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Employment First StateMentoring Program (EFSLMP)

MRC and community providers collaborate in developing programs and services in such forums as: Statewide Rehabilitation Council that meets quarterly; quarterly meetings with representatives of the Executive Committee of the Massachusetts Council of Human Service Providers; periodic district wide meetings with community rehabilitation programs, interagency and cross disability agency councils; task specific work teams, the Massachusetts Association of People Supporting Employment First (MAAPSE), the Massachusetts Rehabilitation Association (MRA), and other provider trade groups across the Commonwealth. In addition, MRC District Contract Supervisors also conduct quarterly on-site review meetings to assess performance and provide feedback to assist CRPs providing services for MRC. (Page 258) Title IV

9. Research Best Practices Models to Increase Employment of Individuals with Disabilities: Based on public comments regarding innovative employment programs, MRC will research best practice models designed to increase the employment rate of individuals with disabilities in Massachusetts. MRC will find out more about the suggested models including: the practices of North Dakota, South Dakota, Alaska, and Wyoming, which have achieved increased results of 50% employment rates of individuals with disabilities; Innovative youth employment models from Georgia, Nevada, Kentucky; and the RespectAbility Disability Employment First Planning Tool, among others. MRC staff are also reviewing and researching the Vermont Progressive Employment model as part of MRC’s efforts to develop a new innovative initiative with the Department of Mental Health using state funding as described above. (Pages 278-279) Title IV

Customized Employment

No disability specific information found regarding this element.

Braiding/Blending Resources

The lower numbers overall of OSCC customers who also work with partner agencies such as TANF/ SNAP and the Massachusetts Rehabilitation Commission signal an opportunity for the Massachusetts Workforce System to reverse this trend. Beyond the One-Stop Career Centers, our system continues to be engaged in various programs and partnerships that incorporate additional workforce activities and supportive services. Leveraging programs that multiple agencies and workforce partners share in utilizing is key in to this effort under WIOA. (Page 34) Title I
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The Executive Office of Education, in partnership with the Board of Higher Education, will kick off a new strategic planning process for the 15 community colleges, state universities and UMass system in 2016. The Executive Office intends to build the strategic planning requirements to include key priorities developed through the Workforce Skills Cabinet. Institutions will be expected to utilize the information developed in the State Economic Development Plan and Statewide Workforce Development Plan (required by WIOA) on key industries and high—demand career pathways as a building block for developing curriculum, programming, and capital planning. In addition, EOE will set an expectation to be part of regional planning efforts designed under the Workforce Skills Cabinet (leveraging the WIOA planning requirements). (Page 50) Title I

Utilize federal and state resources to support job-driven, integrated education and training adult basic education participants including leveraging workforce resources to create these models (e.g. the use of ITAs for Title II participants). (Page 56) Title I

To support Local Workforce Boards in leveraging resources for youth with disabilities who are transitioning into postsecondary education, training, and integrated employment opportunities, the Department of Career Services will work collaboratively with the Massachusetts Rehabilitation Commission (MRC) and the Massachusetts Commission for the Blind (MCB) to:

• Ensure a mutual awareness of available vocational rehabilitation and youth program services.

• Share information about best practices in assisting youth with disabilities, as well as provide access to accommodations and supports available through vocational rehabilitation to assist youth with disabilities.

• Develop a new referral process between the Title I Youth Program and the Title IV Vocational Rehabilitation.

• Identify appropriate roles of One-Stop Career Center staff, youth services provider staff, and vocational rehabilitation staff to support career pathways for youth with disabilities that lead to integrated competitive education. (Page 58) Title I

KEY GOALS, OUTCOMES and WIOA STRATEGIES CHART The federal portal does not provide the ability to include this chart/graphic in the State Plan submission. Please review the missing information by viewing the copy of Massachusetts State Plan posted on www.mass.gov/massworkforce/state-plan/ Key Goals Align Economic, Education and Workforce Systems to Labor Market OSCC Priority of Services for Individuals with Barriers to
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Employment (Disabilities, Low-Skilled, Low-Income, TANF/SNAP, Veterans, etc.) Redesign and Coordinate Business Services (Demand-Driven 2.0) Expected Outcomes Resources and career pathways organized to economic need • Create deeper service pathways at OSCCs • Increase credentialing and job placement rates Increase outcomes for businesses Strategy (WIOA Lever / Tool for Change) Regional Planning (Workforce Skills Cabinet Initiative leveraging WIOA requirement for Regional Planning) Reductions in OSCC Customer Volume (improving economy) (Pages 71-72) Title I

Education Partnerships, Leveraging Resources for Education, and Access to Post—Secondary Credentials The vision for the WIOA Plan to organize and promote the progression of individuals along career pathways depends upon a larger number of individuals moving into post—secondary attainment of credentials in order to meet the job demand in the Massachusetts economy. While higher education is not a required Core Partner program in WIOA, our higher education system, represented by the Department of Higher Education, is a key partner on the WIOA Steering Committee and in the implementation of the WIOA Plan. State leaders will focus on new strategies that assist more individuals, especially individuals with limited education and skill, in accessing higher education. That includes building on the state’s past success with the USDOL TAACCT initiatives. (Pages 85-86) Title I

As discussed in Section II goals and strategies, the Commonwealth developed its Economic Development Plan with significant input from the education and workforce systems. The Economic Development Plan is being utilized in the development of the WIOA State Plan. In addition, the Governor is leveraging the required WIOA regional planning process to create a new, integrated regional planning process (to be named) across the economic, education, and workforce Secretariats. The new regional planning structure will be based on an aligned regional map between workforce areas, economic development, and education regions. The new process will require seven coordinated teams led by Workforce Development Boards, Community Colleges and Vocational Technical Schools, and economic development (Massachusetts Office of Business Development) with additional partners (business leaders, community—based—organizations, etc.) to ensure that education and training systems are focused on the career pathways needed in the regional economy. The regional leadership from economic development will therefore drive the activities of the Workforce Development Boards and key WIOA partners through the resulting regional plans. (Pages 87-88) Title I

As WIOA is placing an emphasis on workforce development and preparing individuals for employment in a demand —driven system, occupational skills training and work experience program models will be encouraged. More robust career planning and training for occupations linked to industry needs are necessary. The procurement policy will place an emphasis on...
### Massachusetts (MA) WIOA Matrix

Serving out—of—school youth ages 16—24, particularly out—of—school youth who are 22—24 year—olds and who are disconnected from service and resources. Local areas will be required to design pathways for youth, which are reflective of youth service needs as well as labor market and business needs. Co—enrollment between core partner programs will be encouraged to the extent possible in the local areas. Local areas will be encouraged to outreach to the core program partners for recruitment of WIOA eligible youth. A referral process between the core programs will be established to identify the roles and responsibilities of the respective program staff. Leveraging core program resources will lead to improved outcomes as well as a system that streamlining services for youth. (Page 138) Title I

