South Dakota (SD) WIOA Matrix

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

South Dakota has done well at engaging individuals with disabilities in the workforce. Historically, South Dakota has had one of the highest, if not the highest, rate of employment amongst those with disabilities. This has taken a concerted effort amongst several entities starting with the Employment Works Task Force and Governor Daugaard’s mission to make South Dakota an “employment first state”. (Page 51) Title I

DRS has developed a website to post provider resources. This website provides template forms, policies, and past training videos. DRS has also promoted providers to become Certified Employment Support Professionals (CESP) certified by the Association of People Supporting Employment First (APSE) to be reimbursed at a higher reimbursement rate. At the end of FFY 2017, there were 106 certified CESP providers. (Pages 246-247) Title IV

**Customized Employment**

No disability specific information found regarding this element.

**Braiding/Blending Resources**

As partners of the One Stop System, quarterly meetings are held on a local level to ensure all staff are aware of the partner programs available to our customers. When possible, joint trainings take place to save on cost, increase a similar language amongst partners, and allow opportunity for collaboration. When a customer enters the South Dakota Department of Labor and Regulation (DLR) job service offices, they are provided with a full list of services available to them amongst all partner programs and assigned a case manager or “Employment Specialist”. Through an assessment process, the Employment Specialist in the job service office and the customer will identify the best mix of services to allow them to meet their goals. The Employment Specialist then provides the customer Direct Linkage to these services. An Integrated Resource Team (IRT) is likely the next step to ensure all service providers are working towards a common goal identified by the customer. This IRT brings together all the service providers representing the various programs, to blend and braid program resources to help the customer reach his or her goal. (Page 43) Title I

As a customer enters a customized or affiliate center, a comprehensive list of One Stop services will be reviewed with them. Based on the results of an objective assessment and information release from the participant, direct linkage will be provided to the appropriate service provided to assist the customer in achieving success. The job service office staff will remain the case manager for the customer so their story does not need to be repeated numerous times. The case manager will compile an Integrated Resource Team to ensure the maximum amount of blending and braiding of resources if available to the participant. It is the hope we can expand our technological offerings to provide direct linkage and case management through a faster and more...
## South Dakota (SD) WIOA Matrix

### DEI/Disability Resource Coordinators

No disability specific information found regarding this element.

### Financial Literacy/Economic Advancement

The Division regularly reports year end performance information to the Board. This includes information on case file reviews, Promise Grant, and other presentations were provided by the Black Hills State University on Post-Secondary education outcomes.

South Dakota Work Incentives Planning Assistance (WIPA) Program, Medical Assistance for Workers with Disabilities (MAWD) and the ABLE ACT

Black Hills Special Services Cooperative provided presentations and updates on the Work Incentives Program Assistance, Medical Assistance for Workers with Disabilities and the ABLE ACT during this reporting period. (Page 183) Title IV

### School to Work Transition

- **Summer Institute:** The Summer Institute is a statewide training opportunity for Special Education teachers who are assisting students in the transition process. It is held for one week in the summer and offers training in areas of IDEA, introducing self-determination curriculum and other assessment materials, and IEP planning. Teachers receive graduate credit for the class and gain knowledge from Disability Services Coordinators from post-secondary schools, vocational rehabilitation staff, Transition Liaisons, community mental health agencies and independent living services staff. (Pages 63-64) Title I

Development and Approval of an IPE before leaving school

The Division is making great efforts to assure that students with disabilities access the vocational rehabilitation program and develop their Individualized Plan for Employment (IPE) before they complete high school. Following are some of these activities:

- Division VR Counselors contact school counselors and 504 coordinators on a regular basis in an attempt to identify and meet with students.

- Division VR Counselors inform school staff what services are available to students with disabilities and eligibility requirements. VR Counselors then follow up on referral in a timely fashion in order to determine eligibility prior to graduation.

- Division VR Counselors and other Division staff will attend interagency meetings in order to inform other service organizations about Rehabilitation Services and obtain referrals of these students.
South Dakota (SD) WIOA Matrix

• The Division will continue funding Project Skills to include serving students with disabilities who are not receiving special education services. (Page 192) Title I

VR Counselors regularly attend Individual Education Plan (IEP) meetings and meet with students at the school and/or in their office to discuss post-secondary goals and training needs. Services are set up on an individualized basis for transition students that we are working with. Over 20% of individuals applying for VR services are students with disabilities on an IEP. VR Counselors utilize the World of Work Inventory (WOWI) along with other interest inventories to help students with disabilities identify their interests, values and aptitudes for certain employment considerations.

