGl 6-17 issued on 2/24/18 that provided the guidance regarding the two-year modification requirements. SRC members also reviewed the 2/13/18 email from Susan Foard requesting input from the SRC for the two-year modification of the State Plan. Based on a review of the DVR portion of the State Plan this committee has identified the following necessary amendments and suggest that DVR administration make the following changes:

(a) Input of State Rehabilitation Council:

- What is the status of the specific percentage and numerical goals (see description L below)
- Where is this data published and how this shared with the public (stakeholders provided link for public access and feedback)

SRC members suggested that the public be given access to the Unified State Plan on DVR's website and recommended a public hearing be conducted to discuss the updates to the State Plan and let the public know that the DVR and the SRC have taken action, and the outcome of our actions. (i.e. legislative actions and discussions with Hawaii Dept. of Human Services Director regarding funding).

SRC members also recommended that DVR:

- Keep the recommended Order of Selection Mitigation Plan
- Increase Revenue - SRC is recommending that Hawaii DVR Administration focus efforts and resources in the 2018 Federal Fiscal Year to increase the Social Security reimbursement incomes by approximately 11% over the 2017 Federal Fiscal Year. This solution would generate from \$0.00 to \$100,000+ per year, in turn reducing the projected financial shortfall. The task is to accelerate completion of the memorandum of agreement with the Unemployment Insurance Division to obtain wage data. The MOA will increase the timeliness for the identification of eligible participants who are working at the SGA income level. It is noted that due to variability of Social Security Administration's receipt of reimbursement payments; payments can take in excess of 12 months.
- Request additional State Funding to be leveraged to secure additional Federal re-allotment funds. The SRC Legislative committee will work with Hawaii DVR Administration and the Director of the Department of Human Services to develop a request for additional State funding that can be leveraged to secure additional Federal match. The State Match represents 21.3% of the total State and Federal funds that DVR will receive. It is noted that receipt of additional funding may involve a maintenance of effort penalty if additional funding cannot be sustained for at least two years.
- Identify Cost Reductions by: Gaining Efficiency in Operations: Currently, the Hawaii DVR Administrative Direct and Indirect budgets are approximately 22.15% of the total operating annual budget. SRC is proposing salary savings on vacant staff positions and consideration for deferral of recruitment on positions affected by Reduction in Force. This action will result in approximately \$160,000 in salary savings. Contracted Services Review: SRC is proposing review of current contracts to determine if the contracted services can be: 1) deleted and are no longer necessary; 2) deleted and the service can be provided by VR Counselors, and 3) service and/or cost can be shared with other divisions or core/mandated partners of the Workforce Innovation and Opportunity Act, WIOA. Coordinated Efforts: SRC will work together with Hawaii DVR to identify specific synergistic opportunities between the WIOA core and mandatory partners as well as associated agencies and community partners that can braid common interagency activities and/or funding.

With respect to Section (g), Coordination with Employers, include participation in sector strategies. The DVR was invited to participate in the sector strategies by the Chamber of Commerce of Hawaii. This should be included as part of the initiative for employer engagement

annually. The Job Accommodation Network helps with training employers and state agencies on what are reasonable accommodations. This should be included in the coordinated efforts as well.

For Section (k) Annual Estimates: Update the data in this section. The State Plan has estimates from the 2005-2007 ACS. The data needs to be updated. Here are few references that might support updates: 2017 Disability Statistics Annual Report, A Publication of the Rehabilitation Research and Training Center on Disability Statistics and Demographics, Institute on Disability/UCED, University of New Hampshire. https://disabilitycompendium.org/sites/default/files/user-uploads/AnnualReport_2017_FINAL.pdf, Disability Statics from the Yang-Tan Institute on Employment and Disability at Cornell. This report can be pulled by state and has state level data. <http://disabilitystatistics.org/>. Both of these references provide much more current data collected through the BLS American Community Survey. Data can also be pulled directly from the BLS, ACS, American Factfinder interface.

For Section (l) State Goals and Priorities: Priority 1: Pre-Employment Transition Services we want to know how to leverage the funding in pre-employment transition services (Pre-ETS) with other Core Partners. What specific actions will be taken by the DVR to ensure a stronger relationship between the Core Partners in support of DVR Pre-ETS recipients? We recommend amending priorities to list specifically how the DVR will work with the Core Partners to try to mitigate the Order of Selection, and how the DVR can work with the Core Partners to address Priority Category 2 and 3 clients. Tapping into the Core Partners resources is a recommended focus as well. Priority 3: (Employer Engagement) SRC recommends including specific examples of work that have been done to ensure employer engagement. For Priority 4: (Common Data Collection for Unified State Plan), it is recommended DVR include the WDC Data Integration and Single Sign-On project among the priorities.

For Section (m) Order of Selection: SRC recommends amending to reflect the current status of the Order of Selection and current data about the Priority Categories.

For Section (n) Goals and Plans for Distribution of title IV funds: The priorities for funding do not align with the goals and priorities identified for Title VI (Supported Employment, post placement) in this plan. Most plans somehow tie in operational goals and priorities with budget priorities.

SRC members would like the SRC to work with DVR to develop strategic elements of planning to ensure that we are focusing on the right targets and are proactive instead of reactive. We want DVR to feel that the SRC is here to help with planning while also being an advocate for the consumer.

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

Council's input and recommendations

Based on the review of the DVR portion of the State Plan, the State Plan Committee suggested that DVR administration make the following changes:

1. Percentage and Numerical Goals: DVR has just begun to establish baseline data from 2016 and 2017, but lacks access to the unemployment insurance data resources needed as we continue

with development/implementation of statewide UI MOA. Common definitions for the six common performance measures have not been established with Core partners. DVR is currently working on MOA with Unemployment Insurance Division to obtain wage data.

2. Data Sharing with Public: The public comment period is between 2/22/18 — 3/7/18 and SRC, as well as DVR stakeholders were notified on 2/22/18 by DVR on how and where to access the 2018 Unified State Plan modification for public comment.

3. DVR will continue to follow the recommended Order of Selection Mitigation Plan submitted by SRC in 2017.

4. Coordination with Employers: DVR's ongoing coordination efforts will include participation in sector strategies and training employers and state agencies on reasonable accommodations as supports that will be provided to improve partnerships with employers. We will continue to partner with DOE and DLIR's WDD to leverage resources and funding to provide employers with qualified employees.

5. The Annual Estimates section will be updated as recommended.

6. State Goals and Priorities - Pre-Employment Transition Services; Employer Engagement and Common Data Collection for Unified State Plan: More details will be included in description (l) on how DVR will accomplish the goals.

7. Order of Selection section has been updated.

8. Goals and Plans for Distribution of Title IV funds section will be reviewed and aligned with the goals and priorities as listed in description (l). DVR is very appreciative of the continuing working partnership with SRC to develop strategic elements of planning and achieving financial stability to ensure that we are focusing on the right targets and are proactive instead of reactive to ensure effectiveness.

3. the designated State unit's explanations for rejecting any of the Council's input or recommendations.

DVR continues to have a good working relationship with the SRC and does not reject any of the Council's input or recommendations.

b. Request for Waiver of Statewideness

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

1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

DVR has not requested a waiver of statewideness.

2. the designated State unit will approve each proposed service before it is put into effect; and

Not applicable

3. All State plan requirements will apply

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

Not applicable

c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.

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

1. Federal, State, and local agencies and programs;

DVR has a Memorandum of Agreement (MOA) with the University of Hawaii (UH) system. The UH system includes all the public institutions (University and community colleges) statewide. Because the agreement is with the statewide system and not the individual institutions, only one MOA is needed. The agreement includes the roles and financial and programmatic responsibilities of both DVR and UH, to include basics of common understandings. It was signed in April 2008 by the UH President and DHS Director (Interagency Agreement 3.7.2008).

DVR has a Memorandum of Agreement (MOA) with the DOE, DHS/DVR and the DOH/ Developmental Disabilities Division and the State Council on Developmental Disabilities for the purpose of collaborating to create and change system policies and practices to promote competitive, integrated employment of individuals with intellectual and developmental disabilities (I/DD). These collaborative efforts shall include but not be limited to planning meetings, policy writing, development of procedures and best practice, and training/implementation of policies that effectively prepare and transition youth and young adults with I/DD from secondary or post-secondary education to competitive employment in integrated settings. The MOA was signed by all parties in July 2012. DVR continues to be an active participant in this collaboration.

2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

None

3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;

None

4. Noneducational agencies serving out-of-school youth; and

We do not have agreements with Non-educational agencies or community rehabilitation programs serving out-of-school youth.

5. State use contracting programs.

None

d. Coordination with Education Officials

Describe:

1. DSU's plans

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

Hawaii's DSU is the Division of Vocational Rehabilitation (DVR). DVR executed a State Educational Agency (SEA) Agreement with the Department of Education (DOE) on May 5, 2014. The Agreement contains plans and procedures for the coordination of transition services for students with disability from school to the receipt of VR services.

Following receipt of student referrals, VR counselors complete applications with students and their families, and determine eligibility. When a student is found eligible for VR Services, the VR counselor will attend the IEP meeting at the request of the DOE, when possible. At the request of the IEP team, the VR counselor will review and allow for amendments to the student's IPE.

Pre-employment transition services (Pre-ETS) include: job exploration counseling, counseling related to transition or post-secondary training/education, instruction in self-advocacy, workplace readiness training and work-based learning experiences. VR counselors provide counseling in job exploration and transition or post-secondary training/education. Service providers (e.g. community rehabilitation programs, partnering public sector agencies) are contracted for workplace readiness training and work-based learning experiences, and instruction in self-advocacy.

VR has 5 Branches: Oahu, Maui, Hawaii Island, Kauai, and Services for the Blind. Oahu Branch has established a Transition Unit on the island of Oahu comprised of a supervisor and 5 VR counselors serving designated schools statewide. The Transition Unit works exclusively with a caseload of students and youth with disabilities. In addition to the Transition Unit, Oahu has a VR counselor assigned to rural schools (Waianae, Nanakuli) with a mixed caseload of students/youth and adults. VR counselors in the Oahu Branch Deaf Services section currently serve 2 high schools, one specifically for the deaf and deaf-blind (Hawaii School for the Deaf and Blind). VR counselor in the Services for the Blind Branch are available to all schools on Oahu with blind students.

Neighbor Island Branches (Maui, Hawaii Island, Kauai) have designated transition counselors serving these islands, as well as Molokai and Lanai. Neighbor-island transition counselors are designated liaisons to specific DOE schools. Neighbor Island counselors often carry a mixed caseload of students, youth and adults with disabilities.

The transition counselor's role is to have a presence at their designated schools. They provide consultation and technical assistance to school staff, students and their families with information regarding DVR's goal/mission, access to Pre-ETS supports, and/or eligibility criteria, scope of services, rights/remedies and on the Special Education-Vocational Rehabilitation (SE-VR) Work Study Program.

VR counselors receive direct referrals of students with disabilities from the school, at any time during the school year. They provide consultation and technical assistance to schools during their visits, and during IEP meetings for students who were found eligible. When a student is found eligible for VR services the VR counselor will attend IEP meetings, at the request of the DOE when possible and agreed to with stakeholders. If unable to attend, VR information is provided. The VR counselor will review the student's IPE and allow for amendments at the request of an IEP team.

Transition counselors provide introduction and guidance to post-school alternatives, and planning and coordination for work experiences in a work based setting to improve employment outcomes.

VR counselors receive direct referrals of students with disabilities from the school, at any time during the school year. They provide consultation and technical assistance to school staff during their school visits, and during IEP meetings for students and their families who were found eligible. When a student is found eligible for VR Services the VR counselor will attend IEP meetings, at the request of the DOE when possible. If unable to attend, VR information is provided. The VR counselor will review the student's IPE and allow for amendments at the request of an IEP team.

Transition counselors provide introduction and guidance to post-school alternatives, and planning and coordination for work experiences in a work based setting to improve employment outcomes.

DVR continues to collaborate with the Department of Education to deliver the Special Education-Vocational Rehabilitation (SE-VR) Work Study Program. SE-VR is a work-based learning experience designed to deliver three inter-related components: classroom experience, in-school work experiences and community work experience. The DOE classroom experience is designed with a workplace readiness component. DOE in-school experience is designed to continue work place readiness training with hands-on experience at the DOE school. Finally, community work experience is designed to provide integrated work-based learning experiences in the community.

2. Information on the formal interagency agreement with the State educational agency with respect to:

A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

DVR and DOE are in the process of revising the current SEA agreement to include the statutory requirements under the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act; and DVR anticipates that the revised SEA agreement will be executed during Spring 2018. The current SEA interagency agreement was executed May 5, 2014. Consultation and technical assistance will be provided to DOE personnel in planning for the transition of students with disabilities from school to post-school activities, including vocational rehabilitation services by the administrative, supervisory, and direct service delivery levels of DVR, formally and informally throughout the school year.