### DEI/Disability Resource Coordinators

Over the years, Massachusetts has won several Disability Employment Initiative grants and other resources through USDOL Office of Disability and Employment Policy to strengthen the system’s capacity to support individuals with disabilities. The Massachusetts Disability Employment Initiative (DEI) III Grant administered through a partnership with five Career Centers, Work without Limits, and the Institute for Community Inclusion. Grant supports programs aimed at improving employment outcomes for persons with disabilities. Of the 535 individuals who have enrolled in the program, 292 (55%) have achieved employment (2014—2015). The value of the Massachusetts DEI model is that it links access to education, credential training and job training with benefits counseling with utilization of the federal Ticket to Work Program. Prior grants and resources for this population were solely focused on employment and did not expand work to enroll more individuals into post-secondary or training programs. (Page 77) Title I

Data Collection and Reporting Systems for Core WIOA programs

The primary workforce development programs are administered by the Department of Career Services (DCS) within the Executive Office of Labor and Workforce Development (EOLWD) and operate through the State’s network of One—Stop Career Centers. DCS manages the Massachusetts One—Stop Employment System (MOSES) —— a client/server application and database that serves as the unified management information, client tracking, case management and reporting system used by staff at career centers and other workforce development service providers in Massachusetts. The application is distributed through a Citrix interface providing users with flexibility for data entry and report access. MOSES collects information and tracks data through the MOSES database for the following programs: • Title I Adult • Trade Adjustment Assistance (TAA) • National Dislocated Worker Grants (formerly NEGs) • Title I Dislocated Worker (inc. Rapid Response) • Jobs for Veterans State Grant (JVSG) • Disability Employment Initiative Grants (DEI) • Title I Youth • Migrant Seasonal Farm Worker (MSFW) • Unemployment Insurance employment assistance services and programs including Reemployment Services and Eligibility Assessment (RESEA) (Page 90) Title I

The Disability Resource Coordinator from the One—Stop Career Center has presented at the staff meeting of both Mass Rehab, as well as the Department of Developmental Services. MRC has made numerous referrals to the DEI program that we have been able to assist with tuition/training and job placement. As a direct result of the Regional Meetings, we have
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increased awareness of the DEI Grant, as well as our Center services and have streamlined the process of inter—communication regarding clients. (Pages 531-532) Title IV

Financial Literacy/Economic Advancement

Goal IV: Increase the effectiveness and efficiency of vocational rehabilitation services delivery, as measured by the Rehabilitation Council’s annual evaluation of the agency’s progress toward the goal.

Priorities… -Provide appropriate work readiness pre-employment transition services in areas such as financial management, budgeting, and social skills. (Page 359) Title IV

School to Work Transition

To support Local Workforce Boards in leveraging resources for youth with disabilities who are transitioning into postsecondary education, training, and integrated employment opportunities, the Department of Career Services will work collaboratively with the Massachusetts Rehabilitation Commission (MRC) and the Massachusetts Commission for the Blind (MCB) to:

• Ensure a mutual awareness of available vocational rehabilitation and youth program services.

• Share information about best practices in assisting youth with disabilities, as well as provide access to accommodations and supports available through vocational rehabilitation to assist youth with disabilities.

• Develop a new referral process between the Title I Youth Program and the Title IV Vocational Rehabilitation.

• Identify appropriate roles of One-Stop Career Center staff, youth services provider staff, and vocational rehabilitation staff to support career pathways for youth with disabilities that lead to integrated competitive education. (Page 58) Title I

Massachusetts Rehabilitation Commission - Vocational Rehabilitation for the Disabled provides services to adults, students, and youth over the age of 16 with disabilities so they can gain and maintain employment. This program is administered by the state, but is bound by federal rules tied to the Federal Vocational Rehabilitation Program. Funding primarily comes from federal sources with this line item accounting for state matching and maintenance of effort funds. The main goal of this program is to assist people with disabilities choose, obtain, and maintain competitive employment. Services offered include:

• Job-driven competitive employment and training services, including direct job placement service, partnerships with employers, on-the-job trainings (OJT), work-based learning experiences, paid internships, with a focus on high-growth industries and employment opportunities.

• Pre-employment transition services to students with disabilities.
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- Vocational counseling, guidance, and career development. (Page 37) Title I

DSU’s plans The designated State unit’s plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students. (Page 201-202) Title I

The Massachusetts Rehabilitation Commission (MRC) and the Massachusetts Department of Elementary and Secondary Education (DESE) has established interagency cooperation between public education and public vocational rehabilitation agency regarding vocational rehabilitation services pursuant to the Rehabilitation Act of 1973 as amended by the Workforce Innovation and Opportunity Act of 2014 (WIOA) to provide individualized transition services for students with disabilities that lead to successful post-school outcomes in competitive integrated employment, postsecondary education and training, independent living and community participation.

MRC continues to work to increase collaboration with educational officials, and has worked with DESE to outline interagency cooperation in a formal agreement entitled “Administrative Advisory on Pre-Employment Transition Services and Transition Services”. (Page 202) Title I

The Department of Elementary and Secondary Education (ESE) and Massachusetts Rehabilitation Commission (MRC) have developed this advisory to Local Educational Authorities (LEAs) as described below and in other sections of this document to: 1. define and describe Pre-Employment Transition Services (Pre-ETS) offered through MRC for students with disabilities, including which students may be appropriate for these services; 2. Establish collaborative practices between MRC vocational rehabilitation (VR) counselors and Local Educational Agency (LEA) personnel for the provision of Pre-ETS. MRC provides two types of services for students with disabilities, Pre-Employment Transition Services (Pre-ETS), and transition services through an Individualized Plan for Employment o All students with disabilities aged 14-21 (up to their 22nd birthday) may receive Pre-ETS, including but not limited to those receiving services through an Individualized Education Program (IEP) or a Section 504 plan, and are either eligible for MRC VR services or potentially eligible for MRC VR services. Pre-ETS are provided as generalized services to groups of students, or as individualized services. (Page 202) Title I

MRC provides the five Pre-ETS services required under WIOA:

- Job exploration counseling.
- Work-based learning experiences, which may include in-school, after-school, or community-based opportunities such as internships. Work-based learning experiences must be provided in an integrated setting in the community to the maximum extent possible.
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs.
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- Workplace readiness training to develop social skills and independent living.
- Instruction in self-advocacy, including peer mentoring. MRC will make Pre-ETS available to all students with disabilities statewide who are eligible or potentially eligible for MRC services. MRC will make every effort to provide or coordinate Pre-ETS services to ensure statewide availability. (Page 202-203) Title I

Students with disabilities aged 14-21 (up to their 22nd birthday) who are determined eligible for MRC Vocational Rehabilitation services can receive additional transition services that are not considered Pre-ETS (beyond the scope of the five Pre-ETS services) through an Individualized Plan for Employment (IPE) while they are still in high school and receiving special education services, and also afterwards when seeking employment, in employment, or in postsecondary education or training. Transition services delivered through an IPE might consist of vocational guidance, work evaluation, skills training at a college or community rehabilitation program, assistive technology, adaptive equipment, and/or benefits counseling.

- The IPE must be developed within 90 days or with an extension that is documented in the MRCIS case management system and approved by the MRC counselor and the student or Parent/Guardian. The IPE goal and appropriate services should be coordinated with a student's Individualized Education Plan (IEP) or 504 plan and include the provision of Pre-ETS. High school attendance and completion should be listed as a service on the IPE. The IPE should be completed prior to high school exit for a student determined eligible for MRC services and not under an order of selection wait list. (Page 203) Title IV

LEAs will collaborate with VR counselors to identify students with IEPs or 504 plans who may be appropriate for Pre-ETS. MRC will cooperate with LEAs to reach out to identified students as early as possible during the transition planning process and will provide the student and family with information about the purpose of the VR program, eligibility requirements, application procedures, and scope of services that may be provided.

