Georgia (GA) WIOA Matrix

**Employment First State Leadership Mentoring Program (EFSLMP)**

No disability specific information found regarding this element.

### Customized Employment

The Georgia Pathways to Work program is designed for youth, ages 14 to 24, who have a disability and are either in school or out-of-school youth. This demonstration program contains the following elements:

- Development of comprehensive array of service for the over 3,000 project participants in either a school or community, integrated setting: Pre-Employment Transition Services (Pre-ETS) (including assessments for determining level of understanding career pathways selection for the participants); CAPI; and, customized employment to address the complexities of individualization. (Page 256) Title II

Department of Behavioral Health and Developmental Disabilities (DBHDD): Georgia Vocational Rehabilitation Agency (GVRA) has a formal MOU with DBHDD that utilizes the SE IPS model. This MOU covers both the behavioral health and developmental disabilities divisions of DBHDD to serve those individuals using Supported and Customized Employment. This agreement allows VR services to collaborate statewide with a network of providers including CSBs for the provision of SES. These agencies prepare VR clients for permanent jobs through supported employment and complementary services. The CSBs provide a wide scope of outpatient, day, residential housing, and community-based services that include SE. The Memorandum of Understanding with DBHDD allows for improved coordination of efforts to serve those with the most significant disabilities. (Page 262) Title II

Annual On-going Staff Development Training Sessions: GVRA provides annual training opportunities to staff in an effort to grow the team’s knowledge base in providing services to individuals and to ensure that staff is prepared when changes occur to policies and practice standards. The following training sessions have been developed based on the feedback from personnel on what is pertinent to achieving high standards in service delivery:

1. Disability-Specific Topics (including Positive Behavioral Supports training for counselors who have clients with Most Significant Disabilities, Deaf Culture Literacy, and Individualized Placement and Support Training for Counselors Handling Clients with Severe & Persistent Mental Illness.
2. Customized Employment Training.
3. Case Management.
4. Eligibility for Services.
5. IPE Development.
6. Varying Types of Caseloads (including Supported

Access to Supported Employment: There are concerns that there is both a paucity of Supported Employment Providers, and that from the supported employment providers’ perspective, SES are cost-prohibitive. Concerns regarding access to Supported Employment have highlighted the following needs for services expansion: (1) Increase in SES, especially for those individuals with significant disabilities. Many of these individuals have limited or no access to SES. (2) Increase in both services and actual Customized Employment opportunities. (3) Increase in the availability in specific skills training that is actually aligned with real jobs within the state and less on generic training.  

Braiding/Blending Resources  
Most of these services made available to employers are in response to an immediate separation event. Additional opportunities may be discussed with employers when there is adequate time and opportunity for layoff aversion efforts. The foundation of Georgia’s layoff aversion strategy are activities which gather information and build partnerships. The State focuses on exploring and sharing labor market information which may predict opportunities for intervention in the workforce system. It then utilizes this information to engage in outreach through multiple partners, such as GDOL’s BSU and GDeC, to engage businesses in workforce discussions. These conversations reveal opportunities for the State and LWDAs to intervene in offering strategies such as IWT to help businesses upskill workers to become more productive or to learn on new technologies. Georgia has also had success leveraging upcoming separation events as a talent base to fill job openings with other businesses seeking skilled talent by hosting job fairs and recruitment events in coordination with the employer of separation.  

The primary strategy GVRA has used in realizing key achievements has been to establish and formalize partnerships. GVRA recognizes that in a time of decreasing resources and increasing need, leveraging the capacity of strategic partners is the only way to meet the needs and individual goals of persons served. Additionally, rich data through program evaluation, State Rehabilitation Council input, and constituent feedback has been used to inform and guide significant changes to GVRA over the past year. Finally, through the addition of personnel and providers who are experts in serving individuals with disabilities, GVRA has been able to identify and incorporate new evidence-based practices into its VR services as part of these ongoing changes.  

DEI/Disability Resource Coordinators  
No disability specific information found regarding this element.
**Financial Literacy/Economic Advancement**

No disability specific information found regarding this element.

### School to Work Transition

Georgia Vocational Rehabilitation Agency is requesting a waiver of statewideness for Project Search. Project Search is only offered in a subset of communities across Georgia as it is not available in every county. It is a collaboration between businesses, schools, and GVRA. The Project SEARCH High School Transition Program is a unique, one-year, school-to-work program for young people with intellectual and developmental disabilities that takes place entirely at the workplace. This innovative, business-led model of school-to-work transition features total workplace immersion, which facilitates a seamless combination of classroom instruction; career exploration; and hands-on, worksite-based training and support. The goal for each student is competitive employment. Project SEARCH was developed at Cincinnati Children’s Hospital Medical Center, and has been implemented at several sites in Georgia involving the collaborative effort of the Transition Unit of GVRA, area school systems, and several of Georgia’s leading employers. GVRA is working to add Project Search partners across the state to create more opportunities for youth with significant disabilities in obtaining real-life work experience that improves successful transitions from school to adult life. (Page 252) Title IV

GVRA will develop policies that address the WIOA requirements, ensure coordination of services with GaDOE, and meet the needs of youth with disabilities in and out-of-school. VR program’s current transition policies are as follows:

449.1.01 Vocational Rehabilitation (VR) staff shall recognize that every student or youth, regardless of the severity of his or her disability, is considered able to benefit in terms of a competitive integrated employment outcome.