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

DVR and DOE are agreed to work collaboratively to assist transition aged youth (TAY) in development and completion of their individualized education program (IEP). Transition planning includes, but is not limited to: DVR Vocational Rehabilitation Specialist (VRS) invitation to participate in DOE's IEP meeting for shared TAYs, DVR VRS collaboration with and assistance to DOE teachers in transition planning for TAY, introduction and guidance of TAY to post-school alternatives by DOE transition coordinator and DVR VRS. Planning also includes coordination of experiences for TAY in work—based settings to improve employment outcomes.

DVR will provide transition planning which facilitates the development and completion of an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act (IDEA) and development of an Individualized Plan for Employment (IPE) within 90 days from the date of eligibility, and prior to exit from high school for students served by the VR program (34 CFR §361.22(a)).

DOE facilitates annual IEP meetings for every student receiving Special Education services. Should the IEP team agree to submit a referral to DVR; the DOE Transition teacher will be responsible for submitting a referral for VR Services at the conclusion of the IEP meeting.

IEP meetings are facilitated by DOE. At IEP meetings, the VR Counselor provides an overview of the agency's goal/mission, eligibility criteria, scope of services, rights/remedies, and other information specific to the student's IPE. Once a student is found eligible for VR Services, the VR Counselor will attend the annual IEP meetings at the request of the DOE, when possible. If the VR Counselor is unable to attend this meeting, information will be provided to the family. The VR Counselor reviews the student's IPE and allows for amendments at the request of the IEP team. DVR is represented on a variety of committees (Special Education Advisory Council, Developmental Disabilities Council) which enable parents and members of the community to gather information and provide input to DVR.

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

DVR assists students with employment planning, and in cooperation with DOE will assist students in the development of their Individualized Plan for Employment (IPE). The plan outlines services, service providers, financial responsibilities, roles and responsibilities of each agency. The partnering agencies are responsible for providing qualified personnel to provide transition services.

Roles and Responsibilities: DVR coordinator plans for statewide implementation of transition services and assists staff. DOE district and DVR branch staff assist their respective school/section. If roles/responsibilities are unclear, DVR coordinator will work with appropriate DOE staff to clarify roles/responsibilities of each entity.

DOE is responsible for providing and paying for DOE services identified in the IEP, including educational transition services for eligible TAY under IDEA. DVR is responsible for providing

and paying for vocational or employment related services identified in the IPE for TAY, in keeping with DVR requirement for comparable services and benefits, and personal resources. Financial Responsibilities: DVR will be responsible for vocational rehabilitation services authorized by the Rehabilitation Act and identified on an IPE. DOE will be responsible for services in the IEP, as authorized by the IDEA.

Interagency Disputes: If DHS or DOE fail to provide or pay for services for which they have financial or legal responsibility, the dispute will be referred to the Director of Human Services and Superintendent of Education. The Director and Superintendent, or their designees, will meet to resolve the interagency dispute. If the department heads cannot resolve the interagency dispute, the issue should be taken to the Governor for resolution.

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

Outreach at the State Level: In collaborative partnership with other agencies, DVR administrative level staff serves on boards and councils to address joint responsibilities for provision of vocational services to eligible TAY. These partnerships include, but are not limited to: Special Education Advisory Council (SEAC), State Council on Developmental Disabilities, State Council on Mental Health, State Workforce Development Board, Services for the Blind Branch Advisory Council, and Deaf & Hard of Hearing Advisory Board. Outreach at the Local Level: As designated, DVR branch managers, section supervisors and VRS assist with identification of TAY who may be eligible for services. Between DVR and DOE, referrals for DVR services can occur at any time during the school year. DVR will maintain a presence and receive referrals of potential applicants at: transition fairs, job and career fairs, parent support groups, and forums hosted by high schools, organizations serving youth with disabilities and independent living skills training programs. DVR continues to identify opportunities to conduct outreach to potentially eligible and eligible students in need of pre-employment transition services and transition services. Outreach strategies and procedures will continue to be reviewed with planned updates included in the PY 2020 State Plan submission

e. Cooperative Agreements with Private Nonprofit Organizations

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

DVR has entered into contracts with six (6) private non-profit Community Rehabilitation Programs (CRPs) to provide:

- Evaluation and Training Services;
- Job Placement and Retention Services;
- Supported Employment Services; and
- Vocational and Work Adjustment Services.

The services are procured competitively through the Hawaii State Procurement process. Upon award the CRPs are required to sign contracts with DVR, prior to providing services to clients. These services are paid for by a milestone or on an outcomes basis, not to exceed a set contracted amount. Potential CRPs with accreditation by the Commission and Accreditation of

Rehabilitation Facilities (CARF) are given preference for contract awards. The CRPs facilities must meet the Americans with Disabilities Act (ADA) requirements as well.

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

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

DVR contracts with Community Rehabilitation Programs (CRPs) to provide VR and supported employment services for individuals with Most Significant Disabilities who have been unable to maintain competitive employment. CRP contracted supports are available statewide.

VR Services and Supported Services Provided:

1. Job Readiness Assessment: Assess each client's level of employment readiness via its Measurement for Employment Readiness. (VR service)
4. Classroom Experience: VR clients will have access to Job Empowerment Training (JET), a classroom-based job readiness course. JET is designed to address the various barriers to employment and to teach the basic skills to find, gain, and maintain employment. (VR service)
5. Job Placement: Assist clients in gaining integrated competitive employment in the community. (VR service)
6. Job Retention: Assist in retaining competitive employment in the community via job coaching and regular follow-up through supported employment services (34 CFR §361.5(c)(54)); based on need, most SE clients will initially receive 100% Job Coaching, then will taper off to less than 50% with their goals associated with independence.

In addition to the VR and SE services, the following agreements have been made with CRPs:

1. Personnel: preference will be given to qualified staff with disabilities and staff who are Certified Rehabilitation Counselors;
2. Experience: preference will be given to CRPs who have experience with the placement and job coaching of individuals with significant and most significant disabilities; and
3. Facilities: must be compliant with American with Disabilities Act requirements.

Method of Compensation:

- Milestone 1: Job Readiness Assessment (VR service)
- Milestone 2: Job Placement Plan (VR service)
- Milestone 3: Placement on the Job for 3 Days with a Job Coach (placement - VR service; job coaching - SE service)
- Milestone 4: Placement on the Job for 3 Days with minimal Job Coaching

- Milestone 5: Placement on the Job for 30 Days with minimal Job Coaching (job coaching - SE service)

- Milestone 6: Placement on the Job for minimum of 90 Days and Successful Case Closure (job coaching - SE service)

1. The consumer has been employed 90 or more days with minimal job coaching. (job coaching - SE service)

2. The consumer and VR Counselor are satisfied with the job hours, wages, and benefits.

3. The job pays at least minimum wage. The wage and benefit levels are not less than prevailing competitive wages that are customarily paid by the employer for the same or similar work performed by able bodied employees.

4. Long term supports are in place.

Extended Services: As part of the development of the individual's Individualized Plan for Employment (IPE), the VR Counselor must identify Extended Services and service providers for individuals qualified for Supported Employment services (34 CFR §361.5(c)(54)). Department of Health, Developmental Disability Division could be identified as another service provider to support job retention efforts. In addition, agreements with family members and/or employers for extended services can be arranged.

Currently, we do not have MOUs with other State agencies to provide supported employment services to youth with most significant disabilities. We are currently working on an MOU with Department of Health (DOH), Developmental Disability Division (DDD) to formally define the agreement(s) made and relevant duties and responsibilities of DVR rehabilitation counselor and DDD case managers in regards to all VR clients, which includes youth with disabilities.

Currently, our VR rehabilitation counselors inform the DDD case managers prior to referral of the needs of the VR client for supported employment/extended services. VR rehabilitation counselors ensure that the DDD case managers can provide the needed services to the VR client. The provision of supported employment/extended services includes follow-up and follow-along services (i.e., on-going supports, including job coaching), extended job coaching supports, and retention services.

g. Coordination with Employers

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

1. VR services; and

DVR has implemented evidence-based practices and innovative strategies for addressing key challenges to strengthen employer engagement, including: streamlined employer outreach activities; customization of employer engagement; job development and job negotiation tailored to the unique business needs of each individual employer; and dissemination of technological tools for improving the direct relationship between the employee and the employer.

To achieve competitive, integrated employment outcomes for prospective workers and job seekers with disabilities, Hawaii DVR has applied effective practices and partnerships to

leverage resources with providers of disability services and supports. Currently, DVR is establishing a Cooperative Agreement (CA) through the Employment First Initiative with partner agencies to offer blending and braiding of non-duplicative resources to achieve competitive integrated employment for persons with disabilities.

DVR has engaged in the following activities in order to create sustainable employment service models over time.

Legislative Forum: An annual Legislative Forum on the island of Kauai brings together employers to engage in dialogue with Division of Vocational Rehabilitation, the Developmental Disabilities Council and legislators to “talk story” about success stories of hiring persons with disabilities. Information is shared about compliance with the ADA and ways to promote job retention. **Recruitment Fairs:** On Oahu, Recruitment Fairs are held quarterly to promote hiring of persons with disabilities. We have partnered with OFCCP, WDD and community rehabilitation programs to conduct on the spot interviews with real job vacancies. **Business Leadership Network:** On Hawaii Island, the BLN sponsors Hoomohala Recognition Awards to highlight the special efforts of specific employers who have hired individuals with disabilities and are voted to bestow this honor by other employers. Oahu’s BLN is collecting new members and can be accessed at: <http://hireabilitieshawaii.org/>

Employment First State Leadership Mentoring Program (EFSLMP): Currently meets on a monthly basis to analyze policies and procedures required to increase opportunities for competitive integrated employment opportunities for all persons with disabilities.

HireNet: A statewide, integrated and interactive workforce portal will be used to track all contacts with employers and participants with disabilities using the WDD platform. Logging into this system will allow WDD and DVR to gather data of employer engagement. In addition, DVR works with employers to provide VR services through disability and diversity etiquette training, ADA advising, workshops on Emotional Intelligence and Job Readiness Training “Ho’ala” contracted through City and County, Department of Community Service Work Hawaii. Pre-employment transition services are offered through contracts with the Department of Education through Special Education Vocational Rehabilitation (SEVR). SEVR provides unique work experience opportunities with employers in the community. Our network of over 600 employers are informed of various DVR programs that allow them to utilize internships, OJTs, apprenticeships in collaboration with the local Community Colleges, and Adult Education programs to access work-based learning experiences. Ongoing workshops and forums with employers are conducted on a quarterly basis with Work Hawaii from Department of Labor and Industrial Relations (DLIR) to inform employers of changes in legislation and workforce diversification.

2. transition services, including pre-employment transition services, for students and youth with disabilities.

Initiated in 2015 is an agreement between the DVR and the DOE to provide pre-employment transition services (Pre-ETS) to students with disabilities. These are services which include counseling students in exploring vocational options, training in soft-skills and provides paid and unpaid integrated work based learning experiences, both on and off campus, to reinforce career exploration and skills development. One project in particular utilizes the general learning objectives developed by the DOE in providing the instructional material allowing students with

disabilities to explore work within the visitor industry. After which students are placed into paid work experiences in a hotel. DVR and the DOE are looking to expand this project in the upcoming school year.

h. Interagency Cooperation

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

1. the State Medicaid plan under title XIX of the Social Security Act;

The Employment First State Leadership Mentoring Program (EFSLMP), a grant through the US Department of Labor, Office of Disability Employment Policy that was first given to the Hawaii Developmental Disabilities Division (DDD) and turned over to the Hawaii Division of Vocational Rehabilitation (DVR) for the final year will bring together various core partners. One of the two projects under EFSLMP is to develop a cooperative agreement involving DVR, DDD, Workforce Development Division, Med-QUEST Division, Adult Mental Health Division (AMHD), Hawaii Department of Education (DOE) and the University of Hawaii. Through this larger cooperative agreement, it is anticipated that small agreements and MOA's will be developed between smaller agencies from this larger core group..

2. the State agency responsible for providing services for individuals with developmental disabilities; and

In 2011, DVR began to develop the MOA with DOH's DDD; a working agreement by which the DVR case counselors and the DDD case managers could work together on cases known to both agencies. An agreement was developed by staff of the two agencies that faced delays by the Deputy Attorney General for the DDD and with the hiring of a new administrator to the DDD in 2015, that MOA was paused. More recently DDD and DVR have been working on an agreement for a smaller project between the two agencies, regarding the provision of support in postsecondary training that may provide the momentum for the more extensive MOA partnership to be developed.

3. the State agency responsible for providing mental health services.

Earlier in 2016, working arrangements between DVR and Adult Mental Health Division (AMHD) once again started. This specifically addresses clients involved in the clubhouse programs through AMHD and development of transitional employment opportunities for persons with significant mental health barriers. This was a program that had moderate success in the past and is hoped to achieve in greater success as the two agencies reignite the relationship.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

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

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

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

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

Hawaii DVR currently has 4,235 cases and 114.5 positions. In addition, DVR has 4 contracted positions. Hawaii DVR staff serve eligible individuals with approved IPEs, and has some vacancies at this time. Limited staff and fiscal resources have had an impact on DVR's ability to serve all eligible individuals in the State of Hawaii and contributed to the need to implement an order of selection (OOS).