- LEAs will inform the student, parent/guardian, and other IEP Team members of the availability of Pre-ETS provided by MRC, and connect the student and family with the VR counselor.
- LEAs will invite VR counselors to participate in IEP and 504 planning meetings, as appropriate, and with the prior consent of the parent or student who has reached the age of majority. When invited to participate in these planning meetings, MRC counselors will make every effort to participate.
- LEAs will share information e.g., student and family contact and information, student assessment data, Transition Planning Forms, IEPs, and 504 plans, with MRC counselor, with the prior consent of the family or student who has reached the age of majority, and as consistent with applicable student records laws. (Pages 202-203) Title IV

DESE and MRC staff will collaborate on transition training activities for students, families, educators, rehabilitation counselors, and other involved staff, where needed and appropriate. ESE and MRC staff at the state level will collaborate, as needed and appropriate, to produce joint
MRC and DESE have encouraged LEAs through the administrative advisory to provide MRC staff with resources necessary for MRC’s work, such as access to meeting space, work space, and Internet connection as needed. (Pages 204-205) Title IV

LEAs are asked to collaborate with VR counselors to identify all students with disabilities, including but not limited to those with IEPs or 504 plans who may be appropriate for Pre-ETS. MRC will cooperate with LEAs to identify students as early as possible during the transition planning process and will provide the student and family with information about the purpose of the VR program, eligibility requirements, application procedures, and scope of services that may be provided. (Page 205) Title IV

LEAs and MRC are expected to collaborate to plan Pre-ETS for students with IEPs that are coordinated with each student’s individualized secondary transition services provided by the LEA. IEP Teams are asked document any agreed-upon VR services in the Action Plan of the Transition Planning Form, and may also document VR services in the Additional Information section of the IEP. LEAs and MRCs will collaborate to coordinate and deliver training activities and opportunities for students and families, where needed and appropriate. IEP documentation practices may vary among LEAs. Any conversation regarding MRC Pre-ETS at the IEP meeting needs to be individualized to meet the student’s needs. (Page 205) Title IV

The MRC will provide consultation and technical assistance to LEAs, which may be provided using alternative means for meeting participation (such as video conference and conference calls), to assist LEAs in planning for the transition of students with disabilities from school to post-school activities and to coordinate Pre-ETS and other transition services. Pre-ETS can be provided to students who are eligible or potentially eligible for MRC VR services. If a student is determined eligible for vocational rehabilitation services, this consultation and technical assistance should result in the MRC’s development of an Individualized Plan for Employment ("IPE") before the student leaves the school setting. (Page 205) Title IV

The Massachusetts Department of Elementary and Secondary Education (ESE) and the Massachusetts Rehabilitation Commission (MRC) are mutually committed to promoting individualized transition services for students with disabilities that lead to successful post—school outcomes in competitive integrated employment, postsecondary education and training, independent living, and community participation.

MRC will contribute at least 15% of its financial resources towards providing pre-employment transition services (Pre-ETS) to students to students with disabilities aged 14-21 (up to their 22nd birthday). The high schools will provide in-kind contributions of staff time, space, and transition services/resources. MRC will continue to work closely with ESE to ensure adequate financial resources are available in the schools for high school students. (Pages 206-207) Title IV

MRC has assigned qualified vocational rehabilitation counselors to every public high school in the Commonwealth to coordinate the delivery of pre-employment transition services for
potentially eligible or eligible students with disabilities aged 14-21 (up to their 22nd birthday) and transition services for students determined eligible for VR services delivered through an Individualized Plan for Employment. The LEAs assign qualified education staff to coordinate communication with MRC and to provide transition services under IDEA and 504. Applicable administrative staff are also involved in this process. (Page 207) Title IV

The MRC Area Offices will provide outreach to high schools to assist in informing all students with disabilities aged 14-21 (up to their 22nd birthday) of the availability of pg. 208MRC Pre-ETS and Vocational Rehabilitation services. Outreach to these students occurs as early as possible in the transition process. MRC outreach information includes a description of the purpose of the vocational rehabilitation program, applicable eligibility requirements, referral and application procedures, and the scope of services that may be provided to eligible and potentially eligible individuals. LEAs also collaborate with VR counselors to identify all students with disabilities who may be appropriate for Pre-ETS. MRC will cooperate with LEAs to identify students as early as possible during the transition planning process and will provide the student and family with information about the purpose of the VR and Pre-ETS programs, eligibility requirements, application procedures, and scope of services that may be provided. (Pages 207-208) Title IV

MRC operates a summer internship program for high school students with disabilities in partnership with employers across the Commonwealth as part of its Pre-ETS programming. This program provides paid work-based learning experiences and workplace readiness training, and provides valuable work experience and mentorship opportunities for participants. Employers are also involved as part of identifying work-based learning experiences for Pre-ETS and also as part of MRC’s Transition Pathway Services demonstration grant. MRC also is working closely with the Institute for Community Inclusion (ICI) at the University of Massachusetts as part of this demonstration grant to evaluate progress and to develop and promote best practices for Pre-ETS and Work-Based learning. MRC will use lessons from this grant to incorporate best practices for coordinating pre-Employment Transition services and transition services to students and youths with disabilities.

MRC also provides OJT training specifically for youth and high school students with disabilities in vocational technical schools with CVS Health and Manpower that offer both short and long term work based learning experiences to develop both skills and job readiness. (Pages 212-213) Title IV

MRC is working closely with local school districts on transition and pre-employment transition services, including those provided under the Individuals with Disabilities Education Act (IDEA). MRC has a counselor assigned to every public high school in the Commonwealth and has developed strong working relationships with the Department of Elementary and Secondary Education (DESE). MRC is also working to coordinate its transition services with local schools and DESE with those transition services by these provided under the Individuals with Disabilities Education Act. MRC is involved in several initiatives in this area, including the B-SET project, and has hired a Transition Manager to oversee transition and coordination with educational authorities. MRC has also been awarded a 5 year, $5 million demonstration grant on
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work-based learning experiences by RSA for students with disabilities entitled Transition Pathway Services which will also assist with needs in this area. (Page 239) Title IV

MRC is involved in several initiatives in this area, including the B-SET project, and has hired a Transition Manager to oversee transition and coordination with educational authorities. MRC has also been awarded a 5 year demonstration grant on work-based learning experiences by RSA for students with disabilities entitled Transition Pathway Services which will also assist with needs in this area. (Page 241) Title IV

Some strategies developed through this process, as described in the sections below, include development and refinement of MRC’s pre-employment transition service (Pre-ETS) contract programs, the development of a new employment model with the Department of Mental Health to assist consumers with mental health needs to obtain

pg. 255employment. This new model is designed to rapidly engage individuals in the Vocational Rehabilitation process, a pilot project with the Department of Transitional Assistance to use the concepts of the Individualized Placement and Support (IPS) model to engage and employ individuals with disabilities receiving TANF benefits, among other strategies MRC has also been awarded a 5 year, $5 million demonstration grant on work-based learning experiences by RSA for students with disabilities entitled Transition Pathway Services which will be used to identify and evaluate best practices for improving services to students across the Commonwealth of Massachusetts. Additional details on these and other strategies can be found in the following sections. (Pages 254-255) Title IV