DRS provides a work experience program, Project Skills, for students with disabilities to try various employment options. A student can receive up to 250 hours of a paid work experience during a school year. During FFY17, 464 students with disabilities participated in the Project Skills program. (Pages 242-243) Title IV

Transition Services Liaison Program (TSLP) staff present transition related information to college students planning to enter the special education field at the University of South Dakota. Staff presented at three different classes to 72 college students.

TSLP staff collaborated with the State Office of Special Education Programs to provide nine (9) Individual Education Plan (IEP) workshops with a Transition focus to one-hundred-eighty-six (186) High School special education teachers across the state. The focus of the training went beyond IEP compliance and included best practice strategies and predictors of post-school success.

TSLP staff hosted the Transition Summer Institute, a conference for high school special education teachers. Forty-two (42) educators attended the two-day event that included various transition related topics including WIOA and Pre-employment transition services, person-centered planning, career assessment tools, IEP development and collaboration with state and local agencies and work experience programs for youth in transition. (Page 245) Title IV

VR counselors attend IEP meetings at school districts starting as early as age 14. Sioux Falls VR works closely with Southeastern Behavioral Health in providing transition services for students with mental health issues starting at age 14. (Page 246) Title IV

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.

Service to the Blind and Visually Impaired requires vocational rehabilitation counselors to visit each school district in their territory at least annually. Counselors and/or the Transition Services Liaison are required to attend IEP meetings to address transition services for students with vision loss. Once eligibility is determined, individualized plans for employment are developed as soon as student’s can benefit from vocational rehabilitation services. In conjunction with the Division
South Dakota (SD) WIOA Matrix

of Rehabilitation Services, SBVI has an agreement with the Office of Special Education to fund the Transition Services Liaison Project. (Page 278-279) Title IV

Development and approval of an IPE before leaving school: SBVI has implemented policies and procedures to assure that students with disabilities access the vocational rehabilitation program and develop their Individualized Plan for Employment (IPE) before they complete high school. This helps prepare students with vision loss through a variety of services to address barriers caused by vision loss. SBVI VR Counselors contact school counselors and 504 coordinators on a regular basis in an attempt to identify and meet with students. (Pages 280-281) Title IV

SBVI and SDSBVI share information with students, parents, and local school districts about the importance of the skills of blindness to the success of students in the world of work. SBVI is an active participant in the transition planning process and counselors become involved with students as early as age 14. For those students enrolled at SDSBVI, SBVI representatives will also attend pre—staffing meetings when appropriate. SBVI helps to determine appropriate vocational direction by providing work experiences and vocational counseling and guidance along with pre—employment transition services. The agreement clearly outlines that SBVI will attempt to have an IPE in place for every eligible student prior to graduation.

SDSBVI has a responsibility to all South Dakota students with visual impairments under the age of twenty—one. For students of "transition age" between 14 and 21, that responsibility is shared with SBVI. SDSBVI employs a transition specialist through a cooperative agreement with SBVI and has outreach consultants that work with students, families, schools, and SBVI staff on a state wide basis. Blind or visually impaired students residing in school districts that are unwilling to participate in project skills agreements are served through the SDSBVI transition specialist and outreach consultants to participate in paid work experiences. (Page 283) Title IV

Technically SBVI continued to increase the number of students who are individuals who are students and receiving services under IEP at application in 2015. The numbers as such do not represent a trend as much as a simple snapshot of the state of 12 students. The true point of assessment and need is at the individual level rather than at any level of statistical validity or finding. As noted in a previous section of this CSNA, the burden of the 2017 Unified state plan strategy, in improving services to students with disabilities at transition age for both South Dakota agencies will concentrate on the need to level access to the core PET services across the state. Counselor’s and transition liaisons who participated in the 2015 PET Survey also expressed a the need to work with specific schools in assisting those schools strengthen their focus on transition services and partnering with VR counselors in a timely manner with regards to the IEP/IPE coordinated services. (Page 319) Title IV