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

Please refer to table below for number and category:

Job Title	Total Positions	Current Vacancies	Projected vacancies over the next 5 yrs.
Administrator	1	0	0
Assistant Administrator	1	0	1
Branch Administrators	5	1	1
Supervisors	6	2	1
Program Specialists & Acting Staff	8	2	1
Vocational Rehabilitation Specialists	41	12	3
Clerical Support	21	4	2
Employment Specialists	2	3	1

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

Please see the table in (ii) above.

B. Personnel Development

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

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

University of Hawaii, Manoa Campus, College of Education, Kinesiology and Rehabilitation Sciences, Master of Science Degree, specialization in Rehabilitation Counselor Education Program.

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

Currently, there are four (4) DVR staff attending the University of Hawaii at Manoa program, and one (1) DVR staff attending the University of Kentucky for Rehabilitation Counseling graduate degrees.

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

Six (6) students graduated in May 2015 with graduate degrees in Rehabilitation Counseling. All six are able to sit for the CRC certification; one graduate took and passed the exam. The current cohort of 5 DVR staff enrolled in graduate studies are anticipated to complete their coursework in 2019.

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

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

DVR works closely with the University of Hawaii (UH) to recruit qualified graduates. DVR is supportive of preparing, recruiting, hiring and retaining individuals with disabilities and persons from minority backgrounds. Personnel at DVR represent culturally diverse backgrounds reflective of the culture in Hawaii.

Job openings are announced internally within the Department and on the State of Hawaii/DHS website. Counselors who specialize in serving deaf consumers are announced in the deaf organizations and deaf publications. Positions at the Services for the Blind Branch are announced with blind organizations.

3. Personnel Standards

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

A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

Included in the response for the next section (B).

B. the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

DVR's personnel standard is aligned with CRC eligibility. VR actively recruits personnel who meet standards, and maintains a CSPD database. Standards for Vocational Rehabilitation Specialists went into effect May 16, 2002 with approval of these class specifications by the Hawaii State Department of Human Resources Development.

New VR counselors who do not meet CSPD standards must meet the CSPD requirements in five (5) years from the start of an individual's master's degree/rehabilitation program. The individual's master's degree/rehabilitation program must commence on the earliest possible enrollment date after completing the 6-month probationary appointment.

Details are described below:

I. All Vocational Rehabilitation Specialists I positions hired after the effective date of this standard who perform one or more counselor functions must have a Bachelor's Degree from an accredited college or university, or verification of eligibility for admission to an accredited program in Rehabilitation Counseling.

II. All Vocational Rehabilitation Specialists II positions hired (or reallocated to the II level) after the effective date of this standard who perform one or more counselor functions, in addition to meeting the minimum requirement of the I level, must have completed 50% of graduate level semester credits in an accredited rehabilitation counseling program at an accredited college or university. All Vocational Rehabilitation Specialist III and IV positions hired after the effective date of this standard who perform one or more counselor functions must have a Master's degree or other post-graduate degree including coursework, internship, and experience verified by the Standards and Credentials Committee of the Commission on Rehabilitation Counselor Certification (CRCC) to be acceptable for certification purposes, or must be a Certified Rehabilitation Counselor (CRC).

III. All Vocational Rehabilitation Specialists V, and VR Managers I, who are first line supervisors of lower level Vocational Rehabilitation Specialist positions, hired after the effective date of this standard, who perform one or more counselor functions at any time, or have the authority to do so, must have a Master's degree or other post-graduate degree including coursework, internship, and experience verified by the Standards and Credential Committee of the CRCC to be acceptable for certification purposes, or must be a CRC. The new counselor's training plans and their earned grades/grade point averages are monitored during individual meetings with their supervisor. Individual meetings with their supervisor may include, but are not limited to reviewing progress on their coursework (areas of concerns), progress in their internships, practicums, and other areas such as time management and case documentation strategies. Individual meetings are held twice a month.

4. Staff Development.

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

A. System of staff development

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

Included in (B). Effective July 1, 2016, DVR has implemented the use of training plans. DVR staff (professionals and paraprofessionals) are required to complete Training Plan Development Worksheets. The Worksheet assists in the identification of the individual staff training and development needs, supports the creation of a training plan, ensures follow up and measures the results of training. From information on the individual worksheets, training activities are prioritized based on identified needs and submitted for implementation at the start of each State Fiscal Year. A semi-annual review is conducted to ensure training needs are met. Statewide training initiatives includes: Collaborative relationships with the local University to support the Master's in Rehabilitation Counseling program; Formal contracts with San Diego State University, WINTAC, and qualified providers for Statewide Training and technical assistance to VR Counselors and VR Management; and formal contracts to include training and technical assistance for the provision of services as mandated by the Workforce Innovation and Opportunities Act, WIOA.

B. Acquisition and dissemination of significant knowledge

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

VR Management, along with branch administrators and supervisors determine training needs from data obtained by case reviews, annual audits, and research on emerging trends, best practices and consultation with individuals. Staff development plans for professionals and paraprofessionals are submitted on an annual basis and kept on file within the CSPD data base.

DVR utilizes funds from VR Basic Support grant and leverage funds from college grants to promote CSPD and priorities that are identified on the annual staff development plans. Information is disseminated through various meetings (Management, Supervisors, Staff) and electronically.

Staff training for new Vocational Rehabilitation Specialist on vocational assessments, vocational guidance and counseling, job placement and rehabilitation counseling are provided within their probationary period. Both formalized individual and group trainings are provided. Our counseling training modules for new hires were developed in partnership SDSU, and WINTAC. In addition to the new-hire training modules, new counselors participate in eight-days of additional training on Oahu with DVR management and subject matter experts.

For Vocational Rehabilitation Specialists that have passed probation, there is no set training schedule for vocational assessment, vocational guidance and counseling, job placement and rehabilitation counseling. Training in each area is ongoing based upon needs identified through

case reviews or in case discussions, and as new products/services/technological advances are available in each of the aforementioned areas.

5. Personnel to Address Individual Communication Needs

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

Spoken language interpreters are obtained from a 24-hour telephone language service for communication with individuals who have limited English proficiency. Hawaii DVR has designated staff to serve the deaf. These individuals are proficient in American Sign Language (ASL). When needed, DVR obtains ASL interpreters from a referral service.

6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

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

Hawaii DVR will coordinate CSPD activities with those provided under the IDEA through the State Rehabilitation Council (SRC). A representative of the State Educational Agency responsible for the public education of students with disabilities who are eligible to receive services under this title and part B of the IDEA is appointed by the Governor to be a member of the SRC. Program and financial information are disseminated at SRC meetings and orientation and trainings with VR and DOE, Special Education staff are coordinated at SRC meetings. Joint trainings for DOE /DVR staff are scheduled when necessary (e.g. training for revised procedures for current services or new services.). The Workforce Innovation and Opportunity Act, WIOA, regulations are shared with the DOE staff during the joint quarterly meetings and other meetings needed to address concerns/clarifications as they arise. The transition counselor's role is to have a presence at their designated schools. The counselors provide consultation and technical assistance to the Department of Education (DOE) staff, students and their families with information regarding DVR's goal/mission, eligibility criteria, scope of services, rights/remedies and the Special Education-Vocational Rehabilitation (SE-VR) program during their regularly scheduled visits and during IEP meetings.

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. with the most significant disabilities, including their need for supported employment services;

The Triennial Comprehensive Statewide Needs Assessment for Program Years 2015 — 2017 was completed on October 31, 2015 by the staff at the Interwork Institute, San Diego State University. The next Comprehensive Statewide Needs Assessment results due October 31, 2018, will be included in the 2020 State Plan submission.

The most common themes that emerged in this area were:

- Lack of transportation (especially in the neighbor islands), poor social skills, affordable housing, marketable work skills and training were identified as major barriers to employment for individuals with disabilities in Hawaii;
- DVR does not use the Supported Employment model frequently for clients, and when it is used, the length of time the case is open after employment with Supported Employment services provided rarely has exceeded 90 days, even though Supported Employment services may be made available for a period of time not to exceed 24 months, unless under special circumstances the eligible individual and the rehabilitation counselor jointly agree to extend the time to achieve the employment outcome identified in the IPE.;
- A large majority of DVR consumers receive SSA benefits and fear of benefit loss significantly affects their return-to-work choices and behaviors;
- DVR's relationship with the Developmental Disabilities Division is critical to the success and expansion of the SE program. The relationship has been improving in the last 18 months, which is viewed as a positive sign for the sustainability of high-quality Supported Employment services.

B. who are minorities;

- Individuals with disabilities from rural areas, Native Hawaiians, and Micronesians are minorities who are underserved by DVR;
- Individuals that have deaf-blindness are minorities who are underserved or unserved by DVR; and
- The barriers to achieving employment goals and accessing DVR services of individuals with disabilities from different ethnic groups are similar to the needs of other DVR consumers, but include language barriers.

C. who have been unserved or underserved by the VR program;

The most common themes that emerged in this area were:

- Individuals with disabilities from rural areas, Native Hawaiians and Micronesians are underserved by DVR;
- Individuals that have deaf—blindness are underserved or unserved by DVR; and
- The barriers to achieving employment goals and access DVR services of individuals with disabilities from different ethnic groups are similar to the needs of other DVR consumers, but include language barriers.

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

The most common themes that emerged in this area were:

- American Job Centers (AJCs) in Hawaii need to improve the frequency and the quality of service to individuals with disabilities trying to access their services;
- The relationship between DVR and the AJCs, although friendly, is primarily one of referral;
- Although the AJCs are accessible, the technology is frequently out of date and the AJC staff need assistance to operate the technology;
- There is considerable room to develop the partnership between DVR and the greater workforce development system in Hawaii.

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

The most common themes that emerged in this area were:

- Students need more exposure to work prior to exiting the school system;
- The SEVR program offers excellent work experience opportunities to students, but has limited exposure;
- Soft skill development is a major need for this group;
- DVR needs to develop the IPE for students and youth much faster;
- Students and youth have a great need for mentors and high expectations.

The interviews and survey concluded that students in Hawaii have a need to receive Pre-employment transition services (Pre-ETS) as identified in the Reauthorization of the Rehabilitation Act in WIOA. These services include:

1. Job exploration counseling;
2. Work—based learning experiences;
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
4. Workplace readiness training to develop social skills and independent living (often referred to as soft skills); and
5. Instruction in self—advocacy, which may include peer mentoring.

The Comprehensive Statewide Needs Assessment (CSNA) investigated the need for these services in addition to what needed to change or improve in order for DVR and the workforce development system at large to meet these needs. The following themes were cited frequently by the individuals that participated in the CSNA process either by individual interview or focus group as it relates to the needs of transition—age youth with disabilities in Hawaii:

- Students with disabilities do not get enough exposure to career exploration while in high school and they often graduate with little or no understanding of what is required of them in the work place. They often have unrealistic goals or desire to go to college or work in fields that have small labor market in Hawaii. They need more exposure to career counseling and labor market information so that they have a realistic understanding of the work force and in—demand occupations when they exit the school system.

- Another skill in need for youth that was frequently mentioned by those interviewed was the need for self—advocacy training. Students with disabilities transitioning out of the school system are not trained to speak up for themselves and advocate for their needs. Soft skills training for young people should include self—advocacy training as part of the curriculum for transition—age youth.

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

Results from the CSNA indicate a need for more CRP's on neighboring islands which include Maui, Molokai, Lanai, and Kauai. Employment, transportation and housing were identified on the neighbor islands as needed. CRP's and other entities need to collaborate and communicate with each other to establish a foundation that consumers can rely on. Additionally, CRP's must embrace the "Employment first" philosophy and move from sheltered employment to competitive integrated employment.

3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act .

Students with disabilities have been identified as a priority population. According to the 2015 CSNA results:

- Students need more exposure to work prior to exiting the school system;
- The SEVR program offers excellent work experience opportunities to students, but has limited exposure;
- Soft skill development is a major need for this group;
- DVR needs to develop the IPE for students much faster;
- Students have a great need for mentors and high expectations.
- DVR provides work experience for students through the SEVR program, and this work experience is very helpful for students. DVR has increased the transition unit and is working to identify ways to expand the SEVR program, but will need to include more employers in the community willing to allow young people with disabilities to work at their place of business. It will be necessary for DVR to expand its ability to outreach to businesses on Oahu and the neighbor islands in order to increase opportunities for work experience. DVR does refer students to the summer youth program available at the workforce development agencies, but this program is time limited and serves very few students with disabilities.
- DVR has considered using the employment section to develop work experience sites for the SEVR program, and this idea does show some promise for expanding the pool of possible work sites for students in transition.
- In addition to work experience and soft skills, students in Hawaii need exposure to the possibilities available to them through postsecondary education, whether it is college or vocational training. Very few young people take advantage of short—term vocational training in

high—demand occupations, and the general consensus of those interviewed for this assessment is that this is because they are not aware of the possibilities available to them. This need is directly related to the need for career exploration, which should include awareness of the current workforce demands and the postsecondary education required to meet those needs.