449.1.03 VR shall provide students 14 to 22 years old Pre-Employment Transition Services (Pre-ETS) that allows them to explore the world of work and engage in work based learning opportunities for the purpose of becoming employed in a meaningful career. If individualized services are needed in addition to Pre-ETS, VR shall provide these services following VR policy of application, determination of eligibility, comprehensive needs assessment and IPE development. (Page 257) Title IV

Another component of the Interagency Cooperative Agreement is transition planning for educational agencies that facilitate the development and implementation of IEPs. The agreement stipulates the following:

i. VR provides GaDOE the eligibility criteria for VR services; works collaboratively with local school districts to identify and locate students with disabilities who may be in need of services; and, develops, in conjunction with the eligible student, an IPE prior to the student’s graduation. This plan includes VR services that are determined to be appropriate for the student.

ii. Each school district receives intensive, rehabilitation services for earlier identification of and
iii. VR works with each eligible student to develop a work plan and determine the VR services appropriate to the students’ goal. (Page 258) Title IV

GVRA has developed hiring and retention competencies necessary to improve individual performance and agency outcomes. Georgia State law does not require certification or licensure for rehabilitation professionals or paraprofessionals; therefore, GVRA established the CSPD standard for the VR Counselor position. This is the CRC credential awarded by the CRCC and it follows national standards.

The CRC is the VR staff person with the authority to determine eligibility and priority category, develop Work Plans (IPE) including all amendments and all reviews, authorize funds, and close cases. One hundred percent (100%) of Georgia’s CRCs meet the CSPD standard and are eligible to independently perform core functions. The remaining counselors have obtained either a bachelors or master’s degree, work under the supervision of a CRC, and are encouraged to complete the education and certification process to become a CRC. (Page 278-279) Title IV

Based on the trend analysis and the steady growth that is projected, in 2020 VR services will be serving 25% more clients than this year. In addition, as shown in the estimates above, GVRA intends to increase the development of Individualized Plans for Employment (IPEs) from 50% to 66% of the individuals who apply for VR services in the given year. For example, in FY2020, GVRA estimates that the organization will develop IPEs for 11,069 of the 16,462 individuals who apply for VR services. (Page 287) Title IV

When an individual is determined eligible for VR services and assigned to a priority category that is closed for services, they shall be placed on a waiting list to be served in the chronological order in which they were determined eligible. Individuals who are currently participating in an active IPE prior to the closing of the priority category for which they are assigned, shall continue to receive services. As closed priority categories are re-opened, individuals will be moved off of the waiting list in a chronological order with those with the most significant disability (Priority Category 1 and 2) being served first.

GVRA shall administer and conduct its vocational rehabilitation program activities without regard to age, gender, race, color, creed or national origin. No qualified individual with disabilities shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under the VRP because the program’s or a provider’s facilities are inaccessible or unusable. (Page 292) Title IV

GVRA is only its third year of operation. In the 2014-2016 State Plan, GVRA set the following goals to guide the work of the agency.

i. Goal I - Maximize available federal funds to assist more individuals with disabilities to achieve their employment goals.
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ii. Goal II - Expand transition services to assist more students with disabilities to go from high school to work or post-secondary education/training.

iii. Goal III - Enhance services to unserved and underserved populations to increase their employment outcomes.

iv. Goal IV - Help employers meet their human resources needs though hiring qualified individuals with disabilities.

Working closely with SRC, GVRA was able to make great strides in tackling and managing a greatly reduced budget for vocational rehabilitation services. In the 2014 program year, GVRA achieved the following towards its goals and objectives outlined in their 2014-2016 State Plan:

• Over 25,905 clients were served by GVRA for the most recently completed program year.

• VR collaborated with CRPs to call clients on the waiting list and quickly reengage them in the VR process. This partnership enabled VR to efficiently reduce the waiting list from 8,300 to zero.

• GVRA created a CSU to serve as a bridge to effectively meet the needs of clients and ensure that they receive excellent service in a timely manner and in accordance with all applicable regulations and policies.

• The High School/High Tech Program expanded to 72 schools providing over 3,800 transition activities to 746 students with disabilities, the highest number to date. Of those, 109 students won the competition for computers to assist them in furthering their education.

• GVRA renovated, refurbished, or moved VR field offices to more appropriate spaces and closed offices that were far from clients. VR also provided technology to counselors to more effectively serve clients in convenient locations.

