



Delaware (DE) WIOA Matrix

Employment First State Leadership Mentor Program (EFSLMP)

DVR maintains ongoing relationships with several councils throughout the state that have missions related to individuals with disabilities including the State Council for Persons with Disabilities (SCPD), the Developmental Disabilities Council (DDC), the Governor’s Commission for Community Alternatives, the University of Delaware Center for Disability Studies, the Division of Substance Abuse and Mental Health, and the Governor’s Committee on Equal Employment Opportunity (GCEEO). These councils address issues of common concern to the disability community. DVR’s Director participates in the Governors Employment First Taskforce, which is responsible to monitor implementation of Delaware’s Employment First Legislation. DVR participates with the SCPD, a coordinating council for all disability–related councils throughout the State. DVR participates on the DDC including its Adult Issues committee. DVR participates in the Governor’s Task Force on Community Inclusion, a collaboration of state agencies, organizations and entities involved with issues relating to disabilities. (Page 249)

- Delaware’s Employment First Initiative requiring that state agencies that provide services and support to persons with disabilities shall consider, as their first option, competitive employment in an integrated setting for persons with disabilities.
- Interagency collaboration for support and transition services to special populations. This group collaborates with Delaware’s Community of Practice on Secondary Transition for students with disabilities, which is supported initially by a grant from the federal Office of Special Education and Rehabilitation Services (OSERS), Department of Labor Division of Vocational Rehabilitation, and Division on Developmental Disabilities Services.
- Coordination and collaboration of CTE instructors, special education, and ELL staff in secondary school programs.
- Professional development opportunities in statewide conferences and forums on effective practices.
- Data analysis is used to identify effective programs that serve special populations in the most integrated settings possible. Programs requiring assistance to provide access and demonstrate success will also be identified. (Page 383)

Customized Employment

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,

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including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students. The Division of Vocational Rehabilitation (DVR) has a strong relationship established with many transition stakeholders throughout the state. DVR collaborates with the Delaware Department of Education (DOE), including the Exceptional Children Resources and Career & Technical Education Work Groups as well as with the Local Education Agencies and Charter Schools. DVR continues to participate in the State and Regional Transition Councils, the Delaware Community of Practice on Transition and the DOE Cadre meetings. The Division of Vocational Rehabilitation works closely with the DOE and other organizations on a variety of other initiatives to facilitate the transition process for students with disabilities. Some of these initiatives include the annual Transition Conference, Customized Employment Bootcamp, Project SEARCH and the Start on Success program (SOS). DVR and DOE, in collaboration with the Delaware Division for the Visually Impaired (DVI) and the Delaware Division of Developmental Disabilities Services (DDDS), plan and financially support the statewide Transition Conference which continues to draw over 600 attendees, nearly half of whom are transition students. In the spring of 2015, DVR and DOE held the semi-annual Customized Employment Bootcamp for school personnel, DVR staff, community rehabilitation program (CRP) staff and other state agency personnel. This is a long standing training program focused on employment strategies for working with individuals with disabilities, especially high school students and those requiring supported employment services. (Page 252)

DVR will assign a qualified Vocational Rehabilitation Counselor (VRC) to all school programs serving students from grades 9-12. The VRC will maintain a regular schedule with each of their schools to maintain a cooperative working relationship and the LEA/Charter will provide locations within the schools for the VRC to meet with students and staff for planning purposes. The VRC works with the student to explore career opportunities, discuss post-school goals, and collaborate with the schools to develop and implement additional vocationally related training and employment initiatives as needs of students are identified by the transition team. The VRC will also collaborate with schools to address the needs of youth with disabilities at risk of dropping out of school and provide outreach to students potentially eligible for DVR. The Division of Vocational Rehabilitation works closely with the DOE and other organizations on a variety of other initiatives to facilitate the transition process for students with disabilities and provide pre-employment transition services. Some of these initiatives include the annual Transition Conference, Customized Employment Bootcamp, Project SEARCH and the Start on Success program (SOS). The monthly cadre meetings and statewide transition meetings, in which all districts and VR Transition Staff are invited, (Page 257)

DVR continues to work with the Division of Developmental Disabilities (DDDS) and the Division of Substance Abuse and Mental Health (DSAMH) to maintain good inter-agency relationships. DVR, DDDS and DSAMH have Memorandums of Understanding to address program integration, shared staff and employer training, customized employment, the overall shared serving of our mutual consumers and post-employment follow along services. The collaborative efforts with DDDS and DSAMH have enhanced integrated competitive employment and wrap around support services for persons with significant mental illness and cognitive disabilities statewide.