The relationship between DOE and DVR was frequently noted as being much improved over the last year and a half. There is still much room for growth, as well as cooperative planning and coordinated service delivery that will be essential to ensure students with disabilities receive Pre-ETS. This partnership will need to include CRPs as well, and the ability to utilize community program staff to help deliver Pre-ETS and other authorized services will be a key component to meeting the needs of young people throughout Hawaii.

k. Annual Estimates

Describe:

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

According to the FY2017 updates on U.S. Census Bureau Quickfacts (from July 1, 2017), the number of individuals in Hawaii between the ages of 18 to 65 with disabilities represents a population of 94,217 (6.6% of the 1,427,538 total population statewide).

In 2016, the U.S. Census American Community Survey indicated 11.3% of the total population in Hawaii was identified with a disability (303,858 residents).

Estimates for 2019 eligible individuals for VR services are (inclusive of students eligible for Pre-Employment Transition Services and VR Services) are: 4,891.

The number of individuals eligible for VR in active open status are represented as follows:

FY 2018: 4,235

FY 2017: 5,081

FY 2016: 4,152

FY 2015: 4,405

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

A. The VR Program;

Hawaii DVR implemented an Order of Selection in FY 2018, starting October 1, 2017, associated with insufficient fiscal and staff resources to fully serve all eligible individuals. DVR lacks sufficient resources to serve additional eligible adults who are identified as eligible and placed in deferred status with DVR. However, due to the Workforce Innovation and Opportunity Act, (WIOA) and allocated funding for pre-employment transition services for students between 14-21 years of age statewide, DVR is able to continue to provide only pre-employment transition services to students who are eligible or potentially eligible for VR services who began such services prior to being determined eligible and placed in a closed priority category, or “deferred status.”

For FY2018, DVR estimates serving 4,235 eligible individuals, inclusive of students (1,180) accessing pre-employment transitional services along with an additional 402 potentially eligible students, between 14-21 years old statewide. DVR estimates its Title I service costs for FY2018 will be \$4,515,610 for non Pre-ETS individuals and \$2,014,089 for Pre-ETS individuals. Estimated Supported Employment service costs will be \$447,876 with \$300,000 using FY2018 Title VI Part B funds, the remaining \$147,876 using carryover Title VI Part B funds from FY2017. DVR estimates Title I administrative costs for FY2018 to be \$9,271,404.

The total estimated costs (services and administrative) in FY2018 for serving 4,235 eligible adults and students, including the additional 402 potentially eligible students between 14 -21 years old statewide in the Title I, VI, and Part B programs, are estimated at \$16,248,979 million. An estimated 57% (fifty-seven percent) will be administrative costs, and 40.3% (forty point three percent) will be case service costs funded under Title I. An estimated 2.7% (two point seven percent) will be case service costs funded under Title VI Part B.

The combined available funds in FFY2018 for Title I and Title VI-B are estimated at \$18,015,595 million (FY2018 grant plus adjusted agency actual match and program income). Due to the 15% allocation of Title 1 funds for Pre-ETS services, DVR anticipates a Title I 2018 surplus of \$24,856 for non-Pre-ETS client services and \$1,741,760 for Pre-ETS client services.

In FY2019 we estimate serving 4,891 eligible individuals, inclusive of students accessing pre-employment transition services along with potentially eligible students, between 14-21 years old statewide. We estimate that our service costs for Title I in FY2019 will be \$5,148,460 for non Pre-ETS and \$2,518,056 for Pre-ETS. DVR estimates that service costs for Title VI Part B in FY2019 will be \$371,844. Estimated administration costs for FY2019 will be \$9,323,104. The total estimated costs (services and administrative) in FY2019 for serving the projected 4,891 eligible adults and students, and potentially eligible students between 14 -21 years old statewide in the Title I and VI, Part B programs are \$17,361,464 million.

The combined available funds in FFY2019 for Title I and Title VI-B are estimated at \$18,392,550 million (FY2019 grant plus adjusted agency actual match and program income). DVR anticipates a Title I 2019 surplus of \$1,031,086. \$828,940 reserved for Pre-ETS and \$202,146 for non Pre-ETS. The impact of an MOE penalty associated with FY2017 deficits and state supplemental funding may impact any projected surplus in FY2019.

The annual number of Hawaii residents determined eligible for DVR services and in active open status are as follows:

FY2019: 4,175 plus 716 potentially eligible students projected

FY2018: 4,025, plus 210 potentially eligible students

FY2017: 5,081, plus 44 potentially eligible students

B. The Supported Employment Program; and

For FFY2018 Supported Employment (SE) grant was not received as of February 22, 2018. Supported Employment services will be paid using a combination of FFY2017 Supported Employment grant carryover, State funds and our VR Basic Support Grant. 2018 and 2019 estimated expenditures are projected to at minimum equate to 2017 expenditures, while VR works to build partnerships for braiding funding with the Department of Health, Department of

Education, and/or Department of Labor and Industrial Relations to mitigate deficits and address client needs.

For FY 2017 a total of \$367,400 was spent on SE services.

Clients Served/Projected to be served:

FY 2019: 313 projected

FY 2018: 377 projected

FY 2017: 309 served

FY2016: 254 served

FY2015: 207 served

DVR estimates that of the 377 eligible individuals projected to be served in 2018, 100% will be receiving supported employment services at a cost of \$447,876 with \$300,000 to be funded under Title VI, Part B funds. Of the 313 eligible individuals projected to be served in 2019, DVR estimates that 100% will be receiving supported employment services at a cost of \$371,844 with \$300,000 to be funded with Title VI, Part B funds.

C. each priority category, if under an order of selection;

Most Significantly Disabled

FY 2019: 2,602 individuals

FY 2018: 2,567 individuals

FY 2017: 3,096 individuals

FY 2016: 2,602 individuals

FY 2015: 2,590 individuals

Significantly Disabled

FY 2019: 1,301 individuals

FY 2018: 1,238 individuals

FY 2017: 1,554 individuals

FY 2016: 1,413 individuals

FY 2015: 1,437 individuals

Non-Significantly Disabled

FY 2019: 272 individuals

FY 2018: 220 individuals

FY 2017: 431 individuals

FY 2016: 137 individuals

FY 2015: 166 individuals

Currently there are 285 individuals on DVR's deferred list. 190 individuals are representative of Most Significantly Disabled, 66 are representative of Significantly Disabled, and 29 are representative of Non-Significantly Disabled.

Projected FY 2018:

Order of Selection Category	Projected to be Served	Projected
1) Most Significant Disability (MSD)	2567	174
2) Significant Disability (SD)	1238	89
3) Non-Significant Disability (NSD)	220	23

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

285 Individuals, with 67% identified as Most Significantly Disabled (190).

4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

Most Significantly Disabled

FY 2019: \$3,159,610

FY 2018: \$3,046,091

FY 2017: \$4,853,581

FY 2016: \$5,207,410

FY 2015: \$4,069,538

Significantly Disabled

FY 2019: \$1,573,885

FY 2018: \$1,517,337

FY 2017: \$2,640,348

FY 2016: \$2,810,348

FY 2015: \$2,268,268

Non-Significantly Disabled

FY 2019: \$414,965

FY 2018: \$400,058

FY 2017: \$271,801

FY 2016: \$247,972

FY 2015: \$333,569

I. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

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

The goals and priorities were agreed to by the State VR agency and the State Rehabilitation Council and jointly agreed upon revisions.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.

Priority I: To provide Pre-Employment Transition Services (Pre-ETS)

A. DVR investigated the needs of youth and students with disabilities in their 2015 Comprehensive Statewide Needs Assessment (CSNA). It is clear from the interviews and the survey results that students in Hawaii have a need to receive pre-employment transition services (Pre-ETS). Each of the Pre-ETS categories of activities were noted as a need on a recurring basis when discussing the needs of students.

B. Required Activities

- Job exploration counseling;
- Work-based learning experiences, which may include in-school or afterschool opportunities, or experience outside the traditional school setting (including internships), provided in an integrated environment to the maximum extent possible;
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
- Work place readiness training to develop social skills and independent living skills; and
- Instruction in self-advocacy, which may include peer mentoring.

C. Target Populations: Students receiving transition services pursuant to IDEA or a student who is an individual with a disability under Section 504 aged 14 - 21.

An added agreement is being initiated for the provision of a Summer Youth Employment Program (SYEP) for individuals deemed "Potentially Eligible" (PE) by DVR with the Department of Workforce Development Division, WDD. A PE student is an individual with a disability in high school or in a post-secondary education training program and is 14-21 years

old, has an IEP, 504 plan or a documented disability and has not yet been determined eligible for ineligible for DVR.

D. PRE-ETS Goals: DVR/WDD/DOE strategies for leveraging resources and funding include; DVR working/contracting with the Core Partners to leverage resources and funding for the provision of job exploration counseling and placement and case management services. Specifically, WDD has agreed to leverage resources and funding from other programs (e.g. a Disability Employment Initiative grant) to the maximum extent possible, to provide individualized services such as job coaching, uniforms, transportation to and from work-based learning sites, safety equipment or assistive technology to participating Pre-ETS students. WDD will partner with Adult Education to provide the workplace readiness training to DVR's Pre-ETS students in preparation for successful attainment of the work-based learning skills.

DVR is participating and in support of the American Job Center's One-Stop Single Sign-On registration system to increase access to the services of DOE's Adult Education, the Workforce Development Division, and other partners for DVR clients on the deferred list to meet their training and job placement needs.

Goal 1.1 Annually increase the percentage of participants who obtain a postsecondary credential or high-school diploma by 1 percent (subject to special rule).

Goal 1.2 Annually increase the percentage of participants who during a program year achieve a measureable skill gain by 1 percent.

Goal 1.3 Annually increase the percentage of participants who during a program year participate in work-based learning experiences and internships by 1 percent).

Goal 1.4 Annually increase the number of participants employed a minimum of 90 days (by 1 percent).

Priority 2: To provide Supported Employment (SE) Services to individuals with most significant disabilities

A. Finding-1997 c287: "The legislature finds that the rate of unemployment among individuals with developmental disabilities or other most significant disabilities is high due to the limited employment opportunities available to them. Given that individuals with developmental disabilities or other significant disabilities are capable of filling employment positions in the general workforce population, supported employment is an effective way of integrating such individuals into the general workforce population. The creation of supported employment programs can increase the types and availability of employment positions for individuals with developmental disabilities or other most significant disabilities." (1999 c 178 & 1:1997 c 287& 1.)

B. "Supported Employment" means employment for individuals with developmental disabilities or other most significant disabilities who require on-going supports, and long-term supports in order to fulfill their job duties successfully and retain competitive integrated employment. Supported employment offers the same competitive and customary wages and benefits as similar non-supported employment positions.

C. Target Population: Individuals with a most significant disability between the ages of 14-24, regardless of if they are in school or not. These individuals are covered under 504.

SE Goals: Goal 2.1 Annually increase the percentage of individuals with most significant disabilities who during a program year participate in work-based learning experiences and internships (by a minimum rate of 1%);

Goal 2.2 Annually increase the number of individuals with most significant disabilities in competitive integrated employment during the fourth quarter after exit (by a minimum rate of 1%)

Goal 2.3 Annually increase the percentage of employers providing customized employment to individuals with most significant disabilities. Customized employment means, in general, competitive integrated employment designed to meet both the specific abilities of the individual with a most significant disability and the business needs of an employer (by a minimum rate of 1%).

Priority 3: To increase employer engagement

Under WIOA, the Departments are required to consult with stakeholders and receive public comment on proposed approaches to defining the indicator. Based on the consultations, the Departments have established several potential measures that could be used.

- Measure employee retention rates tied to the employment they obtained after receiving WIOA services.
- Measure the repeat/retention rates for employers' use of the core programs.
- Measure percent of employers that are using the core program services out of all employers represented in an area or State served by the system.

Employer Engagement Goals: DVR's Statewide Employment Staff Specialist has been invited and will participate in the sector strategies by the Chamber of Commerce of Hawaii and will participate in WDC's Employment Committee. DVR's Employment Specialist will continue to be a resource to employers to provide training and education to employers on the skills and abilities of persons with disabilities, reasonable accommodations, tax incentives, etc.

Goal 3.1 Annually increase the number of employers who provide opportunities for individuals with disabilities to participate in work-based employment experiences and internships (by 1%).

Goal 3.2 Annually increase the number of employers who provide permanent employment for individuals with disabilities (by 1 %).

Goal 3.3 Annually increase the repeat/retention rates for employers who provide opportunities for individuals with disabilities to participate in work-based employment experiences, internships and/or permanent employment (by 1%).

Priority 4: To develop common data collection for Unified State Plan

A. Section 101(a)(23) requires DSUs to assure that the State will submit to the Secretary reports required by Section 101(a)(15) at such time and in such manner as the Secretary may determine to be appropriate. The VR services portion will be submitted with all other components of the Unified or Combined State Plan every four years with modifications submitted every two years.