• GVRA and VR implemented a plan to increase the salaries of CRCs.

• GVRA and VR collaborated with DBHDD to increase and enhance services for individuals with severe and persistent mental illness, and for those with developmental disabilities. (Page 301) Title IV

Career Pathways

The proposed Georgia Pathways to Work program aims to significantly change the way GVRA does business statewide in transitioning students and youth with disabilities in partnership with the core program partners, GaDOE, as well as local employers. This will be accomplished by working with statewide initiatives such as HDCI to ensure responsiveness to the known workforce demands in Georgia, as well as supporting their efforts to better engage those with disabilities. The overall goal of the Georgia Pathways to Work program is to increase the number of youth who achieve competitive integrated employment through improving the 18 existing career pathways for students with disabilities, and creating community-based alternative career...
pathways for out-of-school youth. This will be achieved by tailoring the career pathways to a variety of work opportunities available in the communities. The program will also engage employers in the model design and employ social media strategies to connect youth across the nation. Additionally, a result of the program will be to increase the average weekly wage and employer benefits of participants in each occupational cluster through successful completion of career pathways. (Page 108-109) Title II

The assessment of each competitive grant application will involve an intense evaluation of the ability of the eligible provider to meet the literacy needs of the area, and to comply with the expectations and statutes described within WIOA. At minimum, the review process and scoring rubric will consider the following:

- The ability of the eligible provider to meet the literacy needs and English language needs identified for the population in the area. Particular emphasis will be given to the provider’s ability to provide targeted service to individuals with barriers to employment—including low literacy skills and an English language barrier;

- The eligible provider’s ability to provide service to individuals with a (physical or learning) disability;

- The eligible provider’s demonstrated effectiveness in providing literacy instruction, including its ability to meet State-adjusted levels of performance and improve the literacy levels of eligible individuals;

- The eligible provider’s alignment with WIOA Local Plan;

- The depth, intensity, and rigor of the programs and activities offered by the eligible provider. The proposed program must incorporate the basic tenets of reading instruction. Attention will be given to the extent to which the eligible provider incorporates stringent research in the grant proposal submission and the development of the literacy program itself;

- The extent to which the eligible provider’s program is based on intense research and best practices;

- The extent to which the eligible provider demonstrates the effective use of technology for instruction, to include distance education, toward students’ improved performance;

- The eligible provider’s demonstrated integration of contextualized instruction, to blend literacy skills, and preparation for transition to post-secondary education or entry into the workplace. Particular attention will be given to implementation of a career pathways system, activities that promote and lead to economic self-sufficiency, and the ability to exercise the full rights of citizenship. (Page 231) Title II

GVRA has interagency cooperation with the following federal, state, and local agencies and programs:
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i. Memorandum of Agreements have been developed with the following Local Education Agencies (LEA’s) to fulfill the goals of the Georgia Career Pathways Grant: Explore, Engage, Employ (E3): Atlanta Area School for the Deaf, Georgia School for the Deaf, Georgia Academy for the Blind, Troup County, Paulding County, Decatur County, and Hall County. A Memorandum of Understanding with GVRA and GaDOE has been implemented to support a capacity building pilot providing two GVRA employees housed at GaDOE in the Division for Special Education Services and Supports, and Career, Technical, Agricultural Education Division to provide instruction and direction to VR transition staff in Pre-Employment Transition Services. Since its inception, VR has maintained a cooperative relationship with Muskogee Vocational Rehabilitation (MVR) program. MVR works to empower American Indians with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society. Through this partnership with the Lower Muskogee Creek Indian Tribe, VR services provides disability assessment, evaluation, and referral services that assist in eligibility determinations and the development of individualized plans for employment. (Page 253) Title IV

In order to effectively increase and improve the competitive employment outcomes and career opportunities for youth and students with disabilities, GVRA has identified the following priorities (under Goal 2):

i. Redirect VR resources (staff, equipment, services, etc.) to focus primarily on youth and students with disabilities based on the principle that serving this population will have a greater impact on the entire population of individuals with disabilities in the long-term, and thus should be a major focus of GVRA.

ii. Develop, implement and offer a robust and comprehensive array of transition services to all school districts within the state that is a combination of traditional VR services, provider services, and unique and specialty services that can be customized to a certain degree based on individual school district needs. This will also include a new array of services available to youth as young as 14 years of age.

iii. Develop and implement a career pathway model of services for both in-school students and out-of-school youth that will include Vocational Rehabilitation services that are aligned with the current GaDOE’s Occupational Clusters and curriculum-based career pathways; as well as alternative integrated community-based career pathways for those youth who are not in school.

iv. Partner with GaDOE, TCSG and USG to develop collaborative arrangements that improve the transition from high school to post-secondary education for students with disabilities.

v. Recruit and train specialty staff, with expertise in transition and career pathways, to better facilitate service enhancements for youth and students with disabilities.

vi. Partner with Certified Transition Programs also known as Inclusive Post-Secondary Education programs (IPSE) to increase client’s participation in obtaining measurable skill gains and industry recognized certifications. Use the agency’s Employment Services Unit to develop formal agreements with local employers and provide a variety of youth and student-directed
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employer supports and services, such as, career exploration, pre-apprenticeships, on-the-job training, job analysis, career pathway training curriculum development, and employment opportunities. (Page 289) Title IV

Strategies:

• Transform how GVRA and the VR services focus on youth and students with disabilities by integrating services agency-wide to make this population the highest focus.