If the IPE indicates that more than 24 months of services are necessary in order for the individual to achieve job stability, the time—limited services of job coaching and follow along can exceed 24 months. After the individual has transitioned to extended employment, the individual must maintain employment for at least 90 days prior to case closure. (Page 338) Title IV
### South Dakota (SD) WIOA Matrix

#### Career Pathways

| No disability specific information found regarding this element. |

#### Apprenticeship

| No disability specific information found regarding this element. |

#### Work Incentives and Benefits

| Black Hills Special Services Cooperative provided presentations and updates on the Work Incentives Program Assistance, Medical Assistance for Workers with Disabilities and the ABLE ACT during this reporting period. (Page 183) Title I |

| Strategy 2.5: Strengthen the extended services for assuring successful employment for supported employment clients. |

| DRS annually sponsors an “Employment and Benefits” workshop in Aberdeen designed for students in transition, parents, teachers, and adult service providers working with youth entering the employment arena. The workshop covers topics such as the age 18-redetermination process, section 301, SSI work incentives, how SSI payments are calculated, and the difference between Title II and Title XVI of the Social Security Act. (Page 248) Title IV |

| The SD Benefits Specialist Network (funded by DRS) provides counseling and advisement services to beneficiaries of SSI and SSDI who are currently working or seeking employment. Benefits Specialists answer questions about how work will impact SSI, SSDI, Medicaid, Medicare and other public benefits. Benefits Specialists also provide information about how work incentives can help beneficiaries increase their earnings. During this time period, 662 VR consumers received services from a Benefits Specialist. (Page 250) Title IV |

| Strategy 4.4: Increase the utilization of the Ticket to Work initiatives for Social Security beneficiaries. |

| DRS funds incentives to providers when working with individuals who are Social Security beneficiaries. Below is the chart showing the increase in the utilization of the Ticket to Work initiative. (Pages 250-251) Title IV |

| 5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE. |

| Increase utilization of South Dakota Rehabilitation Center for the Blind to improve skills of clients of SBVI, including alternative techniques and vocational services. Improve the quality of job development services by SBVI staff providing specialty training on employment and vision loss to providers and businesses. Access SSI/ SSDI benefits specialist’s services and training to assist individuals with significant disabilities to manage their benefits while participating in employment. (Pages 326-327) Title IV |

| Strategy 1.3: Increase the use of SSI/ SSDI benefits specialist services and training to assist |

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individuals with significant disabilities to manage their benefits: Counselors substantially increased referrals for benefits specialist services from previous years to 42 client referrals in FY 16, but decreased to 14 client referrals in FY 17. Counselors continue to work closely with Benefit Specialists and promote their services with clients who are on SSI/SSDI. (Page 329) Title IV

**Employer/Business**

Title IV entities may expend funds to provide training and technical assistance to employers regarding the employment of individuals with disabilities. Vocational rehabilitation has designated a business specialist position that acts as the single point of contact for businesses that would like technical assistance. There are two non-profit entities in South Dakota that offer supports to the business community which are led by employers. In addition, “Ability For Hire” is an employer outreach campaign emphasizing the promotion of hiring, advancement, and retention of employment for people with disabilities in South Dakota’s workforce. The content materials consist of a website, printed resources, radio advertising, television commercials, and videos that highlight businesses that already know the value of hiring people with disabilities. The campaign officially launched on 08/11/2015 with the release of the website and Facebook page.

In line with strategy 2.2 (designing education and training programs to address workforce needs) and in order to respond to high demand economic sectors in South Dakota, the vocational rehabilitation agencies in South Dakota will work with businesses and providers to develop a training and placement program for people with disabilities. This program will be designed to address sector workforce shortages in high demand occupations that are identified in this state plan. (Page 61) Title I

The Division has been working on activities prompted by Governor Daugaard’s initiative to have the State of South Dakota become a model employer of people with disabilities. The Board fully supports these activities. An example is the Division contracted with a Sioux Falls marketing firm to conduct an employer outreach program. The Board’s Public Awareness Committee participated in presentations at various stages of the development process. Input and recommendations from members concentrated on accessibility features, video captioning and website ease of access. (Pages 182-183) Title I

The Division of Rehabilitation Services (DRS or Division) has been very proactive in working collaboratively with employers. These initiatives consist of:

- “Ability For Hire” campaign: “Ability For Hire” is an employer outreach campaign emphasizing the promotion of hiring, advancement, and retention of employment for people with disabilities in South Dakota’s workforce. The content materials consist of a website (www.abilityforhire.com), printed materials in the form of brochures, radio advertisement, commercials, and videos of the Governor and other success stories. It officially launched on 08/11/2015, with the release of the website and Facebook page. This is also designed to promote the public’s awareness of the available resources and services that DRS offer to employers and
South Dakota (SD) WIOA Matrix

people with disabilities.