- The Division of Developmental Disabilities Services (DDDS) and DVR have a seamless continuum of service delivery of for supported employment clients from DVR to DDDS for follow-up and extended services and supports. DVR requires supported employment providers be approved DDDS providers and in compliance with annual training requirement per DDDS via Medicaid. On an semi-annual basis, staff training is provided

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through a Supported Customized Employment Bootcamp program that trains DVR supported employment staff, along with representatives from DDDS, DSAMH, the Department of Education, LEAs including individuals from the school districts, charter schools and community rehabilitation providers. This program is jointly funded by DVR, DDDS and DOE and offers training on effective supported employment and business engagement processes. This training facilitates skill building, networking and cross-agency understanding and collaboration to better serve our mutual consumers and local businesses.

- The cooperative agreement specifies which agency is responsible throughout the supported employment process with DVR responsible through employment stabilization. (Page 256)

Supported Customized Employment Bootcamp program that trains DVR supported employment staff, along with representatives from DDDS, DSAMH, the Department of Education, LEAs including individuals from the school districts, charter schools and community rehabilitation providers. This program is jointly funded by DVR, DDDS and DOE and offers training on effective supported employment and business engagement processes. This training facilitates skill building, networking and cross-agency understanding and collaboration to better serve our mutual consumers and local businesses.

- The cooperative agreement specifies which agency is responsible throughout the supported employment process with DVR responsible through employment stabilization. DVR provides funding to the SE provider (Page 265)

DVR is currently meeting semi-annually with all ACT team community partners, specifically front line workers and supervisors, DSAMH ACT management and DVR front line workers to share best competitive integrated employment practices and to apply consistency across providers and agencies. All new community partner employment specialists experience customized employment training via DVR. Quarterly meetings are held with community partners to review contractual employment responsibilities. Contracts with community partners have been modified to require all job ready consumers be registered with DOL one-stop Employment and Training JobLink web based career pathways focused case management system. Progress reports are required monthly. DVR and community partners also work closely with the Business Leadership Network, the Workforce Development Board and with DOL Employment and Training to maximize integrated employment opportunities for the ACT team population. (Page 266)

- * DVR coordinates the Customized Employment Bootcamp training that is provided by George Tilson, Ed.D, formerly with TransCen, Inc., to provide job development and coaching training to front line staff at the community rehabilitation programs (CRP). The training program certifies staff providing services through the programs. The training was held once in 2015, training 20 CRP staff. Bi-monthly training work groups have been held with DVR, DDDS and CRP staff, along with Dr. Tilson, to determine training needs in Delaware and the capacity to increase the Bootcamp training. DVR is working with Dr. Tilson to develop a “Train the Trainer” component to the Bootcamp and offer it quarterly, increasing the capacity to 80–100 staff being trained per year. DVR works with the Department of Education, the Division of Developmental Disabilities Services, and the Division of Substance Abuse and Mental Health to fund and coordinate training through a SE Consortium of state agencies. (Page 299)

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Braiding/Blending Resources

DDOE will determine the service area with the highest need for Integrated English Literacy and Civics Education services based on the number of individuals with English language acquisition needs according to American Community Survey/US Census and state data. The goal of the Integrated English Literacy and Civics Education Program will be to prepare the English Language Learner based on their individual needs and current skills for entry into an “in-demand” job and/or transition into postsecondary education and/or training for career advancement. The DDOE will continue its efforts with the DWDB, local vocational technical schools and the community college to develop career pathways for English Language Learners. The DDOE will offer technical assistance to programs regarding the braiding of funding from local, state, federal and private sources to support this type of program. (Page 239)

Individuals with disabilities served through other components of the statewide workforce investment system also participate in DVI. DVI has currently developed an agreement with the Division of Employment and Training, the sole contractor responsible for implementation of the Delaware Workforce Development Board’s Job Centers. Within this agreement DVI shall enroll all employment ready customers into the Delaware Job Link System to seek job matches, build resumes, and to improve upon the blending/braiding of systems/funding in Delaware with respect to workforce funding. In establishing the 2017-2018 State Plan it is undetermined and to what extent that individuals with visual impairments are benefitting from other components of the Statewide Workforce Development System. In establishing the combined State Plan DVI entered into a Memorandum of Understanding (MOU) with the Division of Employment and Training to track and share data on a quarterly basis of how many individuals are being referred between program partners and utilizing their services. (Page 333)

Section 188/Section 188 Guide

Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I financially assisted program or activity;

Title VII of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against individuals with disabilities; (Page 97)

2. All proposals funded through this Request for Proposal (RFP), when viewed in their entirety, will be readily accessible to disabled individuals and will conform with all non-discrimination and Equal Opportunity laws and regulations covered by Section 188 of the Workforce Innovation and Opportunity Act.
3. All proposers must establish linkages with other state and community agencies in order to assure the delivery of services indicated above. (Page 112)

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DEI/Disability Resource Coordinators

No specific disability related information found.