• Partner with GaDOE to increase and deliver a comprehensive array of transitional services to every school district within the state, including a special focus on career pathways and customized career pathways.

• Develop a concentrated outreach effort to identify youth with disabilities that are not enrolled in school, and make the same robust services available to them.

• Partner with the existing VR provider network to create community-based career pathways for youth not enrolled in school.

• Partner with both TCSG and USG to improve post-secondary transition.

Goal 3: Increase and improve competitive employment outcomes and career opportunities for unserved and underserved populations, to include veterans and individuals with sensory disabilities, mental illness, developmental disabilities, or autism. (Page 296) Title IV

GVRA’s goal to improve and expand VR services for Program Years 2018 and PY 2019 for students with disabilities by the following:

• Develop and offer a comprehensive array of services to all school districts statewide. Specifically, GVRA will develop all 5 required Pre-ETS activities, as well as the 9 authorized activities as may be needed, and offer those to every school district in the state of Georgia. These will include services that are VR Program-provided, as well as services provided through the VR provider network. Where there is a paucity of such Pre-ETS services in particular geographic areas of the state, GVRA announced a Request for Proposal for Pre-ETS and Transition Services.

• Develop new and innovative services for both in-school and out-of-school career pathways. As a part of this, GVRA is in Year 3 of the 5 year Georgia Career Pathways federal demonstration grant and is delivering Explore, Engage, Employ E3 services to 7 pilot districts. This is done in collaboration with GaDOE, the individual local school district, and the local employers and businesses. E3 will be the delivery model for all students and youth with disabilities in the future. A unique component of the E3 grant team is the Social Media Technologist who has established the E3 brand on all social media outlets. The SMT has overseen the development of 2 apps for students with disabilities to engage and develop skills. An RFP for a website has been announced and in the procurement process. The website will be non-governmental and is part of the strategy for engaging and tracking students and youth to assist them in reaching their career goals and
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meaningful employment. (Page 298) Title IV

Apprenticeship

GVRA has developed the following strategies for Federal Fiscal Years 2019 and 2020 to leverage other public and private funds to increase the resources for extended services and expanded Supported Employment Opportunities for youth with the most significant disabilities:

- Continue to expand the current blended funding relationship with DBHDD to increase SE service delivery to transitioning youth with developmental disabilities, or behavioral health diagnoses.

- Utilize new grant and private foundation funding to demonstrate the effectiveness of the Georgia Pathways to Work program in engaging youth with significant disabilities in early Supported Employment experiences such as supported internships, and apprenticeships.

- Explore funding options for extended supports through the Ticket to Work Program.

- Continue to expand and facilitate the SE provider network’s use of natural supports.

- Increase the use of Social Security Reimbursements for additional program expenditures.

GVRA will also continue to explore new grant and funding opportunities to expand resources for extended services and SE opportunities. (Page 295) Title I

Georgia WorkSmart, an initiative created by Governor Nathan Deal in 2015, promotes workbased learning training models, such as apprenticeships, pre-apprenticeships, and internships.

The ultimate objective of Georgia WorkSmart is to utilize these work-based learning programs to address the primary workforce challenges identified by more than 80 Georgia private sector partners. These challenges stem from the following trends: a rapidly aging workforce, a lack of workplace soft skills among new employees, difficulty in recruiting new talent, and a greater demand for basic educational skills in math, reading, and writing. Georgia WorkSmart encourages the development of apprenticeship and internship programs to address these needs.

Additionally, Georgia WorkSmart acts as a liaison between private and public entities utilizing apprenticeship programs and the Georgia workforce system. In addition to maintaining the State’s WIOA Registered Apprenticeship Eligible Training Provider List, Georgia WorkSmart assists each local workforce office in supporting Registered Apprenticeships with WIOA funding. Within Georgia, WIOA funding is encouraged to be used in order to add greater value 30 and sustainably to Registered Apprenticeships in good standing with U.S. DOL Office of Apprenticeship. (Page 38-39) Title I