Through its MOU with the Department of Elementary and Secondary Education (DESE), MRC has established a working group to identify needs and best practices to improve and expand services for students with disabilities, including pre-employment transition services. MRC is amending its MOU with DESE to further coordinate service efforts and DESE has produced guidance for local school districts on working with MRC to coordinate transition services. This is incorporated as part of MRC’s strategic planning process MRC has also hired a Transition Manager to oversee transition, coordination with educational authorities, and implementation of strategies to improve and expand services to students with disabilities. MRC has also been awarded a 5 year, $5 million demonstration grant on work-based learning experiences by RSA for students with disabilities entitled Transition Pathway Services which will be used to identify and evaluate best practices for improving services to students across the Commonwealth of Massachusetts. (Page 258) Title IV

Transition Pathway Services Demonstration Grant Project: MRC has been awarded a 5 year demonstration grant from the Rehabilitation Services Administration (RSA) known as the Transition Pathway Services Grant. This project will evaluate best practices for provision of work-based learning experiences to students with disabilities through a coordinated model of services provided by community partners including MRC, career centers, independent living centers, pre-employment transition vendors and local educational authorities to increase employment and/or post-secondary education opportunity for students with disabilities based on their abilities, skills, needs and employment opportunities in the local economy. (Pages 262-263)
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The designated State unit’s plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students. (Page 295)

**Title IV**

The Massachusetts Commission for the Blind’s plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities include:

- The development and implementation of a new agreement with the Massachusetts Department of Elementary and Secondary Education (DESE). The Massachusetts Commission for the Blind has a long-standing cooperative agreement relative to the services provided to legally blind children that was out-of-date. During the past year, the two agencies met a number of times to develop an updated agreement and to address problem areas and new initiatives. Specific provisions of the agreement are described in Section C. below.
- The continued provision of consultation and technical assistance to the education agency relative to the transition of students with disabilities from school to post-school activities, including pre-employment transition services and vocational rehabilitation services.
- The continued transition planning by MCB and education personnel that facilitates the development and completion of students’ individual education programs through the Chapter 688 process described in Section B. (Page 295)

**Priorities:**

- Develop and implement plans to increase training opportunities for transition and pre-employment transition consumers who are not going to college.
- Continue and expand the agency’s internship program for legally blind students and youth who are attending college and high school graduates who are not going to college or out-of-school youth with the result that the number of students and youth participating increases each year.
- Coordinate the agency’s internship program with other pre-employment transition services.

**Expand and develop a wide range of pre-employment transition services to enhance transition and employment opportunities for students who are legally blind and for potentially eligible students with disabilities as mandated by the Workforce Innovation and Opportunity Act (WIOA)** (Page 349)

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Expand and develop a wide range of pre-employment transition services to enhance transition and employment opportunities for students who are legally blind and for potentially eligible students with disabilities as mandated by the Workforce Innovation and Opportunity Act (WIOA) through: implementation of the new agreement with the Massachusetts Department of Elementary and Secondary Education (DESE); working more closely with schools and teachers of the visually-impaired; working more closely with the Massachusetts Federation for Children with Special Needs (the state Parent Training and Information Center) to provide better outreach and information to parents about pre-employment transition services, vocational rehabilitation services, and the opportunities for coordination and cooperation between MCB and school personnel; providing group pre-employment transition services both after-school and during school vacations. (Page 355)

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

• Develop and implement plans to increase training opportunities for transition and pre-employment transition consumers who are not going to college.

• Continue and expand the agency’s internship program for legally blind students and youth who are attending college and high school graduates who are not going to college or out-of-school youth with the result that the number of students and youth who participate increases each year. Coordinate the agency’s internship program with other pre-employment transition services.

• Expand and develop a wide range of pre-employment transition services to enhance transition and employment opportunities for students who are legally blind and for potentially eligible students with disabilities as mandated by the Workforce Innovation and Opportunity Act (WIOA).

• Increase pre-employment transition, transition, and college students’ access to educational materials, resources and websites.

• Improve communication and collaboration among MCB staff (VR counselors, children’s service workers and social workers) in order to facilitate services to pre-employment transition consumers who have reached their fourteenth birthday and to identify on a case by case basis the most appropriate departments within MCB to meet these individuals’ needs.

• Improve communication and collaboration between MCB VR counselors and all other state, federal, contracted and private agencies providing technology, vocational training and employment services to MCB consumers, including eligible and potentially eligible pre-employment transition consumers.

• Provide appropriate after-school assistive technology and orientation and mobility services as pre-employment transition services to eligible and potentially eligible middle and high school students.

• Provide appropriate job exploration and counseling pre-employment transition services such as mentorships and exposure to real life career information.

• Provide appropriate work readiness pre-employment transition services in areas such as financial management, budgeting, and social skills. (Pages 358-359) Title IV

Career Pathways

The Executive Office of Education, in partnership with the Board of Higher Education, will kick off a new strategic planning process for the 15 community colleges, state universities and UMass system in 2016. The Executive Office intends to build the strategic planning requirements to include key priorities developed through the Workforce Skills Cabinet. Institutions will be expected to utilize the information developed in the State Economic Development Plan and Statewide Workforce Development Plan (required by WIOA) on key industries and high—demand career pathways as a building block for developing curriculum, programming, and capital planning. In addition, EOE will set an expectation to be part of regional planning efforts designed under the Workforce Skills Cabinet (leveraging the WIOA planning requirements).
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(Page 50) Title I

Vision: All Massachusetts residents will benefit from a seamless system of education and workforce services that supports career pathways for individuals and leads to a more informed, educated, and skilled workforce, which meets the Commonwealth’s businesses’ demands and sustains a thriving economy. To achieve this vision, Massachusetts will engage businesses to understand their needs and develop an integrated education and workforce system that supports career pathways to prepare residents with foundational, technical, professional skills and information and connections to postsecondary education and training. WIOA partners will work to:

• Design career pathways across partners aligned with business demand
• Improve foundation skills and transition to postsecondary education and training for individuals with barriers to employment

To support Local Workforce Boards in leveraging resources for youth with disabilities who are transitioning into postsecondary education, training, and integrated employment opportunities, the Department of Career Services will work collaboratively with the Massachusetts Rehabilitation Commission (MRC) and the Massachusetts Commission for the Blind (MCB) to:

• Ensure a mutual awareness of available vocational rehabilitation and youth program services.
• Share information about best practices in assisting youth with disabilities, as well as provide access to accommodations and supports available through vocational rehabilitation to assist youth with disabilities.
• Develop a new referral process between the Title I Youth Program and the Title IV Vocational Rehabilitation.
• Identify appropriate roles of One-Stop Career Center staff, youth services provider staff, and vocational rehabilitation staff to support career pathways for youth with disabilities that lead to integrated competitive education.