• Point of Contact: The Division has designated a single point of contact (Business Specialist) to disseminate materials, conduct trainings, and serve as a resource to employers, providers, and people with disabilities throughout the state. (Pages 198-199) Title I

• Business—Led Models: There are two non-profit entities available in South Dakota offering supports to the business communities which are led by employers (business—led model). They are the Business Resource Network in Sioux Falls and the Workforce Diversity Network of the Black Hills. Each has an Executive Director. Both of them have an approved contract in place with the Division to provide education, consulting, and technical assistance to businesses on the hiring, accommodations, supports and retention when employing people with disabilities.

• Business Organization Involvement: The Division is working towards increasing memberships and regular involvement of staff within non—disability related organizations in efforts to connect with employers. Some examples of the organizations consist of the local Chamber of Commerce, Society of Human Resource Managers (SHRM), and the South Dakota Retailers Association. These opportunities allow for connecting with businesses to learn more about their workforce needs and identify any disability training needs they may have.

• Employer Resource Guide: The Division has created an Employer Resource Guide consisting of information and resources available to employers regarding various aspects of disability—related topics. This Resource Guide will be utilized during meetings with employers. (Page 199) Title I

The Division of Rehabilitation Services (DRS or Division) has been very proactive in working collaboratively with employers for transition services. These initiatives consist of:

• Project Skills: Project Skills is a paid work experience program for high school students with disabilities in South Dakota. The program is a cooperative arrangement between the state vocational rehabilitation agencies and local school districts which provides students the opportunity to learn different skills in a variety of job placements, with the assistance of a job coach. Project Skills helps to build the student’s work history, references and assists them with experiencing different career fields as they mature and take on new challenges. The Vocational Rehabilitation Counselor and school staff identify employment sites, businesses, employers to match the areas which students have expressed an interest in working.

• Project Search: Project Search is a national model partnering with a large employer, local school district and the State Vocational Rehabilitation Program. South Dakota currently has 3 Project Search Initiatives in operation at Aberdeen, Brookings and Sioux Falls. A 4th Project Search initiative is being developed in Rapid City to begin with the 2016 fall school year. (Pages 199-200) Title IV

DRS meets monthly with WIOA Core Partners to improve collaboration between the partners. DRS also meetings quarterly with other community partners to learn about and discuss topics such as low income housing, transportation, food stamps, training programs, financial services and resources, etc. to better serve our mutual clients. DRS has worked with The Brain Injury
## South Dakota (SD) WIOA Matrix

**Work Group** to complete a handbook on services in the community for those with TBI. DRS office facilitates regular provider meetings to discuss issues, clarify policy, introduce providers to employers, etc. DRS has presented to other community service providers, such as the Orthopedic Institute with Physical Therapy staff (15 people), to explain the referral process for individuals with disabilities seeking employment after illness or injury. (Page 246) Title IV

DRS has developed through small seed grants three business led initiatives. These initiatives are in Yankton, Brookings and Aberdeen. They promote information to businesses/employers on hiring people with disabilities through various business connections and social media. (Page 247) Title IV

**Services Provided:** Many students with significant disabilities don’t have an opportunity to participate in gainful employment while in high school. Although willing, most employers cannot afford to provide the training and supports students frequently require on their first job. Project Skills assists students to build their work history while helping them to move into different and better jobs as they mature and are ready to take on new challenges. This program is a cooperative arrangement between the State VR Agencies and the local school systems. SBVI pays the wages, workers compensation, and FICA; the schools provide the job development, job coaching, and follow—along services for students at the job site. (Page 275) Title IV

See What I Can Do Outreach Campaign — SBVI developed an outreach campaign with employers specifically targeted as part of the audience to be reached by the campaign. Focus groups and surveys of employers provided insight about their awareness of the capabilities of citizens with vision loss and the availability of SBVI services. A television ad, radio ads, brochure and banner stands were developed to promote hiring citizens with vision loss as well as relying on SBVI for job retention for current employees. Materials include students and youth with disabilities to promote employer engagement.