Local WIOA formula funds are encouraged to be used in support of apprentices and employers participating in Registered Apprenticeship programs. Registered Apprenticeship can help the workforce system achieve quality performance outcomes. Given the unique structure of
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Registered Apprenticeship programs, there are several ways in which WIOA training services may be used in conjunction with the programs. Primarily, the use of ITAs, OJT contracts, and Supportive Services are the most common method in which a LWDA can serve programs in their area. However, the use of Incumbent Worker Training, Work Experience, and Customized Training are also encouraged as valid apprenticeship training support. For these WIOA services, each local workforce area has been encouraged to develop policy and procedures dedicated to the appropriate use of WIOA funds toward Registered Apprenticeship. The purpose of dedicated local apprenticeship policy is to ensure LWDA’s WIOA service delivery is adequately prepared to be applied to these long-term training programs. In addition to local policy development, the State has also created a Registered Apprenticeship-specific Eligible Training Provider List (ETPL) procedure. Per WIOA, all Registered Apprenticeship sponsors in good standing with OA are automatically eligible to be included onto the State ETPL. WFD has been obtaining periodic listings of all Registered Apprenticeship Sponsors in Georgia from the OA State Director and have provided each sponsor with a notifying letter informing them of their voluntary inclusion onto the ETPL. Once the sponsor has confirmed their desire to be included on the ETPL, their program’s training program is made available state-wide. This allows eligible participants to receive WIOA ITA funding toward apprenticeship training costs. This procedure has allowed apprenticeship sponsors to obtain new pathways to find individuals wishing to join an apprenticeship. (Page 102-103) Title II

Registered Apprenticeship is fully aligned with the employer-focused, work-based training that WIOA envisions. Georgia WorkSmart coordinates with Georgia’s nineteen LWDAs to support Registered Apprenticeship programs through WIOA service delivery. Specifically, Georgia WorkSmart encourages the use of ITAs to fund the Related Classroom Instruction component of an apprentice’s training program. For an individual apprentice to receive an ITA, their respective apprenticeship program must be listed on the Eligible Training Provider List (ETPL). As required by WIOA, Georgia WorkSmart has developed a mechanism to notify all approved Registered Apprenticeship Sponsors of their automatic eligibility to be included on the state-wide ETPL. Seeing that all approved Registered Apprenticeship sponsors have been vetted by OA, Georgia has developed a form to collect basic training program details of any approved sponsor who chooses to be included on the ETPL. This process has helped to better align Registered Apprenticeship sponsors with their local workforce representatives as well as helped to increase WIOA support toward individual apprentices training costs. (Page 172-173) Title II

Work Incentives and Benefits

II. Priority Category 2, Individual with a Significant Disability: An eligible client shall be classified in this category if he/she has been determined by GVRA to be an individual who: • A recipient of SSI or SSDI or, an eligible individual who has: • Limitations in 1 or more Functional Capacities, and • Requires multiple VR services over an extended period of time

III. Priority Category 3, Individual with a Disability: An eligible client shall be classified in this category if he/she has been determined by GVRA to be an individual who: An eligible individual who is determined to not have a Significant or Most Significant Disability

The following table captures the capacities, number of services and extended periods of time for
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GVRA’s Order of Selection. (Page 292) Title I

GVRA has developed the following strategies for Federal Fiscal Years 2019 and 2020 to leverage other public and private funds to increase the resources for extended services and expanded Supported Employment Opportunities for youth with the most significant disabilities:

• Continue to expand the current blended funding relationship with DBHDD to increase SE service delivery to transitioning youth with developmental disabilities, or behavioral health diagnoses.

• Utilize new grant and private foundation funding to demonstrate the effectiveness of the Georgia Pathways to Work program in engaging youth with significant disabilities in early Supported Employment experiences such as supported internships, and apprenticeships.

• Explore funding options for extended supports through the Ticket to Work Program.

• Continue to expand and facilitate the SE provider network’s use of natural supports.

• Increase the use of Social Security Reimbursements for additional program expenditures. (Page 295) Title IV

Employer/Business

To that end, GVRA has an Employment Services Division within the Vocational Rehabilitation Program, and its primary function is to create a single focused approach and strategy to engage employers in the most meaningful way. Under the GVRA employer services division, all organizations efforts of engaging, contacting and relating to local businesses and corporate entities will be coordinated into a unified approach. The overall goals of the GVRA Employment Services Division will be:

1) To interface with employers to identify specific employer job and workforce needs and to provide the employers with qualified candidates to meet their needs;

2) To interface with any employer who is a federal contractor and/or federal subcontractor to identify specific job and workforce needs pertaining to the employer’s federal mandate and seven percent workforce quota and to provide employers with qualified candidates to meet their needs and fulfill their federal workforce compliance;

3) To interface with any employer to create employer-based training and education opportunities for individuals with disabilities, such as specific employer job education, pre-apprenticeships, on-the-job training, and career pathway customization to increase the qualifications of individuals with disabilities as potential job candidates for that employer; and

4) To interface with any employer to provide education and training to that employer regarding contemporary information about hiring individuals with disabilities, such as job accommodations, disability awareness, and federal contractor requirements to increase the
With the passage of WIOA, a greater emphasis has been placed on the State’s workforce development system. GVRA has changed its organizational structure for its field staff, especially as it relates to employer engagement. The intent of this restructuring is to create a standardized approach for VR field staff to engage employers, as well as working with the VR program’s provider network to create a unified approach to job development and job placement.