State Level Memorandum of Understanding
 Massachusetts intends to fully implement the key tenants of WIOA to develop robust partnerships across programs and services. Key changes from WIA to WIOA focus on improving outcomes by organizing resources, services, and structures through a “customer” lens rather than the bureaucratic administration of federal or state resources. New partnerships and cross-system operations across Career Centers, Adult Education, Vocational Rehabilitation, and TANF/SNAP established through a statewide Memorandum of Understanding (MOU) based on the state goals and strategies in the Plan. The State MOU (attachment C-1) was designed to outline areas of agreement that help the Commonwealth implement the significant changes in WIOA including:

• Articulate a coordinated vision for organizing the broadly defined federally-funded public workforce system
• Develop career pathways for business and individuals with barriers to employment or “shared” customers across WIOA programs
• Define shared WIOA infrastructure costs between WIOA programs and Career Centers
• Guide the establishment of 16 local area MOUs and agreements (which will require the design of partnerships and service delivery systems through the WIOA Core Program partners at the local level)

The Open and Competitive Request for Proposals (RFP) process will consist of two separate competitive processes. A regional competition will make funding available for Community Adult Learning Centers (CALCs) offering ABE and/or ESOL services, which may also include Adult Career Pathways or bridge programs, Integrated Education and Training, and Integrated English Literacy and Civics Education grant programs, etc. The regional allocations will be determined...
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using a formula that takes into account data from the American Community Survey. Successful applicants will be awarded funding based on the quality of their responses to the 13 considerations in Title II of WIOA. They will also be awarded points based on past performance. The regional competition will be reviewed for alignment with local plans by local boards. (Page 109) Title I

Every One—Stop Career Center in Massachusetts is currently fully accessible and in compliance with WIA Section 188 regulations on non—discrimination. As stated above, the certification process for One—Stop Career Centers and the state guidelines for local WIOA plan submissions both address matters pertaining to physical and programmatic accessibility. The Massachusetts DCS Field Management and Oversight unit conducts on—site monitoring at all 32 One—Stop locations, using the set of One—Stop Career Center Quality Assurance Standards. Further, the Massachusetts Department of Capital Asset Management (DCAM) conducts an accessibility review for any new leases or lease renewal activities based on ADA guidelines. Policy dictates that if any deficiencies are identified that One—Stops are informed in writing of the findings and given a deadline for when corrections need to be completed. There are no outstanding issues currently. (Pages 117-118) Title I

All Massachusetts residents, including individuals with disabilities, will benefit from a seamless system of education and workforce services that supports career pathways for individuals and leads to a more informed, educated, and skilled workforce, which meets the Commonwealth’s businesses‘ demands and sustains a thriving economy. To achieve this vision, Massachusetts will engage businesses to understand their needs and develop an integrated education and workforce system that supports career pathways to prepare residents with foundation, technical, professional skills and information and connections to postsecondary education and training. MRC will work with its core workforce partners to:1. Design career pathways across partners aligned with business demand 2. Improve foundation skills and transition to postsecondary education and training for individuals with barriers to employment

pg. 2603. Assist individuals to achieve economic self—sufficiency through support services, labor—market driven credentialing, and employment4. Meet the needs of job seekers and businesses who engage in the public workforce system (including partner programs) (Pages 259-260) Title I

WIOA and its state plan requirements have been discussed at each quarterly meeting of the Rehabilitation Council since its enactment.

o Work with Core Program partners to promote Career Pathways for individuals who are legally blind and to improve the one-stop delivery system.

o Strengthen the alignment of the MCB VR program with the other core programs of the workforce development system.

o Use state and regional labor market information analysis to develop more employment options for consumers who are legally blind, utilizing regional labor market data, regional economic
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development agencies, and business intelligence gathered from interactions with core partners.

- Participate in the development of a coordinated, streamlined regional strategy for business partner outreach and follow up. (Page 291) Title I

Massachusetts intends to fully implement the key tenets of WIOA to develop robust partnerships across programs and services. Key changes from WIA to WIOA focus on improving outcomes by organizing resources, services, and structures through a “customer” lens rather than the bureaucratic administration of federal or state resources. The State MOU was designed to outline areas of agreement that help the Commonwealth implement the significant changes in WIOA including:

- Focus on Demand—Driven Services
- Priority on Business Customer
- Priority on Individuals with Barriers
- Streamlining Workforce Structures (Workforce Boards, Service Delivery, etc.)
- Increased Expectation to Create Partnerships Across Programs
- Requirement for Regional Planning
- Performance Metrics Across All Partners (including new Business Measures)
- Credentialing and Career Pathways (Page 511) Title IV

Expand existing Career Pathways Models in regions. Workforce Development Boards, One—Stop Career Centers and WIOA partners (TANF, MRC, MCB, Veteran’s etc.) work with ACLS to support the ABE Career Pathways models and offer comprehensive services for “shared customers”. (Page 515) Title IV

Apprenticeship

The Massachusetts Workforce Development Board, EOLWD and the Department of Career Services will encourage Workforce Areas to utilize federal WIOA funding to support sector or career pathway initiatives, including On-the-Job Training, Apprenticeship, Pay-for-Success models, and other tools on the pathway to postsecondary credentials. These pathway initiatives will leverage business feedback about the skills and credentials required to access opportunities and identify innovative entry points for job seekers with varying degrees of preparation.

Utilize state resources to support sector or career pathway initiatives, including on-ramps to adult education, community colleges, career and technical education, On the Job Training, Apprenticeship and other tools to expand the capacity of regional partnerships to deliver talent to business. Currently, the Workforce Competitiveness Trust Fund is the vehicle for state resources. In addition, this is a recommended strategy to assist individuals with barriers to enter the labor
Massachusetts (MA) WIOA Matrix

On-the-Job Training (OJT) and Apprenticeship is available to WIOA Adult and Youth customers, as appropriate; and of course these tools are available to Partner programs as funding permits. The Commonwealth supports local sector initiatives through WIOA and other funding sources (e.g. Workforce Competitiveness Trust Fund), many of which incorporate work-based learning as part of the service strategy. The MassTalent Connect Initiative will use OJT as a strategy (OJTs funded through the Workforce Training Fund Program) to further build out OJT as a strategy for individuals who are long-term unemployed, and therefore eligible as Adult participants. Massachusetts is in the process of preparing the application for the ApprenticeshipUSA State Expansion grant, the goal of which is to increase utilization of Apprenticeship by 5%; MA anticipates an additional 418 Apprentices over the next 18 months.

MRC will utilize available apprenticeship resources, including the ODEP guide to expand apprenticeship, to provide apprenticeship opportunities for individuals with disabilities across the Commonwealth. As an example, MRC participates in the Merit Apprenticeship Program. Additionally, MRC has obtained a copy of the ODEP guide on apprenticeships. MRC will also work with the Career Centers on providing apprenticeship opportunities for consumers. MRC has leased space at the career centers and has staff dedicated to the career centers to make available the range of career services from Career Centers for MRC consumers.