**Business Representatives on the Board of SBVI:** There are two business led non—profit entities in South Dakota that offer supports to the business community. The Business Resource Network in Sioux Falls and the Workforce Diversity Network of the Black Hills provide education, consulting, and technical assistance to businesses on the hiring, accommodations, supports and retention when employing people with disabilities. The Executive Director of the Workforce Diversity Network is a former SBVI consumer and a member of the Board of SBVI. SBVI contributes to the Business Resource Network(BRN) by providing office space and clerical support. The manager of the SD Rehabilitation Center for the Blind (in the Division of SBVI) is on the governing board for the BRN. The Workforce Development Council representative on the Board of SBVI is the gubernatorial appointed Department Secretary for the Labor and Regulation. This representation brings the employer/business perspective to strategic planning and Board activities. (Page 292) Title IV

Initiatives with employers to identify competitive integrated employment and career exploration opportunities to facilitate the provision of vocational rehabilitation services and transition services (including pre—employment transition services) for students and youth with disabilities. South Dakota Service to the Blind and Visually Impaired (SBVI) has implemented and participated in a number of initiatives to work with employers to benefit citizens with vision loss.

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**South Dakota Service to the Blind and Visually Impaired (SBVI) has implemented and participated in a number of initiatives to work with employers to benefit citizens with vision loss.**
South Dakota (SD) WIOA Matrix

who are served through SBVI. (Page 293) Title IV

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM.

Plan and participate in activities that target businesses to educate them on the capabilities of people who are blind or visually impaired. Annually conduct two or more activities that promote services available for citizens with vision loss including those from minority backgrounds. Annually review and update outreach materials and procedures that staff utilize to promote services to referral sources, employers and other entities. Ensure that outreach methods address the needs of those with the most significant disabilities. Maintain regular contact with minority service agencies to increase awareness of services that are available. Collaborate with Tribal Vocational Rehabilitation and other programs to ensure that all services are provided in an effective and efficient manner while addressing cultural diversity. Provide SBVI staff with resources and training so they are able to meet the cultural and linguistic needs of diverse populations. Strengthen extended services to assure successful employment for clients with the most significant disabilities. (Pages 325-326) Title IV

Goal 2: Develop outreach methods so that referral sources, employers, and citizens who are blind or visually impaired are aware of the unique services provided by SBVI.  Strategy 2.1: Design and disseminate outreach materials and participate in activities that target employers to educate them on the capabilities of people who are blind or visually impaired: Staff prioritized outreach efforts to educate businesses, schools, providers and the general public on services available from SBVI. Staff report on their efforts on a monthly basis and this is a performance expectation on their annual appraisal reviews. A system for tracking has been implemented so metrics can be analyzed in the future.

Strategy 2.2: Annually conduct two or more activities that promote services for citizens with vision loss including those from minority backgrounds: SBVI participated in State and Tribal Vocational Rehabilitation Program biannual meetings for information sharing and to identify and address specific needs and concerns SBVI participated in the National Disability Awareness Month events hosted by the Oun’iyekiyapi Vocational Rehabilitation Services, Cheyenne River Sioux Tribe in Eagle Butte in 2016 and 2017. SBVI participated in a Disability Summit at the Indian Learning Center in Pierre in July 2016 sponsored by Oun’iyekiyapi Vocational Rehabilitation Tribal Vocational Rehabilitation Program. (Page 331) Title IV

Data Collection

• The capacity of the new MIS will enhance our ability to meet the developing fiscal and management accountability requirements. The South Dakota Vocational Rehabilitation Programs utilize an in-house data base system called VR FACES. VR FACES incorporates all the required RSA data collection requirements and also provides a comprehensive case management system for the Vocational Rehabilitation Program, Older Blind Independent Living Program and other
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State programs.