Other State Programs/Pilots that Support Competitive Integrated Employment

DVR worked closely with the local schools to ensure students were informed of the opportunities prior to summer break. Some schools provided students with transportation to and from the programs to ensure they could participate in the opportunity. DVR is anticipating an expansion of the pilot for the 2015–2016 school year and summer. Continuous Improvement a. Project Search/ Steering Committees have been developed for both Project SEARCH (PS) programs in Delaware and are comprised of representative from each of the partners, the host business, (Page 253)

In the fall of 2012, DVR and the Delaware Department of Education collaborated with Goodwill of Delaware, Christiana Care Network, and Red Clay School District to pilot Project SEARCH in Delaware. After a long planning period, a second Project SEARCH site began in the fall of 2014 in Kent County Delaware, at Bayhealth Medical Center. DVR published a Request for Proposal for both SEARCH sites beginning in the fall of 2014. Contracts were awarded and services implemented in August of 2014. Community Integrated Services and Autism Delaware, Productive Opportunities for Work and Recreation (POW&R) jointly provide Project SEARCH programming for both Bayhealth Medical Center in Kent County and Christiana Care Network in New Castle County, collaborating with Dover and Red Clay school districts. The first Project SEARCH site, at the Christiana Medical Center Hospital just completed its third year of services. It is a highly successful, highly regarded program in Delaware. Project SEARCH is now operating at or near capacity; a positive increase of service delivery to transition youth in two of the three counties in Delaware with an aspirational goal of expansion in 2016 to Sussex County.

The Start on Success (SOS) Program, a model similar to SEARCH, is very successful in the State of Maryland. The program combines classroom training in job readiness and soft-skills, with skill training at an employer site, using onsite supports. After a review of the program and its successes, Delaware DVR decided to pilot Start on Success Program to Delaware. In FY 2013, DVR contacted Humanim, the service provider administering the SOS program in Maryland. A Cooperative Agreement was developed and in January 2014 Humanim implemented the SOS program in Delaware with the YMCA as the employer. The Program expanded to a second site at the Veterans Administration Hospital in Elsmere, Delaware in the fall of 2014. (Page 258) 5: Address the needs of transition youth and adults who are not college-bound Performance Objectives and Measures DVR is infusing the agency's program with information about developing individual career pathways in high-demand industries as well as using the career pathways developed by the Delaware Division of Employment and Training. The career pathways process assists individuals in identifying the steps necessary to develop short-term and long-term vocational goals. Often, the individual is able to enter a pathway by obtaining an entry-level credential that does not require a college degree. Other individuals who are not able to continue in their previous employment may be able to move onto a different pathway using transferable skills or by obtaining additional credentials. DVR has provided overview training on developing career pathways as a counseling technique and the use of the DET's Joblink program to all DVR staff. DVR, through the Job Driven Vocational Rehabilitation Technical Assistance Program, is piloting a project in one field office where staff is

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getting additional training and support for implementing the career pathways process. 1. During FY 2016, DVR will provide training and support for one field unit to pilot the intensive and consistent use of career pathways in the development of the Individualized Plans for Employment. (Page 281)

Financial Literacy/Economic Advancement

- A. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
- B. Alternative secondary school services, or dropout recovery services, as appropriate;
- C. Paid and unpaid work experience that have as a component academic and occupational education, which may include –
 - i. summer employment opportunities and other employment opportunities available throughout the school year;
 - ii. pre-apprenticeship programs;
 - iii. internships and job shadowing; and
 - iv. on-the-job training opportunities
- D. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in section 123;
- E. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- F. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
- G. Supportive services;
- H. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
- I. Follow-up services for not less than 12 months after the completion of participation, as appropriate;
- J. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; as appropriate;
- K. Financial literacy education;
- L. Entrepreneurial skills training;
- M. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and