Assist the other components of the statewide workforce development system in assisting individuals who are legally blind by: offering to provide all One-Stop Career Centers with an evaluation of their accessibility to visually-impaired consumers; providing on-site VR services to legally blind consumers who have scheduled appointments at One-Stop Career Centers; providing training about blindness and visual impairment to the workforce development agencies; providing consultation to workforce development staff; working with workforce development agencies to develop apprenticeship and on-the-job training opportunities for legally blind consumers; identify job-driven training opportunities for legally blind consumers; and developing an improved referral process among the partner agencies. Since apprenticeships have seldom been available to legally blind consumers, MCB will contact the Massachusetts Division of Apprenticeship Standards, the U.S. Department of Labor’s Office of Disability Employment Policy, and the Connecticut Board of Education and Services for the Blind to learn more about apprenticeships for legally blind persons and how to access opportunities through the Massachusetts Apprenticeship Initiative (MAI) or other resources in Massachusetts and New England.
### Massachusetts (MA) WIOA Matrix

Support the other components of the statewide workforce development system in assisting individuals who are legally blind by: offering to provide all One-Stop Career Centers with an evaluation of their accessibility to visually-impaired consumers; providing on-site VR services to legally blind consumers who have scheduled appointments at One-Stop Career Centers; providing training about blindness and visual impairment to the workforce development agencies; providing consultation to workforce development staff; working with workforce development agencies to develop apprenticeship and on-the-job training opportunities for legally blind consumers; identify job-driven training opportunities for legally blind consumers; and developing an improved referral process among the partner agencies. (Pages 354-355) Title IV

### Work Incentives and Benefits

Over the years, Massachusetts has won several Disability Employment Initiative grants and other resources through USDOL Office of Disability and Employment Policy to strengthen the system’s capacity to support individuals with disabilities. The Massachusetts Disability Employment Initiative (DEI) III Grant administered through a partnership with five Career Centers, Work without Limits, and the Institute for Community Inclusion. Grant supports programs aimed at improving employment outcomes for persons with disabilities. Of the 535 individuals who have enrolled in the program, 292 (55%) have achieved employment (2014-2015). The value of the Massachusetts DEI model is that it links access to education, credential training and job training with benefits counseling with utilization of the federal Ticket to Work Program. Prior grants and resources for this population were solely focused on employment and did not expand work to enroll more individuals into post-secondary or training programs. (Page 77) Title I

Individuals receiving SSI and/or SSDI benefits are presumed eligible for VR services are defined as an individual with a significant disability, and are presumptively placed in Priority 2 and will be assessed further to determine if they meet the criteria for Category 1. (Page 250) Title I

The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act. (Page 287, Page 380) Title IV

### Integrated Supports and Design

Vocational Rehabilitation, Ticket—to—Work, One—Stop Career Centers, adult education and community colleges offer a range of resources to job seekers with disabilities that have greater impact on the success rate of an individual if they are leveraged.

Initial Vocational Rehabilitation assessment process offers a consumer a wide range of preparation and support services documented in an Individualized Plan for Employment (IPE). For the individual:

- Physical and Mental Restoration Services
- Career Counseling
### Massachusetts (MA) WIOA Matrix

- Training (OJT, Pharmacy Tech, High School Internships, Competitive Integrated Employment Services vendors, Transitional Internship Program, Transition to Adulthood Programs, etc.)

- Benefits Planning

- Assistive Technology

- Vehicle Modification

- Job Site Accommodations

- Job Coaching Services (Page 529) Title IV

### Employer/Business

The WIOA legislation emphasizes the use of job-driven and industry-based training through employer engagement. MRC continues to develop and utilize Job-Driven Trainings and on-the-job (OJT) training and evaluations. MRC has found that many consumers who participate in an OJT or Job-Driven training obtain employment with the OJT or JDT and others are able to obtain employment elsewhere as a result of their participation in the OJT or JDT through which they gained a recent work experience and/or developed job-specific skills. Over the past 5 years, MRC has conducted close to 900 OJTs with employers and approximately 500 consumers have completed Job-Driven trainings with MRC employer partners. MRC has created job driven training programs to date with the Home Depot, CVS Health, Advance Auto Parts for Sales and Driver positions; Enterprise for Service Agent, Driver, and Lot Attendant, Lowes, G4S Security Solutions, the Kraft Group, MAPFRE Insurance, and Allied Barton Security Services. In addition, MRC held a job-driven training for human service jobs. (Page 212) Title I

MRC continues to focus on reaching out to employers and develop partnerships designed to lead to competitive employment outcomes for individuals with disabilities. This is tied into the emphasis of employer engagement under WIOA. MRC’s Employment Service Specialists in coordination with the Job Placement Specialists continue to outreach to employers especially to those in high growth industries, including employer accounts. (Page 272 )Title IV

MCB is currently exploring the best avenues to solicit employers’ opinions about additional mutual cooperation to identify competitive integrated employment and career exploration and pre-employment transition opportunities for consumers and students with disabilities. The agency will use the knowledge and expertise of those Rehabilitation Council members who represent business, labor, and industry and that of the members of the Perkins Business Partnership, an alliance among Perkins, the Carroll Center for the Blind, and the Massachusetts Commission for the Blind in this endeavor. (Page 301) Title IV

### Data Collection

MRC has a web—based Management Information System known as MRCIS, which serves as the case management and data system for MRC’s Vocational Rehabilitation Program. Data is tracked and managed at the client level for all MRC VR consumers. The system documents and
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covers all aspects of the VR process from referral to exit. The system is used to produce a quarterly data file entitled the RSA—911 report submitted to the Rehabilitation Services Administration containing detailed client and employment data.

MCB has a Management Information System known as System 7, which serves as the case management and data system for MCB’s Vocational Rehabilitation Program. Data is tracked and managed at the client level for all MCB VR consumers. The system documents and covers all aspects of the VR process from referral to exit. The system will be modified to produce a quarterly data file entitled the RSA—911 report submitted to the Rehabilitation Services Administration containing detailed client and employment data. (Page 91) Title I

Under WIOA, the Massachusetts Rehabilitation Commission is required to report VR data to the Rehabilitation Services Administration (RSA) through the RSA-911 report which will be submitted via the RSA portal on a quarterly basis with open and closed case data. As part of its WIOA reporting process to report data and to measure performance on the Common Measures to RSA, MRC will require individual level wage data from Unemployment Insurance data. MRC will be required to report data for consumers exiting from the Vocational Rehabilitation Program both successfully and unsuccessfully at the 1st, 2nd, 3rd, and 4th quarter after exit from the VR program for the following fields from Unemployment Insurance data from DUA based on Social Security Numbers provided by MRC to DUA using a secure interchange method of data transmission. (Page 114-115) Title I

Goal 4: Maximize Employment Retention for MRC Consumers Successfully Employed at Exit from Vocational Rehabilitation at the Second Quarter after Exit. Measurement: Employment Rate at the 2nd Quarter after Exit for MRC Consumers closed during the Current Program Year (Successful and Unsuccessful closures) based on Unemployment Insurance Wage Earnings Target: Continue to establish baseline data over the next 2 program years Data Source: Closure Data from MRCIS Case Management System, RSA—911 Report, Unemployment Insurance Quarterly Wage Data Frequency: Annually Goal 5: Maximize Employment Retention for MRC Consumers Successfully Employed at Exit from Vocational Rehabilitation at the Fourth Quarter after Exit Measurement: Employment Rate at the 4th Quarter after Exit for MRC Consumers closed during the Current Program Year (Successful and Unsuccessful closures) based on Unemployment Insurance Wage Earnings Target: Continue to establish baseline data over the next 2 program years Data Source: Closure Data from MRCIS Case Management System, RSA—911 Report, Unemployment Insurance Quarterly Wage Data Frequency: Annually (Page 245) Title IV