B. WIOA describes six primary indicators of performance for core programs at the state and local levels:

- Percentage of program participants employed during the second quarter after exit will increase annually
- Percentage of program participants employed during the fourth quarter after exit will increase annually
- Median earnings of program participants will increase annually
- Percentage of participants who obtain a postsecondary credential or high school diploma (subject to special rule) will not decrease annually
- Percentage of participants who during a program year achieve a measurable skill gain will increase annually
- Effectiveness in serving employers will be measured annually

Data Collection Goals

Goal 4.1 In collaboration with the core partners, define the parameters for each of the six primary indicators of performance. (2019)

Goal 4.2 In collaboration with the core partners, identify an automated data collection system that collects the data for each of the six primary indicators of performance which is user friendly and affordable. (2019)

Goal 4.3 Upon completion of goals 4.1 and 4.2, purchase, install automated data system for the collection system. (2019)

Goal 4.4 Train core partner staff on the use of the automated data collection system. (2019)

Ensure that the goals and priorities are based on an analysis of the following areas:

(A) the most recent comprehensive statewide assessment, including any updates; Yes, VR's Triennial Comprehensive Statewide Needs Assessment for Program Years 2015-2017 identified needs for the following goals and priorities: • Priority 1: To provide Pre-Employment Transition Services • Priority 2: To provide Supported Employment (SE) Services for Youth with most significant disabilities • Priority 3: To increase employer engagement.

(B) The State's performance under the performance accountability measures of section 116 of WIOA; and • Priority 4: Data Collection Goals. This section is not reporting the performance accountability measures. DVR does not have baseline data for the six (6) Performance Accountability measures and accordingly, has yet to set agreed upon measurements for the FY 2017 and FY 2018 goals.

(C) Other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107. Priorities 1-4 with their respective goals were discussed and agreed upon by the State Rehabilitation Council (SRC). The Triennial Comprehensive Statewide Needs Assessment for Program Years 2015-2017 was shared with the SRC members.

3. Ensure that the goals and priorities are based on an analysis of the following areas:

The goals and priorities are based on an assessment of the vocational rehabilitation needs of person with disabilities residing in the State of Hawaii. The purpose of the assessment is to provide planners with information pertinent to the allocation of resources, to the development of DVR's Unified State Plan for fiscal years 2015 - 2017, and to comply with the needs assessment mandate in the Rehabilitation Act of 1973, as amended.

The assessment was jointly conducted by the State of Hawaii, Division of Vocational Rehabilitation (DVR), the State Rehabilitation Council (SRC) and the Interwork Institute at San Diego State University. The resulting document, The Triennial Comprehensive Statewide Needs Assessment for Program Years 2015 - 2017 was completed on October 31, 2015 by the staff at the Interwork Institute, San Diego State University.

A. The most recent comprehensive statewide assessment, including any updates;

The Triennial Comprehensive Statewide Needs Assessment for Program Years 2015 - 2017 was completed on October 31, 2015 by the staff at the Interwork Institute, San Diego State University.

B. the State's performance under the performance accountability measures of section 116 of WIOA; and

The Performance Accountability Measures that DVR will use are: 1. Percentage of program participants employed during the second and fourth quarter after exit. 2. Median earnings of program participants. 3. Percentage of participants who obtain a postsecondary credential or high school diploma (subject to special rule). 4. Percentage of participants who during a program year achieve a measureable skill gain. 5. Effectiveness in serving employers.

DVR does not have an agreed upon baselines for all 5 of the performance accountability measures as we continue to work with core partners. DVR has not been able to access and use the FY2016 and FY2017 unemployment insurance data to set baselines in the 2-year modification of the State Plan due to unavailability of Unemployment Insurance (UI) data and a "common definition" of each measure which has not yet been defined by the CORE partners.

DVR continues to work on completing an updated Memorandum of Agreement with the State's UI division to obtain wage data to track the percentage of program participants employed during the second and fourth quarter after exit. The Workforce Development Council is currently procuring a Single Sign-On Registration system which will transform the coordination of services between CORE and mandated partner agencies in the State.

C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

DVR's Monitoring Report was published on 07/24/2012. The following findings were identified:

Finding 1 - SEA Agreement between DVR and DOE - resolved Finding 2 - DVR agreements with the Local Workforce Investment Board (LWIB) - partially resolved -Maui WIB has yet to procure the services for the Maui County American Job Center and Oahu WIB has procured the services for the Honolulu County American Job Center. The draft of the Memorandum of Agreement has been given to all CORE partners which is currently being reviewed. Finding 3 - Personnel Costs - resolved. Finding 4 - Financial Management System - is anticipated to be

resolved by March, 2018. We completed our contract monitoring procedures, monitoring instruments and started desk and on-site monitoring of our current contracts.

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services.

DVR determined that DVR's available and projected resources will not be adequate to ensure the provision of the full range of vocational rehabilitation services, as appropriate, to all eligible individuals effective October 1, 2017. Upon approval by the Rehabilitation Services Administration, RSA, DVR closed Priority Categories 1, 2 and 3 on October 1, 2017 as described below. All categories remain closed. New individuals determined eligible are being placed on a deferred list until DVR has the available resources to provide the full range of services to eligible individuals. However, services will continue for all individuals with approved individualized plans for employment (IPEs). DVR will continue to serve potentially eligible (PE) students who began receiving pre-employment transition services (Pre-ETS) prior to eligibility determination and placement in a closed order of selection priority category.

Description of Priority categories: Priority Category 1 (Individuals with Most Significant Disabilities) will be served first;

Priority Category 2 (Individuals with Significant Disabilities) will be served second; and

Priority Category 3 (Individuals with Non-Significant Disabilities) will be served third.

Descriptions of Priority categories:

- Priority Category 1: Individuals determined to have a most significant disability (MSD). These are individuals with severe physical or mental impairments that seriously limit two (2) or more functional capacities and who require three (3) or more substantial VR services for at least twelve (12) months.
- Priority Category 2: Individuals determined to have a significant disability (SD). These are individuals with severe physical or mental impairments that seriously limit one (1) or more functional capacities and who require multiple VR services over an extended period of time.
- Priority Category 3: Individuals determined to have a non-significant disability (NSD). All other VR eligible individuals.

The Order of Selection shall not be based on any other factors, including:

- Any duration of residency requirement, provided the individual is present in the State;
- Type of disability;
- Age, gender, race, color or national origin;
- Source of referral;
- Type of expected employment outcome;

- The need for specific services or anticipated cost of services required by an individual; or
- The income level of an individual or an individual's family.

B. The justification for the order.

DVR has been experiencing regular increases in expenditures since federal fiscal year 2015, but had been able to meet expenses. However, by federal fiscal year 2018 (October 1, 2017 to September 30, 2018), DVR liquidated all of its remaining carry-over Title I federal grant funds. Our projected FY 2018 regular grant funds, matching non-federal funds, and SSA reimbursements totaling approximately \$18,015,595 for vocational rehabilitation services including Pre-ETS 2018 carryover funds, may be sufficient to cover the cost of all non-Pre-ETS individuals receiving services, provide assessment services to all individuals who applied for services, provide services to all individuals determined eligible while meeting all of DVR's program requirements, as we continue to mitigate deficits. In FY2019 we anticipate an MOE penalty associated with FY2017 state supplemental funds used to resolve decits incurred in FY2017.

(1) Rationale and Justification for OOS: Lack of VR Funds

- The Workforce Innovation and Opportunity Act (WIOA) of 2014 mandated State VR Agencies to set aside 15% of VR funds each year (approximately \$2 million) for Pre-Employment Transition Services (Pre-ETS for students with Disabilities.) Previous to WIOA, DVR was spending approximately \$100,000 on Pre-ETS, so this new fiscal requirement placed an additional burden on expenditures in all other areas of operating the VR Program. The Pre-ETS expenditures are:

FFY 2019: estimated \$2,518,056

FFY 2018: estimated \$2,014,089

FFY 2017: estimated \$2,190,000

FFY 2016: \$1,281,208

FFY 2015: \$172,643

- Case service expenditures increased \$3,156,490 from FFY 2015 to FFY 2016 from \$6,964,000 to \$10,120,490.
- Since 2014, DVR utilized carryover funds in accordance with federal regulations to reduce this fiscal impact to the rest of our VR program. However, our carryover balance has been reduced each year since FFY 2014.
- At the close of FFY 2017, DVR did not have any carryover funds. As a result, Hawaii is unable to provide the full range of services to all eligible individuals for FFY 2018 and will continue to implement an Order of Selection. It is anticipated that the implementation of an OOS will continue into FY 2019.
- In the implementation of the Order of Selection, DVR will continue to provide services to all individuals who are already receiving services under an approved Individualized Plan

for Employment (IPE). Statewide, 4,235 clients will receive services in FFY 2018, and that the projected costs to provide services for these individuals will be approximately \$16,248,979 million in FFY 2018, inclusive of potential eligible students identified and in receipt of pre-employment transition services prior to being assigned to a closed order of selection priority category. In 2019, under Order of Selection, DVR estimates serving 4,891 clients, inclusive of students, at an estimated annual total cost of \$17,309,764 million.

- Individuals applying for services for FFY 2018 will be interviewed and their eligibility determined. Eligible individual's names will be placed on a deferred list and when financial resources are available, first priority will be given to individuals determined most significantly disabled, second priority to those determined significantly disabled and third priority to those determined non-significantly disabled. Rationale for placement will appear in the individual's case file.
- Each individual placed on a deferred list will be notified in writing of the priority categories, his or her assignment to a particular priority category classification and any reclassifications due to a change in the individual's circumstances or due to any misclassifications. The individual will also be informed of his or her right to appeal the category assignment through informal or formal review and of the availability of assistance from the Client Assistance Program.
- Individuals who do not meet the Order of Selection criteria for receiving VR services will be provided:

a. VR information and guidance (which may include counseling and referral for job placement) using appropriate modes of communication to assist them in preparing for, securing, retaining/regaining or advancing in employment.

b. Referred to other appropriate Federal and State programs, including programs carried out by other components of the Statewide Workforce Investment System, best suited to address the specific employment needs of the individual.

- All funding arrangements for providing services shall be consistent with the Order of Selection. If any funding arrangements are inconsistent with the Order of Selection, Hawaii DVR shall renegotiate these funding arrangements so that they are consistent with the Order of Selection.

(2) Staff Training on Order of Selection was completed in April 2017 and reviewed in June 2017. Overview of the training included:

Procedure for processing applications:

1. Upon receipt of referral, counselor meets with applicant to complete application and inform them about OOS and resources that can assist them while on the waitlist.
2. Counselor will input data and application date; scan and upload documents in DVR's AKAMAI database systems and determine eligibility within 60 days from the date of application.

3. After eligibility determinations are made, individuals will be assigned to an order of selection priority category based on their functional limitations and need for VR services over an extended period of time.

4. AKAMAI will un-assign case and put client name on “deferred” list. Notice of Deferred Services letter will be sent to client.

Procedure for putting clients on the deferred list:

1. For each priority category, clients will be put on the deferred based upon application date.
2. Staff Services Office will be responsible to maintain the AKAMAI Data Deferred.

Procedure for taking clients off the deferred list:

1. VRA/VRAA will determine when to open each category based upon financial availability. One priority category will be opened at a time to clear the deferred list for that priority category before opening the next priority category.
2. Monthly list of deferred list will be generated by AKAMAI. Each month, based on financial availability VRA/VRAA will determine how many clients will be taken off the deferred list for the recently opened priority category.
3. A list will be generated to Branch Administrators and Supervisors the names of clients to be taken off the deferred list each month.
4. The Branch Administrator will make sure that the clients are assigned to counselors.
5. Counselors will complete IPE within 90 days from the date the client was taken off the deferred list.

Exceptions to Policy on Active Order of Selection:

1. Per 2016 Federal Regulation 34 CFR § 361.36 to exempt from Delayed Status policy individuals determined eligible who meet all of the following criteria:
2. The individual is determined eligible but the case will go into Delayed Status or the individual is currently in Delayed Status.
3. The individual is currently working but would almost certainly lose his or her current job if not provided specific services or equipment in the very near future that would enable him or her to retain that employment.
4. An IPE can be developed and the services required can be provided immediately.
5. VR services are needed to maintain the current employment with the current employer.
6. The individual is not eligible for post-employment services.
7. The case record must document communication from the employer stating that the employee is at immediate risk of losing their job.
8. The individual is not required to disclose the disability to the employer and DHS staff communication with the employer requires the individual’s informed written consent.

9. The individual requires only: Guidance and counseling and follow along; or in addition to guidance and counseling and follow along, only specific services and equipment that will keep the consumer in his or her current job.

10. Individuals whose cases are in service status or higher are exempt from the Order of Selection. Cases in Service Status or higher shall continue to be served under the IPE and any amendments made after the Order of Selection implementation date.