The South Dakota Bureau of Information and Technology maintains the data systems for both the Department of Labor and Regulation and the Department of Human Services. We currently integrate DLR unemployment wage data and Social Security data into the VR FACES. Once the DLR implements their data system, we will further explore ways to electronically exchange data for referrals and joint cases. (Page 89) Title I

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Workforce Innovation and Opportunity Act - Due to reauthorization of the Rehabilitation Act through implementation of the Workforce Innovation and Opportunity Act (WIOA), South Dakota Service to the Blind and Visually Impaired (SBVI) and the Board of SBVI addressed priorities contained in the WIOA and obtained input for the state plan updates through a video conference public forum with eleven sites and the option to call in and participate via conference call. Implementation of Title IV of the WIOA was discussed at all Board of SBVI meetings including pre-employment transition services, memorandums of understanding, coordination and strategic planning with the Department of Labor and Regulation, subminimum wage, defining competitive integrated employment, and collaboration with employers. (Pages 269-270) Title IV

Equal Opportunity and Nondiscrimination: Section 188

Compliance with section 188 of WIOA and applicable provisions of the Americans with Disabilities Act is met through the submission of the Methods of Administration (MOA) to the US DOL Civil Rights Center. The State of South Dakota is dedicated to provide all programs and services in an accessible format and provide a delivery model to all individuals who are seeking services. DLR has the responsibility under WIOA to create and maintain the American Job Center system that will increase the range and quality of workforce services to all individuals seeking assistance. WIOA prohibits discrimination based on race, color, national origin, sex, age, disability, religion, political affiliation or belief, participant status, and against certain non-citizens. DLR and the partners will concentrate on the federal and state antidiscrimination laws in the execution of policies, procedures and guidance to allow access to workforce services and when assessing the physical and programmatic access of the One-Stop system and partners. Any entity that receives financial assistance under Title I of WIOA is a recipient obligated to ensure nondiscrimination and equal opportunity. This includes State Development Boards, local offices, service providers, vendors, and sub recipients, as well as other types of individuals and entities. This policy is directed toward ensuring that the programs, services and facilities of each one-stop delivery system are accessible to all, including individuals with disabilities. To ensure that individuals are not subjected to discrimination based on disability, DLR conducts regular oversight of programs and services. The Workforce Development board will assess the physical and programmatic accessibility of all local offices, in accordance with Sec. 188 of WIOA, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990.14. (Page 95) Title I

In order to ensure compliance with the ADA, DHS conducted an evaluation of programs and services, and in addition reviewed the physical accessibility of office locations. No significant
### South Dakota (SD) WIOA Matrix

Barriers to programs or services were identified. Non-Discrimination As a recipient of federal financial assistance, the South Dakota Department of Labor and Regulation (DLR) shall not exclude from participation in, deny the benefits of, subject to discrimination; or deny employment in the administration of or in connection with department programs or services because of race, color, religion, sex, national origin, age, disability or political affiliation or belief and for beneficiaries only, citizenship or participation in any WIOA program. This statement is in accordance with the provisions of Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Age Discrimination Act of 1975, and the regulations of the U.S. Department of Health and Human Services issued pursuant to statues at Title 45, Code of Federal Regulations Parts 80, 84 and 91. (Pages 96-97) Title I

One-Stop Certification Policy DLR has a MOU directly with Vocational Rehabilitation which addresses all accessibility issues. DLR has a one-stop certification policy that ensures the accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA). (Page 97) Title I

73. It must also be noted that under DLR’s proven record of being proactive to new technology, new laws and regulations, and new concepts, those who are not as advantaged to advancements in these areas, our Limited English Proficient (LEP) individuals and individuals with disabilities, are provided the accessibility necessary to get the services they need — whether under the umbrella of Employment Services or Unemployment Insurance. This is the model of ‘universal access’. Through DLR’s LEP Plan, Methods of Administration (MOA), and technological improvements, individuals in these categories are not afterthoughts of these programs. (Pages 137-138) Title I

- Division staff are working with all partners in the Workforce Innovation and Opportunity Act offices to assure physical access, program access and services access. (Page 241) Title IV

4. Transition Services In the general VR program, transitions picked up narrative weight because of the legislative changes and considerable conversation gathering around this topic, the impact has been less intense for SBVI. Transitions remains, however, an important service need, but the volume of students with blindness and or visual impairments makes this more of a student—by—student need. That said the emphasize in this category will be to assist shifting the agency into full compliance with the new requirements of WIOA. (Pages 311-312) Title IV