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- N. Activities that help youth prepare for and transition to postsecondary education and training. (Page 100)
2. Youth served will receive the following mandated program elements:
- (e) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
 - (j) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral;
 - (k) Financial literacy education; and
 - (m) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration. All other mandated program elements are not required to be provided but the provider must demonstrate how the service options will be made available to all youth participants. The specific program services that are provided to each youth participant will be based on the participant's objective assessment and individual service strategy. (Page 101)
 - (ii) pre-apprenticeship programs;
 - (iii) internships and job shadowing; and
 - (iv) on-the-job training opportunities d. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations;
 - e. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
 - f. Supportive services;
 - g. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
 - h. Follow-up services for not less than 12 months after the completion of participation, as appropriate;
 - i. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; as appropriate;
 - j. Financial literacy education;
 - k. Entrepreneurial skills training;
 - l. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services;
 - m. Activities that help youth prepare for and transition to postsecondary education and training. n. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. (Page 165)

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Benefits

b. Pre-Employment Transition Services projects For the past 2 year, DVR has worked with local provider agencies to develop programming related to the 5 core Pre-Employment Transition Services for transition students ages 14-21 potentially eligible for DVR. In the summer of 2015, DVR was able to offer 11 different programs related to work-based learning experience, career exploration and employment readiness training, and exposure to opportunities for higher education. In 2016, that initiative was expanded to 20 summer and school year programs. The collaboration among DVR, DOE, the LEAs and providers has been exceptional with everyone seeing the value of connecting students to these opportunities. There are many opportunities to monitor and evaluate the programs, both formally and informally. Staff from DVR and many of the schools take time to visit and observe the programs and students while participating. Agencies are required to provide students with pre- and post-testing as one way to evaluate program effectiveness. In addition, agencies are asked to collect information on each student participating and submit formal program reports upon completion of the program. These reports include individual student information and/or overall program evaluation summaries. In addition to the more formal documentation, anecdotal information is shared by students, school staff and family members who see the benefits students gain by participating in these programs. (Page 254)

There are a variety of factors which influence the referral process for students, including school staff not believing a student can work (low expectations, lack of understanding of adult services and supports available, etc.), families not supporting employment as a goal for their child (safety concerns, fear of losing benefits, lack of understanding of adult services and Supported Employment, low expectations etc.), students not choosing employment (limited or lack of exposure to career options, limited understanding of disability and support needs, lack of training in self-advocacy, etc.), and lack of CRP experience to provide SE services to individuals with the most significant disabilities (lack of training and/or experience). Goals and priorities for supported employment (SE) services include:

- expanding the reach of SE services to more students prior to them exiting from high school by providing more outreach to schools, students and families
- connecting students to adult services while still in school, thereby eliminating gaps in services,
- providing students opportunities to participate in assessments and career exploration activities (Page 258)

School to Work Transition

The School to Work Transition Program at DVR consists of eight Transition Counselors and four Transition Assistants throughout the state. Each counselor is assigned to specific school districts, charters and non-public schools in order to ensure students with disabilities are receiving VR services prior to exiting from high school. VR Counselors work with the students, primarily in the schools, to develop their Individualized Plan for Employment and plan for services related to their post-high school employment goals and to provide students with career exploration and vocational counseling and guidance, including Pre-Employment Transition Services. In addition, VR Transition Counselors attend Individual Education Plan (IEP) meetings to explain services and make recommendations to assist the student, family and school staff with transition planning and career preparation. (Page 257)

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In order to provide supported employment services throughout Delaware, DVR has cooperative agreements with the agency that serves individuals with significant mental illness, the Division of Substance Abuse and Mental Health (DSAMH), and with the agency that serves individuals with cognitive disabilities, the Division of Developmental Disabilities Services (DDDS). The agreements are monitored by workgroups that review the programs, identifying best practices and areas that need improvement. As delineated in the cooperative agreement, DVR and DDDS collaborate to provide supported employment services to transition-age students and youth and to adults with cognitive/developmental disabilities. The Early Start to Supported Employment Model provides Supported Employment Services to students with developmental disabilities transitioning from school to work. The Department of Education, the Division of Developmental Disabilities Services and the Division of Vocational Rehabilitation have a cooperative agreements to reflect newly implemented effective practices. For individuals with cognitive disabilities, (Page 259)

Once DVR pays the final milestone at 90 days of employment, DDDS, through a community provider, assumes responsibility for the long-term follow-along extended services.