Goal 11: Maximize the number of Consumers Exiting the MRC VR Program whose Primary Source of Economic Support is from their own Employment Earnings Measurement: Proportion of Individuals Successfully Closed in Status 26 in the current fiscal year with a RSA—911 Employment Status Code of Competitive Employment in MRCIS with hourly wages at or above minimum wage (the higher of either State or Federal Minimum Wage, currently is $11.00 in Massachusetts) whose Primary Source of Support at Closure is Personal Income (Code 1) minus the proportion of those consumers whose primary source of support at application was personal income (Code 1). Target: At or above 58% Data Source: MRCIS Case Management System, Monthly Standards and Indicators Tracking Report Frequency: Monthly, Annually. (Page 246-
511

On a regular basis, the ESE will monitor LEAs’ development and use of policies and procedures, including those regarding Section 504 and the transition requirements of IDEA. All monitoring reports will be made publicly available on the ESE’s web site. The ESE has provided guidance to LEAs, in accordance with 34 CFR 397.31, entitled “Administrative Advisory SPED 2017-1: Guidance Regarding the WIOA Prohibition on Contracting with Entities for the Purpose of Operating a Program Under Which a Youth with a Disability is Engaged in Subminimum Wage Employment” to inform LEAs that WIOA prohibits LEAs from entering into a contract or other arrangement with an entity, as defined in 34 CFR 397.5(d), for the purpose of operating a program under which a youth with a disability is engaged in subminimum wage employment. The ESE assures that it will not enter such a contract or other arrangement. (Page 206) Title I

Administration of the Provision of VR Services:

h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act. (Pages 286-287, Page 380) Title IV

Equal Opportunity and Nondiscrimination: Section 188

In order to create and implement the One—Stop Certification process and policy under WIOA, the Massachusetts State Board created the Career Center Standards and Process Workgroup (CCS&P). The CCS&P Workgroup is comprised of a statewide diverse group of workforce professionals, representatives of core and other partner programs, including Vocational Rehabilitation, representatives of targeted customer groups, and business representatives. The group is in the process of rolling out Massachusetts’ inaugural statewide career center standards in the areas of cost effectiveness, integrated services, accessibility, effective leadership, performance and responsiveness to the demand driven model. Accessibility standards include the examination of systems to ensure staff knowledge of and compliance with Section 188 of WIOA. The standards exceed WIOA mandates and will become a core driver of change through the WIOA—mandated career center operator competitive selection process. Additionally, through the One—Stop Career Center standards development process, career center responsive service delivery structure was determined to be a critical element in career center operation. This includes assessing the career center location for accessibility to the communities it serves, whether hours of operation are responsive to all partners’, possessing adaptive technology, and ADA—compliance.

The Workforce Development Board Certification (WDB) Workgroup, a sub—committee of the WIOA Jobseeker and Employer Steering Committee, is designing standards for Workforce Board certification pursuant to new WIOA responsibilities. These new Workforce Board standards will be incorporated into enhanced local and regional delivery and project models and related policies. The standards include the examination of board systems to conduct comprehensive annual reviews for programmatic and physical accessibility, including level of
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The Massachusetts Department of Career Services adheres to Section 188 of WIA, The Governors Executive Order No. 478, and the Mass Workforce Policy No. 01—35. All One—Stops in the regions have incorporated practices to effectively serve persons with disabilities through required assistive technology and equipment at each center. Accessibility to serve job seekers with a disability is reviewed annually. Standard adaptive equipment for One—Stop Career Center’s include: ZoomText, Jaws, Scanner for Jaws/ZoomText, Dragon Naturally Speaking hands—free voice activated software, Braille Labeler, Assistive listening devices, Text TTY line, height adjustable tables, and Trackball mouse, and other assistive technology. (Page 118) Title I

MRC will continue to consult with core partners on the identified needs of their consumers as it relates to accessibility and access to employment opportunities, employment training, and provide employer trainings on disability awareness and job accommodations. MRC is reaching out to its core partners as part of its next needs assessment to gather additional data on the needs of individuals in the overall workforce system to complement and further enhance the CSNA process going forward. (Page 238) Title I

MRC has completed a project to translate all consumer correspondence letters from the MRCIS web-based case management system into seven commonly used foreign languages in Massachusetts, including Khmer, Vietnamese, and Traditional Chinese (Mandarin). This will help to enhance services and accessibility to consumers in the Asian community. The letters have been posted to MRC’s intranet for counselors to use and have been directly incorporated into MRCIS. (Page 269, Page 273) Title I

The MCB RC has made the following recommendations for FFY 2019 on VR services

- Make budget recommendations and advocate, when appropriate, to ensure that MCB both receives sufficient VR funding and provides appropriate and cost-effective services for consumers;

- Through interaction with pertinent MCB staff, as well as the Department of Elementary and Secondary Education and the AIM Library, continue to try to ascertain the number and percentage of blind students currently receiving braille instruction and orientation and mobility instruction, and what criteria are being used to make such decisions;

- Ensure that MCB’s social services and vocational rehabilitation staff can fully participate in...
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IEP meetings for children and youth;

- Enhance the service delivery of MCB VR counselors to increase job development activities, job placement services, technology services, job retention, and job coaching services to all individuals (including individuals with other disabilities in addition to blindness) receiving vocational services at MCB regional offices;

- Work with committee chairs to grow and increase the productivity of RC committees;

- Work and advocate for accessibility of state and local government portal systems, including all applications for services and all documents posted on these portals; (Page 289) Title I

**Vets**

How the State intends to provide employment, training and job placement services to veterans and eligible persons under the JVSG:

All customers who appear for services at the Career Center are asked if they are a Veteran. If the customer identifies as a Veteran they are immediately informed of their Priority of Service status. Career Center staff first offer the Veteran a spot in the next Career Center Seminar (orientation) the main portal into the Massachusetts Workforce Development and Career Center System. This orientation provides all customers including Veterans information on, and access to, the full array of services, programs and activities available at or accessible from the Career Center. As part of the orientation the Veteran will complete a self—assessment of their work search strategies, if appropriate, complete the Career Readiness 101 assessment, complete a job profile and with a career counselor and establish the next appropriate step in their Career Plan. If appropriate due to determination that the Veteran customer has significant barriers to employment the Veteran will be referred to the DVOP. If the Veteran customer prefers not to attend a CCS they are provided with information on the full array of services available and scheduled for the next appropriate service. If they asked to speak with a Veteran representative they will be referred to that Veteran representative. (Page 436) Title IV

A second key partnership exists with the Commonwealth Department of Veterans’ Services (DVS). Through this agency, each Commonwealth town and municipality has an assigned Veterans’ Services Officer to provide a wide range of benefits and services to Veterans. Cross training and relationship building at the state and local level have enhanced our ability to quickly address the needs of Veterans. Both the VA and the DVS regularly participate in local, regional and statewide Veterans’ programs, events and training sessions. The Department of Career Services will utilize JVSG incentive funds to support the attendance of both JVSG and non-JVSG staff at the annual National Association of State Workforce Agencies (NASWA) Veterans Conference. Outreach and linkage to those Veterans most in need of individualized services is an ongoing top priority. Local DVOPs have direct contact and coordination with homeless Veteran shelters (HVRP grantees) to provide direct services and training program opportunities leading to gainful employment and self-sufficiency. Included in these outreach efforts are broad-based marketing and promotion of Veteran-oriented events, job fairs and education/training programs. (Page 438) Title IV
**Massachusetts (MA) WIOA Matrix**