SBVI will expand assistive technology training resources to improve accessibility for individuals who are blind or visually impaired, including those with the most significant disabilities. Assistive technology services and devices will be available throughout the rehabilitation process through SBVI vocational rehabilitation counselors, rehabilitation teachers or private providers. These services are available on a statewide basis. (Page 325) Title IV

Strategy 3.1: Develop assistive technology training resources to improve accessibility for individuals who are blind or visually impaired, including those with most significant disabilities: The Board of SBVI Assistive Technology Advisory Committee reviews the assistive technology
South Dakota (SD) WIOA Matrix

resource guide annually. This information is disseminated to those served by SBVI and is available on the Division web site. The Assistive Technology (AT) Specialist at the South Dakota Rehabilitation Center for the Blind has implemented training options including designated times for walk—in or call in technical assistance and training. The SD Rehabilitation Center for the Blind hosts “First Fridays” each month offering seminars on a variety topics including AT training. The Assistive Technology Access Project covers costs for up to five hours of training from DakotaLink, the state assistive technology project. This allows current and former clients to get assistance as technology changes and new options for access become available. (Page 332) Title IV

Vets

To determine if a veteran or eligible spouse meets the eligibility criteria to receive services from a Disabled Veterans’ Outreach Program (DVOP) specialist, non-JVSG staff in SDDL local offices will conduct an initial assessment to determine if the eligible veteran or eligible spouse has a Significant Barrier to Employment (SBE) or any other authorized category approved by the U.S. Department of Labor Secretary. Once eligibility is determined and intensive services are needed, the non-JVSG staff person will make a referral for this veteran/spouse to the DVOP. If the DVOP is available, the non-JVSG staff person will introduce the SBE veteran/spouse to the DVOP. If the DVOP is unavailable, the non-JVSG staff person will continue to assist the SBE veteran/spouse with services and exchange the SBE veteran/spouse and DVOP contact information so the DVOP is able to follow up with the SBE veteran/spouse to provide additional intensive services. The non-JVSG staff person will complete case notes and enter the referral service in the MIS. Once referred, the DVOP will conduct a comprehensive assessment with the veteran/spouse, assist in the development of an employment plan, provide intensive services to meet employment plan goals/needs, and facilitate placement. (Pages 92-93) Title I

Basis for Special Service to Veterans  The operations of the DLR local offices are intended to direct special attention to the barriers veterans face, and to afford individualized and intensive service. Such service is not only a legal and moral obligation, but also a necessary condition for efficiency in local office operations. Specially trained staff gives special attention to the potential vocational problems of separating or retiring service members. The recognition of the rights of veterans to special services through a public employment office has been the law for more than 60 years. (Page 93) Title I

The state agency shall provide an effective placement service for all veterans, to secure for them maximum job opportunities in the field of gainful employment. • The state agency shall provide an effective employment-counseling service to all veterans who need special assistance in meeting barriers of vocational adjustment. • The DLR local offices shall make referrals of qualified veteran job seekers to job openings and training opportunities, and shall observe the following order of priority: 1. Special disabled veterans. 2. Disabled veterans other than special disabled veterans. 3. All other veterans and eligible persons. 4. Non-veterans. • Disabled veterans shall be given priority in all services provided by local public employment offices. (Page 94) Title I

South Dakota Department of Labor and Regulation Local Office Policy • Provide veterans with
South Dakota (SD) WIOA Matrix

maximum job opportunities in acquiring gainful employment through the use of local staff and facilities to provide counseling, placement, and intensive service to veterans. • Maintain a local program for developing job opportunities for veterans, with emphasis on disabled veterans. • Give priority in selection and referral to qualified veterans, with emphasis on disabled veterans. • Provide registration, employment counseling, and intensive service to veterans at Veterans Affairs facilities, as applicable. • Encourage and participate in the establishment of community advisory centers for veterans, where needed. • Provide information to veterans concerning appropriate agencies through which benefits and services may be obtained. (Page 94) Title I

Mental Health

The South Dakota Cooperative Agreement Concerning Transition Services for Youth with Disabilities was revised on January 2014. This agreement includes the following South Dakota entities: Office of Special Education, Division of Workforce and Career Preparation, Division of Mental Health, Division of Developmental Disabilities, Division of Rehabilitation Services, Division of Service to the Blind and Visually Impaired, Department of Labor and Department of Social Services.