Partnerships: Throughout this document, partnership has been the foundation to expanding and improving service delivery statewide. GVRA will continue to collaborate with the SRC, other State agencies, community stakeholders, businesses and other unique partners to share a common message that GVRA is “good for business” and supports employers in meeting their workforce needs and business goals with individuals with disabilities who are qualified to perform the job.

Business Services Division: As mentioned above, the Business Division of GVRA was recently established to focus on aligning the workforce with private and public sector career opportunities. Since its inception, the Business Division has been evolving into the centralized point of contact for all external employer relations. This division is responsible for the following:

i. Developing new career opportunities, business partnerships and/or contracts. This includes expanding and developing relationships with corporations that turn into local hiring of persons with disabilities.

ii. Expanding relationships with current employers who look to VR first to fill their workforce needs and assessing what the drivers are for them to hire individuals with disabilities. This division promotes current employer’s use of the Talent Acquisition Portal for job postings. Additionally, this division will be looking to these employers to engage with potential businesses to answer their questions and speak to their experiences when working with VR services.

iii. Understanding the diversity within GVRA’s total Talent Pool including placement profiles and marketing this pool to established partnerships statewide.

iv. Working with the new marketing and outreach position to produce collateral tools that focus on awareness and inclusion.

v. Providing consultation, technical assistance and support to employers on workplace accommodation and assistive technology.

vi. Creating a tracking database of new and existing business opportunities. The Employer Database is being developed to integrate with GVRA’s current case management system in order to facilitate better record keeping of current and new relationships with businesses. VR will continue to work with the Georgia Industries for the Blind’s Call Center who contacts all Georgia employers quarterly to find out if they have open positions and will make this available.
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iii. Develop an Employment Services division within VR to focus on formal employer engagement that will support all VR services and create more employment and career opportunities within the local employer community; having a particular focus on two major State initiatives: 1) Go Build Georgia and 2) High Demand Career Initiative.

iv. Develop collaborative relationships with other State agencies and organizations that share a similar mission and/or serve a common population; the intent of these relationships will be to create a seamless array of services that are complimentary and aligned in purpose.

v. Implement an internal training plan and schedule to address transformational leadership for all supervisors within the agency; and also extensive professional staff development that focuses on creative ways to improve and increase services for individuals with disabilities.

In order to effectively increase and improve the competitive employment outcomes and career opportunities for youth and students with disabilities, GVRA has identified the following priorities (under Goal 2):

i. Redirect VR resources (staff, equipment, services, etc.) to focus primarily on youth and students with disabilities based on the principle that serving this population will have a greater impact on the entire population of individuals with disabilities in the long-term, and thus should be a major focus of GVRA. (Page 289) Title IV

GVRA goals and priorities identified above are based on the information provided through ongoing comprehensive statewide assessments, including information from the public-at-large, consumers and their families, the SRC, disability advocacy groups, other State agencies, other disability organizations, local school districts, community providers and employers. A description of the Statewide Assessment and the needs and concerns that were identified can be found under Section (j). (Page 290) Title IV

Partner with current, as well as new providers to offer new and/or improved services to this population specifically. It is GVRA’s plan to do an overall assessment of all current provider-offered services based on each service’s ability to produce positive outcomes. Based on this review, GVRA will collaborate with all of its providers to: 1) either improve or eliminate unproductive services; 2) implement new services as may be needed; and 3) specifically offer those PETS services that cannot be provided by the VR Program directly. In all cases, the providers will be held to the same standards that the VR Program itself will be held to, and GVRA will continually monitor provider performance to ensure the best value for dollars spent and the best employment outcomes. (Page 299) Title IV

Data Collection

Currently the primary data collection and report system used by GVRA through the VR Program is Libera System 7 electronic case management system, and the data collected is specific to individuals served through the VR Program. At the current time, neither the Libera System 7
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case management system, nor its data, is integrated with all the programs and activities present in the one-stop centers. GVRA and the VR Program are in the process of moving to a new client information system. GVRA is working with Alliance Corporation for the implementation of the new AWARE client information system set to “go live” April 30, 2018. (Page 121) Title I

Utilizing the working groups, the State will formulate a process for a longitudinal evaluation of core programs. With WIOA setting common performance measures across the core partner programs, there is a greater opportunity for a seamless evaluation of program outcome data. This evaluation will enable partners to identify achievements and shortcomings across the workforce system and enable the state to be responsive to the needs of the labor market and participants. (Page 139) Title I

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## Equal Opportunity and Nondiscrimination: Section 188