- The Early Start to Supported Employment Model provides Supported Employment Services to students with developmental disabilities transitioning from school to work. The model has been refined since its inception in 2005, adding Customized Employment principles and working with providers to begin services earlier, in the year prior to the student's exiting year. (Page 265)

In response to WIOA, DVR initiated Transition Youth Summer Pilot programs in the April 2015 through an informal RFP process highlighting the tenants of the Pre-Employment Transition Services legislation. Fourteen (14) proposals were received and eleven (11) contracts were awarded as a result. In June and July 2015 programming was implemented. Job training in customer service, culinary arts, retail sales and hospitality was provided, along with employability skills, within the context of paid summer internships for youth. An additional pre-college experience was afforded to participants. The summer pilot program targeted students with a disability, ages 14–21, enrolled in school, and who are likely to be potentially eligible for DVR services. This engaged students not previously served in integrated employment environments. The outcome of the pilot programs has been positive feedback from youth, their families, and providers along with host businesses. Based upon outcomes and impact DVR is exploring expansion of these services throughout the school year to enrolled students with a disability. DVR is exploring expansion of these services to meet the needs of out-of-school youth with a disability in 2016. (Page 258-259)

There is continued collaboration between DVR and Delaware Technical Community College (DTCC) in the initiative to provide intensive educational supports for graduating transition students enrolled in remedial programs at DTCC. The supported education project provides workshops in Math, English and Reading to transition youth, along with some additional specialized study skills training. Over the years, the initiative has grown from one campus to all of the four DTCC campuses statewide, and DVR has started a pilot program in New Castle County by identifying a College VR Counselor who works primarily on the Wilmington and Stanton campuses. This initiative began in August 2015 in order to provide additional VR supports to college students and allow the high school transition counselors to begin working with transition students prior to their Senior year. (Page 255)

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Pursuant to section 603(d), DVR recognizes the requirement to reserve 50% of its supported employment allocation on transition-age consumers with the most significant disabilities and will achieve that requirement through the Early Start to Supported Employment program (ESSE). The Division of Vocational Rehabilitation, the Department of Education and the Division of Developmental Disabilities Services (DDDS) collaborate with the local education agencies, community rehabilitation providers, businesses, families and students with disabilities to implement ESSE. The ESSE philosophy is that all persons, regardless of disability, are able to be employed and be successful, active, participating members of their communities. The ESSE program starts two years prior to the student exiting high school through the identification of students and assistance and encouragement to apply for services under DVR and DDDS. The program offers students an opportunity to gain exposure to work in the community and assists them with learning and retaining employment related skills. It provides a more seamless transition from school to work and alleviates student and family stress during the transition to life after high school. (Page 286)

3. Expand opportunities for students to transition from school to work. Transition students and youth served by DVR have a wide range of disabilities and vocational needs. They require quality training programs that focus on careers available in the labor market in order to get employment.

- Support training for school to careers transition counselors to enable them to meet the unique needs of youth with disabilities.
- Work with the Department of Education and the Division of Developmental Disabilities Services to provide supported employment to common clients under the Early Start to Supported Employment program. (Page 291)

In the fall of 2012, DVR and the Delaware Department of Education collaborated with Goodwill of Delaware, Christiana Care Network, and Red Clay School District to pilot Project SEARCH in Delaware. DVR published a Request for Proposal for both SEARCH sites beginning in the fall of 2014. Contracts were awarded and services implemented in August of 2014. Community Integrated Services and Autism Delaware, Productive Opportunities for Work and Recreation (POW&R) jointly provide Project SEARCH programming for both Bayhealth Medical Center in Kent County and Christiana Care Network in New Castle County, collaborating with Dover and Red Clay school districts. A second Project SEARCH site began in the fall of 2014 in Kent County Delaware, at Bayhealth Medical Center. (Page 298)

Data Collection

III (b) (1) (B) Data Collection. Presently, the data-collection and reporting processes for the WIOA core programs is not integrated. The data-collection and reporting processes for all DOL programs and activities is executed in the DJL system. The data-collection and reporting processes for DOE programs is carried out by the Literacy Pro system for the Adult Education program and the AWARE system for the Vocational Rehabilitation programs. Information reported by U.S. DOL and U.S. DOE on August 13, 2015 in a Workforce3 One seminar indicated the WIOA annual report would be submitted by core programs directly to their respective U.S. Federal agencies. Activities to integrate systems among the core programs are contingent upon final WIOA regulations. (Page 68)

The Core Partners in Delaware have a history of working together when data exchanges are necessary. Presently, the data-collection and reporting processes for the WIOA core programs are not integrated. The data-collection and reporting processes for all DOL programs and activities is

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The Core Partners in Delaware have a history of working together when data exchanges are necessary. Presently, the data-collection and reporting processes for the WIOA core programs are not integrated. The data-collection and reporting processes for all DOL programs and activities is executed in the DJL system. The data-collection and reporting processes for DOE programs is carried out by the Literacy Pro system for the Adult Education program and the AWARE system for the Vocational Rehabilitation programs. Information reported by U.S. DOL and U.S. DOE on August 13, 2015 in a Workforce3 One seminar indicated the WIOA annual report would be submitted by core programs directly to their respective U.S. Federal agencies. Activities to integrate systems among the core programs are contingent upon final WIOA regulations. (Page 148)