Note 1: This exemption does not apply to those losing jobs because the employer is going out of business, eliminating the job, or for other business-related decisions.

C. The service and outcome goals.

At the time of the 2018 Unified State Plan submission, DVR reported that its FY 2017 rehabilitation rate was 34% with 253 individuals employed for 90 days or more, and 1,086 individuals exiting the program prior to obtaining employment.

Projections for the period October 1, 2017, through September 30, 2018

Priority Category 1:

Estimated number of individuals to be served: 2567

Estimated number of individuals who will exit with employment: 174

Estimated number of individuals who will exit without employment: 585

Time within goals are to be achieved: 45 months

Cost of services, \$3,046,091

Priority Category 2:

Estimated number of individuals to be served: 1238

Estimated number of individuals who will exit with employment: 89

Estimated number of individuals who will exit without employment: 261

Time within which goals are to be achieved: 45 months

Cost of services, \$1,517,337

Priority Category 3:

Estimated number of individuals to be served: 220

Estimated number of individuals who will exit with employment: 23

Estimated number of individuals who will exit without employment: 14

Time within goals are to be achieved: 40 months

Cost of services, \$400,058

Projections for the period October 1, 2018, through September 30, 2019:

Priority Category 1:

Estimated number of individuals to be served: 2,602

Estimated number of individuals who will exit with employment: 157

Estimated number of individuals who will exit without employment: 595

Time within which goals are to be achieved: 45 months

Cost of services; \$3,159,610

Priority Category 2:

Estimated number of individuals to be served: 1,301

Estimated number of individuals who will exit with employment: 73

Estimated number of individuals who will exit without employment: 275

Time within which goals are to be achieved: 40 months

Cost of services; \$1,573,885

Priority Category 3:

Estimated number of individuals to be served: 272

Estimated number of individuals who will exit with employment: 47

Estimated number of individuals who will exit without employment: 18

Time within which goals are to be achieved: 40 months

Cost of services; \$414,965

D. The time within which these goals may be achieved for individuals in each priority category within the order.

Projections for FFY 2018 and FFY 2019

Priority Category 1: Time within which goals are to be achieved: 45 months

Priority Category 2: Time within which goals are to be achieved: 40 months

Priority Category 3: Time within which goals are to be achieved: 40 months

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

Priority Category 1 will be served first; Priority Category 2 will be served second; and Priority Category 3 will be served third. Description of Priority categories:

- Priority Category 1: Individuals determined to have a most significant disability (MSD). These are individuals with severe physical or mental impairments that seriously limit two (2) or more functional capacities and who require three (3) or more substantial VR services for at least twelve (12) months.
- Priority Category 2: Individuals determined to have a significant disability (SD). These are individuals with severe physical or mental impairments that seriously limit one

(1) or more functional capacities and who require multiple VR services for an extended period of time.

- Priority Category 3: Individuals determined to have a non- significant disability (NSD). All other VR eligible individuals.

The Order of Selection shall not be based on any other factors, including:

- Any duration of residency requirement, provided the individual is present in the State;
- Type of disability;
- Age, gender, race, color or national origin;
- Source of referral;
- Type of expected employment outcome;
- The need for specific services or anticipated cost of services required by an individual; or
- The income level of an individual or an individual's family

2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

Yes, the Hawaii Division of Vocational Rehabilitation is also allowing for the exemption to the Order of Selection to serve those eligible individuals with disabilities who require specific vocational rehabilitation services in order to maintain employment. These services will be consistent with the individual's Individualized Plan for Employment and services will only be provided that will allow the individual those specific VR services or equipment the individual will need to maintain employment, not to other services the individual may need for other purposes.

n. Goals and Plans for Distribution of title VI Funds.

1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

Priority 1: Increase number of clients receiving SE services.

Goal: Annually increase the number of clients that receive SE services by 5%. •

FY17: 67 clients. • FY16: 64 clients. • FY15: Baseline: 61 clients received SE services.

Priority 2: Increase number of clients eligible for SE services that receive benefits planning services.

Goal: Annually increase the number of clients eligible for SE services that receive benefits planning services by 5%.

FY 2017: 281clients. • FY16: 268 clients. • FY15: Baseline: 255 clients eligible for SE services, received benefits counseling services

Priority 3: To provide Supported Employment (SE) Services to Youth

Goal: Annually increase the percentage of youth who during a program year participate in work-based learning experiences and internships by 5%.

FY 2017: Data will be used to establish baseline. • FY 2016: Data will be used to establish baseline. • FY 2015: Baseline not established.

Priority 4: To increase the number of youth employed.

Goal: Annually increase the number of youth employed during the second quarter after exit by 5%.

FY 2017: Data will be used to establish baseline with unemployment insurance accessible through agreement being developed. • FY 2016: Data will be used to establish baseline. • FY 2015: Baseline not established.

Priority 5: To increase the number of youth employed.

Goal: Annually increase the number of youth employed during the 4th quarter after exit by 5%. • FY 2017: Data will be used to establish baseline.

FY 2017: Data will be used to establish baseline upon review of unemployment insurance obtained through State agreement still under development. FY 2016: Data will be used to establish baseline. • FY 2015: Baseline not established.

Priority 6: To provide Extended Services to Youth

Goal: Increase the number of youth referred to case managers in the Developmentally Disabled Division (DDD) for the provision of extended services by 5%.

FY 2017: Data will be used to establish baseline with unemployment insurance agreement. • FY 2016: Data will be used to establish baseline with unemployment insurance agreement still pending. • FY 2015: Baseline not established.

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. the provision of extended services for a period not to exceed 4 years; and

DVR contracts with Community Rehabilitation Programs (CRPs) to provide supported/extended employment services to youth with Most Significant Disabilities who have been unable to maintain competitive employment. CRPs are available in all of the counties.

VR and Supported Employment Services Provided:

1. VR Job Readiness Assessment - Assess each client's level of employment readiness via its Measurement for Employment Readiness.
2. Job Placement Plan - Collaboratively create a job placement plan to ensure client satisfaction with his/her job goal and services.
3. VR Job Development - Assist clients in their job search, interview skills, networking, completing and submitting application, creation of a resume, and interview preparation.
4. VR Classroom Experience - SE Clients will have access to Job Empowerment Training (JET), a classroom-based job readiness course. JET is designed to address the various barriers to employment and to teach the basic skills to find, gain, and maintain employment.

5. VR Placement - Assist clients in gaining competitive employment in the community.
6. SE Retention and Ongoing Supports - Assist in retaining competitive employment in the community via job coaching and regular follow-up. Though purely based on need, most SE clients will receive 100% Job Coaching at first, then will taper off to less than 50% with the goal of final independence. In addition, DVR partners with Developmental Disabilities Division case managers and Ticket to Work Employment Networks to provide extended services to sustain employment.

B. how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Currently, we contract with six (6) Community Resource Providers (CRPs) to provide Supportive Employment (SE) services statewide for a period of two (2) years. There is at least one CRP located on each of the 4 major islands. We anticipated that extended services for a period not to exceed 4 years will increase our SE costs and therefore have added VR Basic Support funds to the contracts.

Hawaii receives \$300,000.00 per year for SE services. WIOA requires that 50% of our grant with a 10% state match be reserved for SE services for youth. Our requirement is that we need to expend a minimum of \$166,760.00 of SE services for youth. Historically we spend approximately 50% of our SE funds for youth and 50% of our SE funds for clients other than youth. To ensure that we meet the funding requirement for youth and the extended services, we added VR Basic Support funds in the amount of \$ 236,407.00 to our six (6) SE contracts. Our total cost for SE services for FY 2016 is \$536,407.00.

o. State's Strategies

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

1. The methods to be used to expand and improve services to individuals with disabilities.

- Increase support services in postsecondary settings thereby increasing graduation rate.
- Increase pre-employment transitions services to better prepare transitioning students with disabilities into the workforce.
- Support the provision of summer youth employment for transitioning high school students as well as those in postsecondary training.
- Redevelop the relationship with the State agency providing services to those individuals with mental health issues.
 - Temporary Employment Opportunities o Paid and Unpaid Work Experience

2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

Hawaii Division of Vocational Rehabilitation's two largest statewide contracts with independent services providers is for the assessment and provision of assistive technology and devices.

The Hawaii Administrative Rules governing vocational rehabilitation services includes in the definition of assistive technology, the evaluation, purchasing, leasing and provision of rehabilitation technology services, including devices at the various stages of the vocational rehabilitation process. (§17-401.1-2).

3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

Perform targeted outreach to the Native Hawaiian and Micronesian populations in Hawaii. Contact community programs serving these populations and meeting potential consumers in their communities. • DVR will partner with Adult Education to do outreach to youth with disabilities for the goal for preparing an educated and skilled workforce. • DVR will partner with Workforce Development Division to do outreach to the Veteran community in Hawaii to increase services to this population. • DVR will coordinate services with the Comprehensive Service Center for Deaf, Hard of Hearing and Deaf-Blind for the provision of VR and other related employment services.

4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

DVR has a Transition Unit on the island of Oahu comprised of VR counselors who work exclusively with students and youth with disabilities. The Transition Unit counselors are designated liaisons most of Oahu's High Schools. In addition, Oahu has transition counselors with mixed caseload of students, youth and adults with disabilities who are also designated liaisons for high schools. These are VR counselors serving rural Oahu, deaf students and blind students. Neighbor Island Branches (Maui, Hawaii, Kauai) have designated transition counselors serving these islands as well as Molokai and Lanai. Neighbor-island transition counselors are designated liaisons to specific DOE schools. Neighbor Island counselors often carry a mixed caseload of students, youth and adults with disabilities. The transition counselor has a presence at their designated schools, and provide the schools, students and their families with an overview of DVR's goal/mission, eligibility criteria, scope of services, and rights/remedies. VR counselors receive direct referrals of students with disabilities from the school, at any time during the school year. They provide consultation and technical assistance to schools during their visits, and during IEP meetings for students who were found eligible. When a student is found eligible for VR services, the VR counselor will attend IEP meetings, at the request of the DOE when possible. If VR counselor is unable to attend the IEP meeting, the transition counselor provides VR information to the student. The VR counselor will review the student's IPE and allow for

amendments at the request of an IEP team. Transition counselors provide introduction and guidance to post school alternatives, and planning and coordination for work experiences in a work based setting to improve employment outcomes. VR counselors provide counseling in job exploration and transition or post-secondary training/education. Service providers (e.g. community rehabilitation programs, public sector agencies) are contracted for workplace readiness training, work-based learning experiences, and instruction in self-advocacy. DVR continues a long-standing collaboration with the Department of Education to deliver the Special Education — Vocational Rehabilitation (SE-VR) Work Study Program. SE-VR is a work-based learning experience designed to deliver three inter-related components: classroom experience, in-school work experiences and community work experience. The DOE classroom experience is designed with a workplace readiness component. DOE in-school experience is designed to continue work place readiness training with hands-on experience at the DOE school. Finally, community work experience is designed to provide work-based learning experiences in the community. DVR has implemented a Summer Youth Program to provide work based learning experiences in State, City and County, Federal and private sector work places.

5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

We do not have any plans for establishing, developing, or improving community rehabilitation programs (CRPs) within the state at this time.

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

Strategies for increasing percentage of program participants employed during the second and fourth quarter after exit: 1. Increase support services in postsecondary settings thereby increasing graduation rate. 2. Increase pre-employment transitions services to better prepare transitioning students with disabilities into the workforce. 3. Support the provision of summer youth employment for transitioning high school students as well as those in postsecondary training. 4. Redevelop the relationship with the State agency providing services to those individuals with mental health issues. o Temporary Employment Opportunities o Paid and Unpaid Work Experience

Strategies to increase the median earning of program participants: 1. Assist in the development of Career Pathways based upon Hawaii's labor market for individuals interested in postsecondary education or direct job placement or both. Identify Career Pathways and job opportunities that are specific to each county. 2. Identify strategies to increase the capacity of SSA beneficiaries to move toward self-sufficiency through work, include educational supports for the person's family, and try and encourage high expectations for the person regarding work rather than striving to remain dependent on SSI. High expectations have been proven to have a positive effect on outcomes and earnings for beneficiaries.

Strategies to increase the percentage of participants who obtain a postsecondary credential or high school or diploma (subject to the special rule): 1. Strengthening vocational assessment practices as the foundation for more comprehensive services which meet customer needs, identify and address barriers to employment, and maximize outcomes. 2. Identify a network of consumers that have been closed successfully rehabilitated as mentors. These mentors can

provide inspiration and advice to people on how to be successful in postsecondary education and work and can provide them with high expectations.

Strategies to increase the percentage of participants who during a program year achieve a measurable skill gain: 1. Use the customized employment model identified in the Employment First State Leadership Mentoring Program. 2. Create career pathways; channels of opportunities from pre-employment training to competitive employment outcomes.