Georgia’s One-Stop delivery system is focused on ensuring universal access across its workforce system. The State and its local partners, maintain compliance with the provisions of WIOA Section 188 which require programmatic and physical accessibility. Through monitoring performed at both the state and local level, Georgia ensures that all One-Stops are in compliance with Section 188 of WIOA, the ADA, and other applicable regulations. Individuals who seek to utilize Georgia’s workforce system can expect facilities, whether physical or virtual, to meet federally-mandated accessibility standards. In addition, the State maintains a Methods of Administration which details how compliance with WIOA Section 188 will be maintained. The Methods of Administration is a “living” document which ensures current federal regulations and directives are implemented at the state and local level as quickly as possible. (Page 154) Title II

Per federal law, each LWDA must appoint a local Equal Opportunity Officer who is responsible for ensuring local WIOA Section 188 compliance. Local Equal Opportunity Officers are responsible for informing senior staff of applicable federal regulations and ensuring all programs and activities are implemented in compliance. Additionally, local Equal Opportunity Officers collect and resolve local grievances and complaints as needed. Local Equal Opportunity Officers actively liaises with the State’s Title I-B Equal Opportunity Officer and USDOL’s Civil Rights Center to remain current on regulatory updates and guidance. They are then responsible for circulating new information locally and ensuring it is properly implemented.

Separately, as a component of one-stop certification, the State collects a business plan from each LWDA which details how a new one-stop will satisfy accessibility requirements and the provisions of WIOA Section 188. In order to be certified, each comprehensive one-stop must satisfy the requisite federal criteria. This process ensures universal access to programmatic services and facilities are maintained across the state. (Page 155) Title II
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**Vets**

* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans’ Employment Representatives and Disabled Veterans’ Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild. (Page 50) Title I

Georgia has a large military presence with eight military installations and more than 752,800 veterans. In PY12 Operation: Workforce was launched to help Georgia’s returning veterans re-enter the civilian workforce by connecting veterans and employers. Through Operation: Workforce, WFD is an active participant on Georgia’s Returning Veterans Taskforce, comprised of GDOL, Georgia Department of Veterans Services (GDVS), Georgia National Guard and Reserve, Employer Support of the Guard and Reserve, GVRA, TCSG, and USG.

Since PY12, Operation: Workforce’s web presence (operationworkforce.com) has served as a platform for veterans and employers to connect. The site allows veterans to create a profile, upload a résumé, and search and apply for job openings within the state of Georgia. It also allows Georgia employers to create profiles, post job listings, review job applicants, and search the site for qualified candidates. Employers are able to sign a pledge of commitment to give enhanced hiring opportunities to Georgia’s veterans, and veterans are able to find veteran-friendly employers across the state. Operation: Workforce also serves veterans by translating their military occupational classifications into civilian occupations that best align with their skill set and training. In PY13, Operation: Workforce launched its Employers’ Summit. In order to educate employers on improving current recruitment and hiring processes to better find and hire veterans. In PY14, the Employers’ Summits were utilized to connect returning service members with employers. (Page 151-152) Title II

GDOL staff informs veterans of priority of service at initial contact and provides informational pamphlets detailing priority of service and the range of workforce services available to them.

If the customer is eligible, veterans and spouses are entitled to take advantage of the priority throughout the full array of employment, training, placement, and other services provided. Once POS is provided, staff review the GDOL- 3404 form with the veteran to determine if they have a Significant Barrier to Employment (SBE) per VPL 3-14 and subsequent amendments. Wagner Peyser (WP) staff will refer veteran customers who do not identify a SBE to GDOL WP Service Specialists, or GDOL DVOP staff will provide case management services if the veteran meets one of the following SBE criteria:

• A special disabled or disabled veteran, as those terms are defined in 38U.S.C § 4211(1) and (3); Special disabled and disabled veterans are those: who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws
Georgia (GA) WIOA Matrix

administered by the Secretary of Veterans’ Affairs; or, were discharged or released from active;

- Homeless, as defined in Section 103(a) of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302(a));

- A recently-separated service member, as defined in 38 U.S.C § 4211(6), who at any point in the previous 12 months has been unemployed for 27 or more consecutive weeks;

- An offender, as defined by WIA Section 101(27), who has been released from incarceration within the last 12 months;

- Lacking a high school diploma or equivalent certificate; or

- Low-income (as defined by WIA at Section 101(25)(B)).