Massachusetts provides training on the implementation of Veterans’ Priority of Service. Training is provided to DVOPs, LVERs, One—Stop Career Center Directors and Operations Managers, Local Workforce Boards, Career Center Staff, Core Partners and other workforce partner personnel to further assure full and effective implementation of Veterans’ priority of service requirements at the local level. The training emphasizes:

- Identifying “the point of entry” of federal employment and training programs in order for covered persons to take full advantage of priority of services.
- That staff must assure that at the initial contact point (point of entry) covered persons are made aware of:
  - Their entitlement to priority of service;
  - The full array of employment, training, and placement services; and
  - Any applicable eligibility requirements for those programs or services.
- That local policies and procedures must ensure:
  - Monitoring and evaluation of priority of service will be incorporated within monitoring policies and procedures; and
  - All reporting requirements will be met. (Page 440) Title IV

7. Develop career pathway maps or service flowcharts for veterans who are “shared customers” between local One—Stop Career Centers and the Department of Veterans’ Services and other key partners. Local MOU partners can customize the template developed by the WIOA Steering Committee (ATTACHMENT C—7). The local area partners will identify the roles for each Partner in supporting career pathway development specifically for Veterans. In order to implement the elements of a career pathway model in the region that require shared program design, service delivery, staffing or infrastructure costs, local partners could consider the following areas for shared resources to:

a) Creation and implementation of workshops for job seekers who are Veterans at One—Stop Career Centers covering specific resources, Disabled Veteran Outreach Program (DVOP)/Local Veterans Employment Representative (LVER), Department of Veterans resources, use of TORQ for career counseling, Career Ready 101, NCRC testing, employer industry panels job seekers, resources for Veteran’s with disabilities (e.g. access to support and adaptive technologies) etc. (Could be offered at various sites.)

b) Creation of a referral processes for directing Veterans with Significant Barriers to Employment (SBE) to local DVOPs and other appropriate services. (Page 517) Title IV

**Mental Health**

7. Response to Recommendation on Peer Mentors: The VR program offers peer mentoring programs through collaboration with the Independent Living Centers (ILCs). MRC will continue to ensure consumers are appropriately referred to the ILC’s for Peer mentoring services including mentoring around employment. Peer mentoring from the ILCs is a key part of two current grant projects, including the Transition Pathway Service grant and the Kessler Foundation Career Pathway Services grant. MRC will evaluate the results of these initiatives

MRC does not have the resources to develop this type of training program, but MRC can have discussions with the ILCs to determine if this type of mentoring happens, and if not, how we can ensure a structure is put in place. With future collaborative projects in the works with the Department of Mental Health, MRC will incorporate the Peer Specialist Model within our VR offices, thus adding a very different mentoring feature to Vocational Rehabilitation. (Page 198) Title I

The Massachusetts Rehabilitation Commission continues to promote the collaboration with
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stakeholders regarding supported employment services and extended services. This is also evidenced in the number of joint funded programs that have been established. Some examples of these collaborative programs are joint funding of services for individuals with intellectual disabilities between the MRC and the Developmental Disability Services (DDS); for individuals with mental health needs between MRC and the Department of Mental Health (DMH); for individuals who have traumatic brain injuries between the Statewide Head Injury Program (SHIP) of the Massachusetts Rehabilitation Commission; and the Massachusetts Commission for the Blind. MRC has Memorandum of Understandings (MOU) with DDS and the Department of Mental Health (DMH). These MOUs are designed to improve collaboration, coordination and utilization of joint agency resources in ensuring quality service delivery and long term supports that result in competitive/supported employment outcomes for mutual consumers. This collaboration is at the Regional and local levels. Through developing a process for conducting joint service planning, local liaisons/training and joint service planning, all consumers and specifically transition aged individuals be better served and able to achieve successful employment outcomes. (Page 209-210) Title I

MRC and the Department of Mental Health (DMH) are working collaborative to coordinate and improve services to shared consumers to assist them in their efforts to obtain employment and living independently in the community. MRC and DMH have developed a Memorandum of Understanding to guide efforts to work collaboratively to identify the individuals that they mutually serve through implementing an ongoing data collection system, to foster joint service planning and interagency training to increase employment opportunities and positive employment outcomes for individuals with severe mental illness. The MOU will be revised as needed. (Page 217) Title I

MRC and DMH are also collaborating on a pilot project for shared consumers in 3 areas designed to develop and/or enhance service delivery strategies and services through a collaborative team model approach to improve the time it takes a consumer to move from program eligibility to receiving services; rapidly moving consumers into successful employment opportunities based on their abilities, skills, and interests. Competitive employment for participants is the objective in which consumers are matched to opportunities in demand in the local job market. The teams will track both qualitative and quantitative results through this document to measure the effectiveness and the development of this model over time. In addition, MRC and DMH are developing an employment initiative with state funding to assist consumers with mental health needs to obtain employment. MRC will develop a new employment model based on the Progressive Employment Model to assist consumers in obtaining employment using this new model. This new model is designed to rapidly engage individuals in the Vocational Rehabilitation process. (Page 219) Title I

The Massachusetts Rehabilitation Commission continues to promote the collaboration with stakeholders regarding supported employment services and extended services. This is also evidenced in the number of joint funded programs that have developed. Some examples of these collaborative programs are joint funding of services for individuals with intellectual disabilities between the MRC and the Developmental Disability Services (DDS); for individuals who are psychiatrically disabled between MRC and the Department of Mental Health (DMH); for
### Massachusetts (MA) WIOA Matrix

Individuals who have traumatic brain injuries between the Statewide Head Injury Program (SHIP) of the Massachusetts Rehabilitation Commission; and the Massachusetts Commission for the Blind. (Page 254) Title IV

In addition, MRC and DMH are developing an employment initiative with state funding to assist consumers with mental health needs to obtain employment. MRC will develop a new employment model based on the Progressive Employment Model to assist consumers in obtaining employment using this new model. This new model is designed to rapidly engage individuals in the Vocational Rehabilitation process and will involve CRPs. (Page 258) Title IV

3. DMH Pilot Project and Employment Initiative: MRC and the Department of Mental Health are collaborating on a pilot project for shared consumers in 3 areas designed to develop and/or enhance service delivery strategies and services through a collaborative team model approach to improve the time it takes a consumer to move from program eligibility to receiving services; rapidly moving consumers into successful employment opportunities based on their abilities, skills, and interests. Competitive employment for participants is the objective in which consumers are matched to opportunities in demand in the local job market. The teams will track both qualitative and quantitative results through this document to measure the effectiveness and the development of this model over time.

In addition, as part of this effort, MRC and DMH are developing a new employment initiative to be supplemented with additional state funds from DMH to assist consumers with mental health needs to obtain employment. This project will use a new employment model based on the Vermont Progressive Employment Model to assist consumers in obtaining employment using a rapid engagement process. (Pages 277-278) Title I

### RTW/SAW

No disability specific information found regarding this element.

*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