Strategies to cultivate VR's effectiveness in serving employers: Developing successful partnerships with local and multi-state businesses in an effort to increase the employment of individuals with disabilities and self-employment. Services include, but not limited to: 1. Train employers on compliance the title I of the American with Disability Act (ADA) of 1990 and other employment-related laws. 2. Inform employers of the existence of the program and availability of services. 3. Educate and provide services to employers who have hired or are interested in hiring individuals with disabilities. 4. Provide training and technical assistance to employers regarding disability awareness. 5. Working with employers to provide opportunities for work-based learning experiences and opportunities for PRE-ETS services. 6. Train employees who are individuals with disabilities.

7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

Improve Employment Outcomes for Individuals with Disabilities by:

1. Strengthening vocational assessment practices as the foundation for more comprehensive services which meet customer needs, identify and address barriers to employment, and maximize outcomes. • Incentivize timely service delivery by implementing new performance measures for VR counselors which ensure that 90% of eligibility determinations will be completed within 90 days of customers' application dates and that 90% of Individual Plans for Employment (IPEs) are developed within 60 days of customers' eligibility determination dates. • Provide high-quality training and support, ensuring staff have the knowledge and skills needed to deliver high-quality vocational rehabilitation services. • Through statewide case file reviews, build an organizational culture of quality to strengthen substantial counseling and guidance.

2. Conduct outreach to key populations, including students with disabilities, to ensure that all with persons with disabilities have access to services and supports needed to prepare for and obtain employment.

3. Increase business engagement to improve employment for individuals with disabilities.

4. Strengthen cross-system collaboration with WIOA core programs. • Establish DVR's Role in the Workforce Development System • Contribute values, expertise, and strengths as a core program to maximize outcomes for individuals with disabilities. • Work with partners, at front-line and state levels, to ensure the workforce development system is accessible and provides beneficial services for all individuals with disabilities. • Lead cross-program staff training in areas such as accessibility, disability culture and awareness, and vocational rehabilitation services. • Ensure eligible participants get optimal benefit from the workforce development system by educating customers about other workforce development programs. • Implement data systems and management reports which leverage new WIOA partnerships and strengthen data driven decision making.

8. How the agency's strategies will be used to:

A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

Develop and Improve Community Rehabilitation Programs in Hawaii:

- Piloting programs/services to serve the neighbor islands, or some of the rural areas of Oahu such as Hookipa. Hookipa provides small group work readiness and hospitality skills training with paid work experience in a competitive setting.
- Partner with Workforce Development Division (WDD) and Adult Education so that staff that can work with DVR and share information and resources, provide cross-training, and strategize ways to increase training and placement opportunities for individuals with disabilities statewide.

Youth and Students with Disabilities:

- Transform service provision to focus on employment. Promote work as an expectation to students and youth with disabilities, their families, and stakeholders.
- Develop programs which includes: (1) career exploration; (2) soft skills training in communication, self-awareness, accountability, and respect for oneself; and (3) training on issues such as communication with coworkers, unhelpful thinking patterns, motivation for work, and encourages peer support to work through personal barriers that may youth and students from maintaining work.
- Promote strategies to prepare for, obtain and maintain competitive, integrated employment such as (1) iCan: Preparatory classes for youth and students for college and careers and (2) Project Search: High School Transition Program is a unique, business led, one year, school-to-work program that takes place entirely at the work place.
- Promote strategies to participate in work experience and post-secondary educational experience. This year, students and youth are participating in the Summer Youth Employment Program. Partnering with the State Workforce Development Division and the Honolulu, Maui, Kauai and Hawaii Counties, the program would provide paid work-based learning experiences, internships, and employment.
- Request technical assistance from Workforce Innovation Technical Assistance Center (WINTAC) in the area of PRE-ETS.
- Ensure that the IPE for a transition-aged youth is developed within 60 days from the date of eligibility to prevent delays in service provision and compliance with the 90 day time frame established for eligibility determination.
- Ensure that 504 students are aware of their services and that they are conducting targeted outreach to these students in addition to those served by Special Education.

Individuals with Disabilities from Different Ethnic Groups, including Individuals who have been Unserved or Underserved by the VR Program:

- Perform targeted outreach to the Native Hawaiian and Micronesian populations in Hawaii. Contact community programs serving these populations and meeting potential consumers in their communities.

- DVR will partner with Adult Education to do outreach to youth with disabilities for the goal for preparing an educated and skilled workforce.
- DVR will partner with Workforce Development Division to do outreach to the Veteran community in Hawaii to increase services to this population.
- DVR will coordinate services with the Comprehensive Service Center for Deaf, Hard of Hearing and Deaf-Blind for the provision of VR and other related employment services.

Most Significant Disabilities, and Supported Employment:

- Provide regular training to staff on SE and how the model can be used for populations other than just individuals with intellectual or other developmental disabilities. This is especially important with the passage of WIOA as DVR can be the source of extended services for up to four years for youth in need of SE.
- Ensure consumers have access to self-advocacy training.
- Benefits planning resources to be provided for all DVR consumers that are also SSA beneficiaries. DVR counselors and community partners will ensure that they are discussing the full range of options for work with their consumers, including striving towards self-sufficiency through work.
- Complete agreement between DDD and DVR regarding the provision of support in postsecondary training that may provide the momentum for the more robust Memorandum of Agreement (MOA) to be developed.
- Complete agreement between DVR and Adult Mental Health Division (AMHD) for clients involved in the clubhouse programs through AMHD and development of transitional employment opportunities for persons with significant mental health barriers. This was a program that had moderate success in the past and is hoped to achieve in greater success as the two agencies reignite the relationship.
- Initiated in 2015 is an agreement between the DVR and the DOE to provide pre-employment transition services to students with disabilities. These are programs which counsels students in exploring vocational options, training in soft-skills and provides paid and unpaid work experience both on and off campus. One project in particular utilizes the general learning objectives developed by the DOE in providing the instructional material allowing students with disabilities to explore work within the visitor industry. After which students are placed into paid work experiences in a hotel. DVR and the DOE are looking to expand this project in the upcoming school year.

Business Services and Relations:

- Develop employment first initiative policies and procedures.
- Provide disability sensitivity training to employers throughout Hawaii that helps businesses understand disability and increases their comfort level in working with employees with disabilities. Customize the curriculum to address the needs of their company.
- In addition to disability sensitivity training, provide training to employers on disability law and the responsibilities of employers under the ADA, the Workforce Innovation and Opportunities

Act (WIOA) and any other applicable laws. Providing this kind of educational activity for employers establishes DVR as an expert resource for employers and can increase the likelihood that employers will recruit DVR consumers when they have job openings.

- Support the development of Business Leadership Networks/Affiliates on Oahu, Kauai and Maui.
- Increase work experience opportunities customized to meet the needs of the employers and to increase the pool of qualified applicants for permanent employment.
- Annual employment recognition for people with disabilities at the State Capitol.
- Invest in marketing materials aimed at re-branding the service provision of DVR to be an Employment First agency for people with disabilities
- Work cooperatively with Workforce Development Division to outreach to businesses as partners in training and placement.

B. support innovation and expansion activities; and

Funds are allocated for the operation of the Statewide Independent Living Council (SILC) to meet the goals and objectives set forth in the State Plan for Independent Living (SPIL). The mission of the Statewide Independent Living Council of Hawaii is to promote independent living and the integration of persons with disabilities into the community and to aid individuals in achieving their goals and basic human rights. The SILC works collaboratively with the Division of Vocational Rehabilitation (DVR) in strategic planning and development of the SPIL required in section 704 of the Rehabilitation Act as amended. In previous years under Innovation and expansion support, SILC monitored, reviewed and evaluated the implementation of the SPIL by connecting with Centers for Independent Living providers, and the community, and designated state entity. SILC also facilitated a minimum of four quarterly meetings and public forums to discuss the needs of Hawaii communities pertaining to Independent Living Services. SILC is expected to continue business as usual with a few additions in responsibilities. In anticipation of the passing of the Workforce Innovations and Opportunity Act (WIOA) and the writing of the fy-17-19 SPIL, the SILC duties will include advocacy and policy change regarding issues affecting people with disabilities on both the state and national level. The addition of Transition as a new core service, transition for youth out of high school and education about independent living, the SILC and CILs may plan workshops educating about advocacy, rights and responsibilities that individuals have affecting each person's independent living knowledge and experience in their community. Innovation and Expansion funds are also allocated for the operation of the State Rehabilitation Council (SRC). The State Rehabilitation Council (SRC) is established in Section 105 of the Rehabilitation Act of 1973, as amended (Act), and 34 CFR 361.16-361.17 of its implementing regulations. The SRC is an active partner in the developmental process of DVR policies and procedures. SRC effectively communicates with other entities on behalf of persons with disabilities works in partnership with the Vocational Rehabilitation (VR) agency/unit and other councils such as SILC.

C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

The methods to be used to expand and improve services to individuals with disabilities.

- Increase support services in postsecondary settings thereby increasing graduation rate.
- Increase pre-employment transitions services to better prepare transitioning students with disabilities into the workforce. • Support the provision of summer youth employment for transitioning high school students as well as those in postsecondary training.
- Redevelop the relationship with the State agency providing services to those individuals with mental health issues.
- o Temporary Employment Opportunities
- o Paid and Unpaid Work Experiences
- Develop a cooperative agreement involving DVR, Developmental Disability Division, Workforce Development Division, Med-QUEST Division, Adult Mental Health Division (AMHD), Hawaii Department of Education (DOE) and the University of Hawaii. Through this larger cooperative agreement, it is anticipated that small agreements and MOA's will be developed between smaller agencies from the larger core group.
- Conduct outreach to individuals with disabilities from rural areas, Native Hawaiians, Micronesians and Deaf-Blind individuals to provide VR services.
- Implement "Customized Employment" strategies, continue Benefits Planning services to Ticket Holders, and develop MOAs with Employment Networks to increase our focus on the provision of Supported Employment services.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

Priority 1: Assist eligible individuals in reaching their full potential by providing quality VR Services

Goal 1.1 To increase the number of employment outcomes by 1 or more. In FY 2017 DVR achieved 277 employment outcomes; in FY 2016 it achieved 440 employment outcomes; and in FY 2015 DVR achieved 267 employment outcomes. Finally, in FY 2014 DVR achieved 263 employment outcomes.

We achieved this goal because of a number of factors to include, but not limited to continuing to increase employer partnerships, continued benefits planning services for clients, available work experiences for clients and focusing on employment as the expectation of the program from the beginning.

Goal 1.2 To increase the average hourly wage for clients successfully employed for a minimum of 90 days. FY 2017 Clients earned an average hourly wage of \$14.04. FY 2016 Clients earned

an average hourly wage of \$13.82. FY 2015 Clients earned an average hourly wage of \$ 13.22. FY 2014 Clients earned an average hourly wage of \$11.90.

We continue focusing on careers (quality of outcomes); not only on quantity of outcomes and the result is a continued increase in the average hourly wage each year.

Goal 2.2 To increase the average hourly wage for TAYs successfully employed for a minimum of 90 days. FY 2017 TAYs earned an average hourly wage of \$10.67. FY 2016 TAYs earned an average hourly wage of \$10.70. FY 2015 TAYs earned an average hourly wage of \$9.13 FY 2014 TAYs earned an average hourly wage of \$9.16

The 3-cent decrease in the average hourly wage does not appear to be a statistically significant decrease. The achievement of “maintaining” our progress is our continued focus on quality employment.

Goal 2.4 To increase the number of TAYs participating in work experience. FY 2017: 199 TAYs participated in work experiences. FY 2016: 211 TAYs participated in work experiences. FY 2015: 270 TAYs participated in work experiences. FY 2014: 176 TAYs participated in work experiences. FY 2013: 343 TAYs participated in work experiences.

The strategies that contributed to the achievement of the goal is our increased focus on youth and students and our "transition counselors." These counselor's are assigned to the high schools throughout the state.

B. Describe the factors that impeded the achievement of the goals and priorities.

Priority 1: Assist eligible individuals in reaching their full potential by providing quality VR Services

Goal 1.1 To increase the number of employment outcomes by 1 or more. FY 2017 VR achieved 277 employment outcomes. FY 2016 VR achieved 440 outcomes. FY 2015 VR achieved 267 employment outcomes. FY 2014 VR achieved 263 employment outcomes. The factors that impeded the achievement of the goals and priorities include persisting unemployment/underemployment rates of persons with disabilities in Hawaii above 40% (Cornell University 2016 Disability Status Report). Also reported (2016 Bureau of Labor Statistics), among workers with a disability, 34% usually work part-time, as compared to 18% of those workers without a disability.

Goal 1.3 Increase the number of hours clients worked per week. FY 2017, on average clients worked 27.5 hours per week. FY 2016, on average clients worked 27.17 hours per week. FY 2015 on average, clients worked 25 hours per week FY 2014 on average, clients worked 27 hours per week FY 2013 on average, clients worked 28 hours per week.

We could not determine the exact reasons for the 2-hour decline in number of hours clients worked per week. The declining number of hours worked per week may be due to the drop in the unemployment rate. When employers are sufficiently staffed, “extra” work hours are limited, especially to part time workers.