- DVOP services to veterans aged 18-24 as approved by the Secretary of Labor. (Page 153) Title II

Mental Health

In 1998, the Georgia General Assembly (O.C.G.A. § 50-4-7) formally established 12 State Service Delivery Regions for delivering state services to local units of government and citizens and for the purpose of establishing common state agency regional boundaries (excluding health and mental health districts). The current 12 State Service Delivery Regions are divided in a manner that takes into account population centers, occupation & industrial composition, employment location quotients, geographical boundaries, commuting patterns, economic trends, and industrial needs across counties. The 12 State Service Delivery Region model is leveraged by several state agencies, including GDEcD, GDOL, and Regional Commissions, each of which are key partners under WIOA. Other state agencies have developed different regional designation models to fit their respective service delivery activities. (Page 161) Title I

Additionally, Telamon serves as a delegate agency for the East Coast Migrant Head Start Program. This program has a long tradition of delivering comprehensive and high-quality services to foster healthy development in low-income children aged six weeks to five years. The Migrant Head Start program provides a range of individualized services in the areas of education and early childhood development, including medical, dental and mental health; nutrition; and parent involvement. In addition, the entire range of Migrant Head Start services is responsive to the developmental, ethnic, cultural and linguistic heritage and experience of each child and family. GDOL outreach workers partner with Telamon to identify parents with youth that could benefit from these services. (Page 220) Title II

The Georgia State Use Council and DOAS administers the State Use law through the non-profit GEPS. Some of Georgia’s CRPs and nonprofit partners are in GEPS. Some VR clients do receive services from those CRPs when deemed appropriate based on their individualized plans for employment.

To avoid duplication of effort and to enhance the number of individuals served, GVRA and SRC
Georgia (GA) WIOA Matrix

have developed working relationships to coordinate activities with other Georgia councils. Linkages to productive relationships exist with the Georgia Council on Developmental Disabilities, Mayors Committees on Employment of People with Disabilities, Georgia Mental Health Planning Council, Georgia Committee on Employment of People with Disabilities, Inc., Georgia Brain and Spinal Cord Injury Trust Commission, the Council on American Indian Concerns, and other Georgia rehabilitation service agencies.

VR regional leaders continue to establish collaborative relationships with community organizations and businesses to assist people with disabilities in going to work. These organizations include, but are not limited to: chambers of commerce, city and county governments, the criminal justice system, urban leagues, churches, healthcare and social assistance services, housing authorities, and educational institutions. (Page 255) Title II

VR does not have cooperative agreements with non-educational agencies serving out-of-school youth. GVRA has partnered with DJJ to pilot a program with the YDC in Augusta. Through this pilot, GVRA worked with the mental health unit to develop an effective and efficient process for transitioning youth out of the facility and into employment or training opportunities upon their release. Additionally, the agency is finalizing a referral process by which the YDC will refer all youth whom they believe has a disability and may be appropriate for VR services. (Page 255) Title II

GVRA executed a formal Memorandum of Understanding with DBHDD in 2015, the State agency responsible for providing services to individuals with a mental illness. The current MOU expands the capacity of the VR program to serve those individuals who have a severe and persistent mental illness in supported employment, specifically following the IPS model of SE. A description of this partnership is in Section (f) Arrangements and Cooperative Agreements for the Provision of SES. (Page 268) Title IV

The following goals and strategies will be required in order to achieve the goals and priorities for Program Years 2018 and PY 2019 that were outlined in Section (1) State Goals and Priorities.

Goal 1: Increase and improve competitive employment outcomes and career opportunities for all individuals with disabilities.

Strategies:

• Partner with the existing VR provider network to design and implement new types of services to better serve individuals with disabilities.

• Partner with new potential providers to design and implement new types of services in areas of the State where there is a paucity of services.

• Partner with existing mental health and developmental disability providers to assist them in transforming traditional services to become better at competitive employment.

• Identify a model for continuous quality improvement to evaluate existing and new services.
### Georgia (GA) WIOA Matrix

The model should include: (1) Assessment of the stability of processes or outcomes to determine whether there is an undesirable degree of variation or a failure to perform at an expected level. (2) Identify problems and opportunities to improve the performance of processes. (3) Assess the outcome of the services provided. (4) Assess whether a new or improved process meets performance expectations. (Page 296) Title IV

### RTW/SAW

The ability to file a UI claim is available at every comprehensive one-stop center. Access and meaningful assistance is critical, whether the customer is in rural Georgia, relies on public transportation, or needs access to the Internet. Assistance is assured through:

- UI orientation provided to every new claimant explaining the full range of workforce services available to help them return to work;

- Online access via GDOL’s website where customers can file electronically from career centers, home, libraries or any other Internet portal;

- Dedicated, experienced staff at every one-stop;

- Fully staffed resource centers at all career centers, including Internet access, copies, phones, fax and resource libraries;

- A dedicated toll-free number for customers filing for UI at one-stops;

- Access points at over 40 one-stops and career centers across the state;

- An opportunity for each claimant to access in-person reemployment services as they come to career centers and one-stops to complete the UI filing process;

- The use of state-of-the-art EG résumé and job matching service as a requirement for ES registration for claimants;

- The availability of staff, technology, language translation services, and written materials in a variety of languages to meet the needs of all customers;

- Fully accessible services, online and in person, to serve any customer with a disability; (Page 205) Title IV

*All enclosed information is cited directly from final state plan as of June 30, 2019

Find your local state plans here:

[https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/index.html](https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/index.html)