Small Business/Entrepreneurship

The purpose of this Memorandum of Understanding (MOU) is to establish the design framework and partnerships of the State of Delaware's One Stop Delivery System, hereafter referred to as the System. While this is a requirement of the Workforce Innovation and Opportunity Act (WIOA), the intent is to create an atmosphere of cooperation and collaboration among Partners. By working together, Partners can identify current and future workforce skills, promote post-secondary education, develop lifelong learning strategies, and foster the entrepreneurship spirit for Delaware citizens. A highly educated, skilled, and talented population will enable Delaware to compete in the global economy. This MOU is between the Delaware Workforce Development Board (DWDB), hereafter referred to as the "Board", the Delaware Department of Labor, Division of Employment and Training, hereafter referred to as "DOL/DET", and Department of Health and Social Services, Division for the Visually Impaired, hereafter referred to as the Partner. This MOU establishes roles and responsibilities for the Partners. A list of Partners and the applicable programs is found in section IV of this MOU. (Page 51)

Career Pathways

Delaware Department of Labor Division of Vocational Rehabilitation (DVR) Weakness Assessment. DVR's focus is to help Delawareans with disabilities overcome barriers to employment. The employment gap between Delawareans with and without disabilities is 38.7% and research suggests that a best practice to close this gap is Career Pathways focused counseling strategies, which DVR will be implementing. (Page 30)

Core programming for DVR consumers centers around individualized plans for employment for each consumer that use Career Pathways counseling and assessments and OOLMI data and business/educational partnerships that allow for and support the employment of all eligible DVR consumers towards meaningful integrated employment. DVR is working with core partners to develop a single referral process so clients can access multiple support services simultaneously to assist in completing training and employment goals. (Page 49)

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DVR is employing Career Pathways counseling strategies as both an assessment and planning tool for every consumer moving forward. Recognized certificates and credentials are integral parts of consumer's plans for employment. DVR is working with our training and education providers to insure that wherever possible, certificated and credentialed post-secondary education happens. Please also refer to our state plan. (Page 59)

- D. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program;
- E. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described in section 116(b)(A)(ii) (Page 108)
 - a. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants; (Page 140)

Address the needs of transition youth and adults who are not college-bound Performance Objectives and Measures DVR is infusing the agency's program with information about developing individual career pathways in high-demand industries as well as using the career pathways developed by the Delaware Division of Employment and Training. The career pathways process assists individuals in identifying the steps necessary to develop short-term and long-term vocational goals. Often, the individual is able to enter a pathway by obtaining an entry-level credential that does not require a college degree. Other individuals who are not able to continue in their previous employment may be able to move onto a different pathway using transferable skills or by obtaining additional credentials. DVR has provided overview training on developing career pathways as a counseling technique and the use of the DET's Joblink program to all DVR staff. DVR, through the Job Driven Vocational Rehabilitation Technical Assistance Program, is piloting a project in one field office where staff is getting additional training and support for implementing the career pathways process. (Page 281)

28. Eligible youth programs will provide: WIOA requires: a. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants; b. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance that shall identify career pathways that include education and employment goals (including in appropriate circumstances, nontraditional employment), and appropriate services for the participant taking into account the assessment conducted; c. Preparation for postsecondary educational and training opportunities; d. Strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials; e. Preparation for unsubsidized employment opportunities, in appropriate cases; f. Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential; g. Effective connections to employers, including small

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employers, in in-demand industry sectors and occupations of the local and regional labor markets. (Page 164-165)

- A. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program; (Page 183)
- B. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described in section 116(b)(A)(ii) and that shall identify career pathways that include education and employment goals (including in appropriate circumstances, nontraditional employment), and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A), except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program; (Page 184)

How the program will coordinate with other entities to support supplemental services needed by participants to successful complete their studies;

16. The program's history in maintaining a high quality information management system that can report measurable participant outcomes and monitor program progress;
17. Is the program located in an area with a demonstrated need for additional English language acquisition and civics education programs based on valid and reliable data;
18. How the program will meet the State adjusted levels of performance and how data will be collected to report on performance indicators;
19. How the program will coordinate with other entities including the Delaware Division of Vocational Rehabilitation, to support individuals with disabilities in the completion of their goals; Services to be provided through Title II RFP Process Applicants will also have to describe the types of services they wish to offer and the strategies they will use to deliver the services. The services required for funding consideration are:
 - Appropriate contextualized instruction, including critical thinking skills, focusing on reading, numeracy and writing content areas as described in the National Reporting System guidance for eligible participants based on entry assessment scores. Instruction will be available for grade level 0 – 12.9. (Page 238)