Goal 1.4 Increase the number of clients participating in work experience. FY 2017: 199 TAYs participated in work experiences. FY 2016: 211 TAYs participated in work experiences. FY 2015: 336 clients participated in work experiences. FY 2014: Data is not available due to

transition to an automated case management system. FY 2013: 343 clients participated in work experiences.

The factor that impeded achievement in attaining our goal was the overall decrease in the number of clients that we are currently serving. In FY 2013 and 2014, we were serving approximately 5,000 — 6,000 clients. In FY 2015, we were serving approximately 4,000 — 5,000 clients. In FY 2016 we served over 4,100 clients and in FY 2017 we entered into an Order of Selection, serving 5,081 clients.

Priority 2: To increase quality of services for Transition Aged Youths (TAYs). Goal 2.1 To increase the number of employment outcomes of TAYs by 1 or more. FY 2017 VR achieved 64 TAY employment outcomes. FY 2016 VR achieved 134 employment outcomes. FY 2015 VR achieved 43 TAY employment outcomes. FY 2014 VR achieved 65 TAY employment outcomes.

The factors that impeded our ability to increase the number of TAYs to be successfully employed for a minimum of 90 days was due to the low unemployment rate and the increase in TAYs pursuing post-secondary education.

Goal 2.3 To increase the number of hours TAYs worked per week. FY 2017 on average, TAYs worked 26.5 hours per week. FY 2016 on average, TAYs worked 27 hours per week. FY 2015 on average, TAYs worked 24 hours per week FY 2014 on average,

The decline of .5 hours per week is not statistically significant. The declining number of hours worked per week may be due to the drop in the unemployment rate. When employers are sufficiently staffed, “extra” work hours are limited, especially to part time workers.

2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

Currently, we contract with six (6) Community Resource Providers (CRPs) to provide Supportive Employment (SE) services statewide. There is at least one CRP located on each of the 4 major islands.

Priority 1: Increase the number of clients receiving SE services. Goal: Annually increase the number of individuals that receive SE services. FY 2017: 325 FY: 304 FY 2015: 57 individuals received SE services. FY 2014: 53 individuals received SE services. FY 2013: 98 individuals received SE services.

The factors that contributed to our ability to increase the number of individuals that received SE services was our participation in the Employment First State Leadership Mentoring Program, (EFSLMP). This program introduced our counseling and employment staff to the customized employment model which supports the long term supports of SE services.

Priority 2: Increase the number of individuals eligible for SE services that receive benefits planning services.

Goal: Annually increase the number of individuals eligible for SE services that receive benefits planning services. FY 2017: 108 individuals eligible for SE services received benefits counseling

services; FY 2016: 70 individuals eligible for SE services received benefits counseling services. FY 2015: 255 individuals eligible for SE services received benefits counseling services. FY 2014: 201 individuals eligible for SE services received benefits counseling services.

The strategy that we used to significantly increase the number of individuals eligible for SE services that receive benefits planning services is to consistently offer all of the eligible clients benefits planning services. To accomplish this we made “benefits planning” a mandatory field in our automated case management system. This strategy allowed us to track the number of eligible individuals who were informed and offered benefits planning services as well as those who received benefits planning services.

We are working with the current contracted CRPs to ensure the provision of extended services for a period not to exceed 4 years. We anticipate that extended services will increase our SE costs that need to be paid from our VR Basic Support funds to the contracts.

Hawaii has yet to receive the 2018 SE Grant funds. It is our understanding that we will not be receiving the 2018 SE funds. Accordingly, we are not required to meet WIOA's requirement that 50% of our grant with a 10% state match be reserved for SE services for youth. Our total cost for SE services for FY2017 is \$367,400; for FY 2016 is \$584,200 and for FY 2015 is \$536,407.

B. Describe the factors that impeded the achievement of the goals and priorities.

Priority 1: Increase the number of clients receiving SE services. Goal: Annually increase the number of individuals that receive SE services by 5%. FY 2017: 63 individuals FY 2016: 60 individuals FY 2015: Baseline: 57 individuals received SE services.

Priority 2: Increase the number of individuals eligible for SE services that receive benefits planning services. Goal: Annually increase the number of individuals eligible for SE services that receive benefits planning services by 5%. FY 2017: 281 individuals FY 2016: 268 individuals FY 2015: Baseline: 255 individuals eligible for SE services received benefits counseling services.

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

Standard 1.1 — to increase the number of employment outcomes by 1% or more. • FY 2017: 277 rehabilitations FY 2015: 267 rehabilitations • FY 2014: 263 rehabilitations

Standard 1.2 — to increase the percent of employment outcomes to 55.8%. • FY 2017: 50.29% FY 2016: 43.28% FY 2015: 44.4% • FY 2014: 29.9%. Due to persisting higher rates of underemployment/unemployment of persons with disabilities in Hawaii (over 40%), VR continues to develop partnerships to increase employment outcomes.

Standard 1.3 — to annually equal or exceed 72.6% of all individuals who have achieved an employment outcome that are determined to be in competitive employment, self—employment and Business Enterprise program employment with earning equivalent to at least the minimum wage. • FY 2017: 25.91% FY 2016: 79.17% FY 2015: 79.3% • FY 2014: 95.4%. As previously noted, persisting higher rates of underemployment/unemployment of persons with disabilities in Hawaii (over 40%), VR continues to develop partnerships to increase employment outcomes.

Standard 1.4 — to annually equal or exceed 62.4% of all individuals who achieve an employment outcome in competitive employment, self—employment and Business Enterprise program employment earning at least minimum wage who are individuals with significant disabilities. • FY 2017: 98.25%

FY 2016: 99.52% FY 2015: 99.5% • FY 2014: 99.2%

Standard 1.5 — to annually equal or exceed the ratio (.52) of the average hourly wage of all individuals who exit the VR program in competitive employment, self—employment and Business Enterprise program employment to the average wage of all employed individuals in the State. • FY 2017: 1.92 FY 2016: 1.83 FY 2015: 1.82 • FY 2014: .64

Standard 1.6 — to annually equal or exceed the difference of 53.0 between the percentage of all individuals who enter the VR program and the percentage of all individuals who exit the VR program in competitive employment, self—employment and Business Enterprise program employment earning at least minimum wage who report their income as largest single source of support. • FY 2017: 72.80 FY 2016: 77.51 FY 2015: 75.8 • FY 2014: 58.9

Standard 2.1 — to annually equal or exceed the ratio (.80) of the percent of individuals with a minority background to the percent of individuals without a minority background exiting the program who received VR services. • FY 2017: 0.978 FY 2016: 0.923 FY 2015: 0.9 • FY 2014: 1.0 • FY 2013: 1.0

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

Funds are allocated for the operation of the Statewide Independent Living Council (SILC) to meet the goals and objectives set forth in the State Plan for Independent Living (SPIL). The mission of the Statewide Independent Living Council of Hawaii is to promote independent living and the integration of persons with disabilities into the community and to aid individuals in achieving their goals and basic human rights. The SILC works collaboratively with the Division of Vocational Rehabilitation (DVR) in strategic planning and development of the SPIL required in section 704 of the Rehabilitation Act as amended. In previous years under Innovation and expansion support, SILC monitored, reviewed and evaluated the implementation of the SPIL by connecting with Centers for Independent Living providers, and the community, and designated state entity. SILC also facilitated a minimum of four quarterly meetings and public forums to discuss the needs of Hawaii communities pertaining to Independent Living Services. SILC is expected to continue business as usual with a few additions in responsibilities. In anticipation of the passing of the Workforce Innovations and Opportunity Act (WIOA) and the writing of the fy-17-19 SPIL, the SILC duties will include advocacy and policy change regarding issues affecting people with disabilities on both the state and national level. The addition of Transition as a new core service, transition for youth out of high school and education about independent living, the SILC and CILs may plan workshops educating about advocacy, rights and responsibilities that individuals have affecting each person's independent living knowledge and experience in their community. Innovation and Expansion funds are also allocated for the operation of the State Rehabilitation Council (SRC). The State Rehabilitation Council (SRC) is established in Section 105 of the Rehabilitation Act of 1973, as amended (Act), and 34 CFR 361.16-361.17 of its implementing regulations. The SRC is an active partner in the developmental process of DVR policies and procedures. SRC effectively communicates with

other entities on behalf of persons with disabilities works in partnership with the Vocational Rehabilitation (VR) agency/unit and other councils such as SILC.

q. Quality, Scope, and Extent of Supported Employment Services.

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

VR Services and Supported Employment Services include: Individualized job placement, planning, job analysis, job readiness training, job training at the work site, ongoing supervision and coaching on an as-needed basis, training in various independent living skills, ongoing behavior management, coordination with other partnering agencies and family members, negotiating for necessary job accommodations with the employer, ongoing case management, and assist in acquiring funding for long term support services for job maintenance.

In FY 2015, fifty seven (57) Most Significantly Disabled (MSD) and Significantly Disabled (SD) clients were provided Supported Employment Services under five (5) Community Rehabilitation Programs (CRPs). Of the 57 individuals; 29 were youth with disabilities (ages 14 -24) and 28 were adults with disabilities. \$322,500 was spent on supported employment services.

In FY 2016 & 2017, \$596,407 will be allocated each year to fund direct and contracted Supported Employment Services. This will provide approximately 188 MSD/SD eligible clients Supported Employment Services through a combined service delivery effort of direct services and contracted Community Rehabilitation Programs. Contracted Supported Employment Services for FY 2016 & 2017 will incorporate the following milestone-based services; supported employment on-the-job supports and job retention.

The transition from Supported Employment Services to extended services occurs during the initial phase of the client's employment. The duration of time of transition is determined on a case-by-case basis. VR counselors are required to provide follow up services after the client achieves employment for a minimum of 90 days, up to 24 months after job placement, unless under special circumstances, the counselor and eligible individual agree to extend the time. The final milestone for successful rehabilitation includes the client's long term, extended supports being in place.

2. The timing of transition to extended services.

Supported Employment Services include: Individualized job placement, planning, job analysis, job readiness training, job training at the work site, ongoing supervision and coaching on an as-needed basis, training in various independent living skills, ongoing behavior management, coordination with other partnering agencies and family members, negotiating for necessary job accommodations with the employer, ongoing case management, and assist in acquiring funding for long term support services for job maintenance.

In FY 2015, fifty—seven (57) Most Significantly Disabled (MSD) and Significantly Disabled (SD) clients were provided Supported Employment Services under five (5) Community

Rehabilitation Programs (CRPs). Of the 57 individuals; 29 were youth with disabilities (ages 14 - 24) and 28 were adults with disabilities. \$322,500 was spent on supported employment services.

During 2015 - 2016, \$536,407 will be allocated to fund direct and contracted Supported Employment Services. This will provide approximately 94 MSD/SD eligible clients Supported Employment Services through a combined service delivery effort of direct services and contracted Community Rehabilitation Programs.

The transition from Supported Employment Services to extended services occurs after the individual has completed supported employment services. The duration of time of transition is determined on a case—by—case basis. VR counselors are required to provide supported employment services (e.g., on-going supports and follow up) after the client achieves employment for a period up to 24 months.

Certifications

Name of designated State agency or designated State unit, as appropriate **Department of Human Services**

Name of designated State agency **Department of Human Services**

Full Name of Authorized Representative: **Pankaj Bhanot**

Title of Authorized Representative: **Director**

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;** Yes

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; Yes
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes
6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes
7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; Yes
8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes
9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

Footnotes

Certification 1 Footnotes

* Public Law 113-128.

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

Certification 2 Footnotes

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

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

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

Certification 3 Footnotes

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

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

Additional Comments on the Certifications from the State

Certification Regarding Lobbying — Vocational Rehabilitation

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

Applicant's Organization **Department of Human Services**

Full Name of Authorized Representative: **Pankaj Bhanot**

Title of Authorized Representative: **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)

(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

Certification Regarding Lobbying — Supported Employment

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

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

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

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Statement for Loan Guarantees and Loan Insurance

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

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

Applicant's Organization **Department of Human Services**

Full Name of Authorized Representative: **Pankaj Bhanot**

Title of Authorized Representative: **Director**

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

Assurances

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

1. Public Comment on Policies and Procedures:

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

2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:

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

3. Administration of the VR services portion of the Unified or Combined State Plan:

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

a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.

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

c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.

d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).

e. the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.

The designated State agency allows for the local administration of VR funds **Yes**

f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.

The designated State agency allows for the shared funding and administration of joint programs: **Yes**

g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. **No**

h. the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.

i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act .

j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.

4. Administration of the Provision of VR Services:

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

a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act .

c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act?

Agency will provide the full range of services described above **No**

d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

f. comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.

g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act.

i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

j. with respect to students with disabilities, the State,

i. has developed and will implement,

A. strategies to address the needs identified in the assessments; and

B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and

ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

5. Program Administration for the Supported Employment Title VI Supplement:

a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. Financial Administration of the Supported Employment Program:

a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. Provision of Supported Employment Services:

a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

b. The designated State agency assures that:

- i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act
- ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

Additional Comments on the Assurances from the State