The agreement identifies each agency’s roles and responsibilities including:

• Consultation and technical assistance to assist in planning for the transition of students with disabilities from school to post—school activities, including vocation rehabilitation services;

• Transition planning by personnel of the Division of Rehabilitation Services and school district personnel;

• Roles and responsibilities of each agency including State lead agencies and qualified personnel responsible for transition services;

• Financial responsibilities; and

• Procedures for outreach and identification of students with disabilities who need transition services. (Pages 192-193) Title I

Due to the geographic reality which exists within South Dakota, the Division of Rehabilitation Services (DRS or Division) recognizes one of the best sources available for the provision of vocational rehabilitation services are Community Rehabilitation Programs (CRP). CRPs consist of Community Support Providers, Mental Health Centers, Career Learning Centers, Centers for Independent Living, Communication Services for the Deaf, and the Rehabilitation Center for the Blind. These programs are located in local communities throughout the state. (Page 195) Title I

5. Mental Health Services

Issues expressed here were expressed need statements for the expansion of case management, supported employment, placement services are made available to persons with mental illness via the provider system.
### South Dakota (SD) WIOA Matrix

**Response Statement:** The Division in conjunction with the Board of Vocational Rehabilitation Services has developed strategies in the State Plan to assess and improve the community rehabilitation programs. A variety of training opportunities including conferences, webinars and seminars are provided throughout the state. In addition the Division has established a higher reimbursement rate for service providers who attend training and obtain become a Certified Employment Support Professional through Association of People Supporting Employment first. (Page 226) Title IV

During the next fiscal year, the Division plans to distribute the Title VI—B funds through the fee for service system as traditionally done in previous years. This allows for consumers who have greater needs to receive the level of services necessary to help them obtain supported employment. The Division will continue outcome—based contracts with mental health centers for supported employment services for individuals with severe and persistent mental illness. This contract model has encouraged the mental health centers to provide supported employment services and is a more accessible method of supported employment services for these consumers. These initiatives will help promote the employment of individuals with the most severe disabilities. (Page 232) Title IV

VR counselors attend IEP meetings at school districts starting as early as age 14. Sioux Falls VR works closely with Southeastern Behavioral Health in providing transition services for students with mental health issues starting at age 14. (Page 246) Title IV

A Memorandum of Understanding is in place to help with coordination of services and funding between the Divisions of Behavioral Health, SBVI, and DRS. This agreement serves as a policy directive for the Community Mental Health Centers and the local SBVI and DRS Offices. It provides guidance in three areas relative to providing vocational services for individuals with severe and persistent mental illness: Services to be provided by the Community Mental Health Center; Services available from Vocational Rehabilitation; and, Appropriate Division to pay for the variety of services. (Page 291) Title IV

State Agency Responsible for Providing Mental Health Services The South Dakota Department of Social Services/Division of Behavioral Health is the state agency responsible for providing services to individuals with psychiatric disabilities. A Memorandum is in place to help coordinate the services and funding between the Divisions of Behavioral Health, Rehabilitation Services, and Service to the Blind & Visually Impaired. This document serves as a policy directive for the Community Mental Health Centers and the local Vocational Rehabilitation Offices. It provides guidance in three areas relative to providing vocational rehabilitation services for individuals with severe and persistent mental illness: Services that can and should be provided by the Community Mental Health Center, Services available from Vocational Rehabilitation (DRS and SBVI), and Which Division pays for the services. (Page 295) Title IV

### RTW/SAW

Many students with significant disabilities don’t have an opportunity to gain paid employment experience while in high school. Although willing, most employers cannot afford the supports these students frequently require on their first job. This is an important learning, maturing, and
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socializing experience. The Division of Rehabilitation Services funds a program entitled “Project Skills” to address this need. This program is a cooperative arrangement between the State VR Agency and the local school systems. The Division funds the wages, workers compensation, and FICA while the schools provide the job development, job coaching, and follow—along services for the student at the job site. By entering into a contractual agreement with the Designated State Unit, the local school districts are assuring that they will provide the non—federal share of the matching funds, including funds contributed to the school by a private agency, organization or individual. (Page 186-187) Title I

*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