The DDOE uses funds available under Section 222(a)2 to support the required leadership activities described in Section 223. No more than 12.5% of the state's AEFLA allocation will be allocated to fund these activities. (1) To support the required activities under Section 223(a)(1)(A), DDOE will work with core programs and one-stop partners to align services in support of the state's

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workforce development plan. This coordination will include but not be limited to: the development of career pathways to provide access to employment and training services for ABE and ESL students in adult education programs; alignment of assessments; seamless interagency referrals; and cross training of staff regarding partner services. (Page 241)

- * DVR does a great job at transition services and PETS. Continue to look for opportunities to serve students with unique, innovative programs to support students in career pathways.
- * Representative or DVR counselor attend the IEP meeting. Expand Project Search to Sussex County.
- * Wished Voc Rehab coordinated with Special Educators to host WIOA transition workshops during school day. Youth self-advocates need to be included.
- * Please see comment above re: data driving funding allocations. Transition is so very important and more than 7 transition counselors are necessary to allow every student a chance to transition into work/secondary education.
- * Transition services are restricted by the DOE's counselors in high school by lack of understanding of career path services for students vs college oriented advisement.
- * I wonder how many disabled students in the school systems could benefit from VR services. The identified 1000 is good. Increased numbers of services provided is very good.
- * Provide workshop and conference information and materials to counselors, school resource personnel through organizations such as DE NASW (National Association of Social Workers) and the Mental Health Association.

Goal: 4 presentations per year. (Page 247)

Agency Response: DVR agrees with this recommendation. DVR recognizes that adults with disabilities, including adults with acquired physical disabilities, will continue to require services. The majority of DVR's counselors have served, and will continue to serve, adults with disabilities. As part of DVR's initiative to bring Career Pathways focused counseling throughout the agency, DVR counselors will be trained about how to use Career Pathways with adults with acquired disabilities. The concept of multiple entrance and exit points in Career Pathways is particularly relevant as individuals with acquired physical disabilities frequently have transferable skills that will enable them to move elsewhere in the career cluster or to a non-entry-level position on another Career Pathway. (Page 248)

It was determined that certain consumer groups and certain geographic areas had additional service needs; therefore, in May 2014 a supplemental RFP for supported employment, and job placement services with ASL was advertised. Seven proposals were received with three specifically to serve counties with fewer providers for consumers. As a result of successful negotiations DVR increased community based service providers to 50 statewide. It has been determined that an additional supplemental RFP be published in late 2015 or early 2016 to increase both competitive and supported employment services to meet the diverse needs of consumers and increase capacity. The RFP is intended to seek services that reflect the WIOA. (Page 258)

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The DVR in-house Business Relations Unit will utilize labor market information and work with businesses to identify those jobs considered in-demand and high growth sectors. This information will be provided to DVR counselors for developing career pathways in addition to creating training and work opportunities for individuals with disabilities. In partnership with business, DVR will gather real-time labor market information based on current conditions, industry and skills segments to identify workforce needs and supports and align credentialed training with community programs to meet those needs and demands. (Page 262)

DVR is currently meeting semi-annually with all ACT team community partners, specifically front line workers and supervisors, DSAMH ACT management and DVR front line workers to share best competitive integrated employment practices and to apply consistency across providers and agencies. All new community partner employment specialists experience customized employment training via DVR. Quarterly meetings are held with community partners to review contractual employment responsibilities. Contracts with community partners have been modified to require all job ready consumers be registered with DOL one-stop Employment and Training JobLink web based career pathways focused case management system. Progress reports are required monthly. DVR and community partners also work closely with the Business Leadership Network, the Workforce Development Board and with DOL Employment and Training to maximize integrated employment opportunities for the ACT team population. (Page 266)

DVR is providing training to all staff to assist with understanding the labor market. At a recent, agency-wide program, staff received training regarding Career Pathways and how to use pathways established through the Division of Employment and Training to assist individuals with disabilities to identify career goals and the steps and certifications necessary to reach short-term and long-term employment goals. (Page 271)

The Division, with technical assistance from the Division of Employment and Training and the JDVRTAC, is working towards the development and structural growth to engage career pathways into our business process. This philosophical shift in services and business process will involve training our VR Counselors in WIOA and agency shared expectations. There is also mass email distribution to staff, when publications and webinars are available and applicable to their work, through our national resource centers such as the Institute for Community Inclusion, Commission on Rehabilitation Counselor Certification, etc. (Page 272)

The SRC noted that many of the transition services offered by school counselors focus on preparation for college. Students who are not college-bound need assistance in identifying career pathways and plans to achieve the required experiences and training both as part of their educational experience and through DVR services. DVR is training the DVR staff about career pathway-focused planning and working with the Delaware Department of Labor, Division of Employment and Training to increase access to the credential-bearing programs that lead to employment in Delaware. DVR is also working with the community rehabilitation programs to develop industry-recognized credentials as the end-product of training programs. (Page 277)

Identify, at minimum, one new referral source annually and provide outreach presentations at least semi-annually.

2. Work with the Division of Services for Aging and Adults with Physical Disabilities to create Supported Employment follow along funding for individuals with physical/orthopedic disabilities who have most significant disabilities.

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3. In the absence of identified follow-along through DSAAPD, utilize DVR funding to provide extended follow-along for individuals with physical/orthopedic disabilities who have most significant disabilities for up to four years.

GOAL 5: Address the needs of transition youth and adults who are not college-bound
Performance Objectives and Measures DVR is infusing the agency's program with information about developing individual career pathways in high-demand industries as well as using the career pathways developed by the Delaware Division of Employment and Training. The career pathways process assists individuals in identifying the steps necessary to develop short-term and long-term vocational goals. Often, the individual is able to enter a pathway by obtaining an entry-level credential that does not require a college degree. Other individuals who are not able to continue in their previous employment may be able to move onto a different pathway using transferable skills or by obtaining additional credentials. (Page 281)

In FY 2016, DVR implemented a focus on career pathways for all DVR consumers. Implementation included agency-wide training on what career pathways are and how to include career pathways information in vocational rehabilitation counseling and guidance. DVR is also improving its vocational evaluation process to help consumers, including transition students and youth, identify short and long-term vocational goals. Career pathways and informed choice are key to assisting students and youth to identify steps in building the credentials to meet their goals. Programs at the postsecondary level, both at community rehabilitation facilities and postsecondary education institutions, are being given DVR support to develop and offer industry-recognized credentials that coordinate with career pathways in the local economies. (Page 288)

DVR holds quarterly meetings with the community rehabilitation programs to review accomplishments and identify ways to improve effectiveness. The division is helping the community rehabilitation programs to understand anticipated changes that will be forthcoming under the WIOA regulations. In incorporating WIOA and the move towards implementing the use of career pathways, DVR is moving away from programs that offer certificates of completion towards programs that offer national industry-recognized credentials and is in the process of incorporating the requirement of industry-recognized credentials to the fullest extent possible. For occupations for which there are no nationally recognized credentials, DVR, in conjunction with businesses, education and training providers, and WIOA partners, towards the development of local, industry-recognized standards and credentials. (Page 289)

The Career & Technical Education and STEM Initiatives workgroup provides leadership and technical assistance in an ongoing effort to meet or exceed the state's adjusted levels of performance. Delaware career and technical education programs at the secondary level must meet the career and technical education requirements under Title 14, Section 525 (Appendix A) and align with the career pathway requirement under Title 14, Section 505 (Appendix B) of the Delaware Administrative Code. Further, all programs must be approved by the State and appear on the state-approved course list for the applicable funding period. Secondary programs of study will meet state and/or nationally developed standards and apprentice related-training programs will follow applicable State apprentice training requirements under Title 19, Section 1100 of the Delaware Administrative Code. Community college programs must be approved by the Board of Trustees at the Delaware Technical Community College. (Page 367)

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Employment Networks

While individuals with unidentified disabilities usually receive services within the general population due to personal choice, when disabilities are identified specific services are available. DOL–DET is a Ticket to Work Employment Network provider. Through signage, videos and discussion with one stop staff, individuals who are receiving social security and want to learn more about this program with are offered an initial assessment with a case manager. (Page 153)

MSFW's will have access to the full array of employment and training services available at the American Job Centers, the Mobile One Stop(MOS) on line services and or through the NJFP partner at a community based partner site to be determined. MSFW's are entered in the Delaware employment network, Delaware JobLink upon notice of their arrival from the agricultural growers and registered by the SMA. At this point of entry employment service delivery begins. (Page 230)

Under the Ticket–To–Work Initiative, DVR has contacted all Employment Networks (EN) that have agreed to serve Delaware. Currently, eight community rehabilitation facilities contracted through DVR are registered as ENs. The Delaware Department of Labor's Division of Employment and Training became registered as an EN in 2011 and began receiving Ticket to Work referrals. (Page 259)

* All enclosed information is cited directly from final state plan as of February 23, 2017

Find your local state plans here: <https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/index.html>