**West Virginia (WV) WIOA Matrix**

### Employment First State Mentoring Program (EFSLMP)

The Employment First committee focuses on promoting employment for intellectually/developmentally disabled (IDD) individuals as a first option among services providers, legislators, state policy makers, and the community at large. (Page 243) Title IV

### Customized Employment

Through a combined effort with other disability organizations, $100,000 was appropriated by the West Virginia Legislature for supported employment follow—along services (extended supported employment services). DRS serves as the fiscal agent for these funds. DRS has created program guidelines governing the use of state—appropriated funds for extended services under the supported employment program created by state statute in 1993. The sole use of the state funds attached to this program is to provide extended services for individuals not eligible from any other funding source. All providers of supported employment services may access these funds for individuals who are eligible under the guidelines. At the end of FY 2015, DRS had sponsored 67 individuals in the extended supported employment program so they could maintain and retain their jobs within the community. This figure represents the cooperative efforts of 13 CRPs. (Page 238) Title IV

—The BBHHF administers several Customized Employment grants with vendors of DRS. BBHHF and DRS will jointly train the Community Rehabilitation Programs receiving these grants as well as DRS staff working with these programs. (Page 243) Title IV

### Braiding/Blending Resources

The state will employ and will require state plan partners to adopt or participate in (to the extent appropriate for each program), seven policy strategies that frame, align, and guide program coordination at the state, local, and regional levels. These policies (discussed in further detail in the section on strategies, tactics, and resources) will include the following:

- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs. (Page 62) Title I

Region 3 will encourage the co-enrollment of high risk Out-of-school Youth, ages 18-24, as both WIOA Adult (Title II) and WIOA Youth participants. This has been realized through dual enrollments with the YouthBuild Program in the region, as well as the Employment for Independent Living Program, which serves foster youth. Blending and braiding these resources only increases the level of support offered to enrolled youth. (Page 79) Title I

- The braiding of WIOA Title I—B funded programs with other youth—directed state and local
West Virginia (WV) WIOA Matrix

entities allows comprehensive services to be offered to all eligible low—income populations under WIOA. Available TANF funding will continue to support WIOA year—round services and summer employment activities. (Page 94) Title I

DEI/Disability Resource Coordinators

No disability specific information found regarding this element.

Financial Literacy/Economic Advancement

Pursuant to WIOA, WorkForce West Virginia is required to allocate 75% of its local area youth funds to out—of—school youth. These funds are used to carry out programs that provide the following elements:

a. tutoring, study skills training, instruction, and evidence—based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent;

b. alternative secondary school services, or dropout recovery services, as appropriate;

c. paid and unpaid work experiences, including summer employment opportunities and other employment opportunities available throughout the school year; pre—apprenticeship programs; internships and job shadowing; and on—the—job training opportunities;

d. occupational skill training;

e. education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

f. leadership development opportunities;

g. supportive services;

h. adult mentoring;

i. follow—up services for not less than 12 months after the completion of participation, as appropriate;

j. comprehensive guidance and counseling;

k. financial literacy education;

l. entrepreneurial skills training;

m. services that provide labor market and employment information about in—demand industry sectors or occupations available in the local area; and

n. activities that help youth prepare for and transition to postsecondary education and training.
### West Virginia (WV) WIOA Matrix

#### (Page 174) Title II

<table>
<thead>
<tr>
<th>School to Work Transition</th>
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<tbody>
<tr>
<td>Pre—employment transition services, including job exploration counseling; work—based learning experiences; counseling on enrollment opportunities; workplace readiness training; and instruction in self—advocacy, are provided for those who need assistance in finding a career path that matches their interests and abilities. Once a career path has been selected, post—secondary education and training programs are made available with West Virginia Division of Rehabilitation Services funds to help individuals get the specialized college, apprenticeship, or employment supports they need to be successful in the workplace. (Page 49) Title IV</td>
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</tbody>
</table>

West Virginia Division of Rehabilitation Services offices are located in some of the state’s largest schools. Counselors visit every high school in the state to initiate rehabilitation services needed for transition from school to work. This allows the counselor to develop a collaborative relationship and assist the student in identifying goals, services, and service providers related to employment options prior to transition. A greater emphasis is now being placed for counselors to do outreach with these students and their parents/guardians during their sophomore year (rather than their junior year, as was formerly practiced) in order to maximize the counseling opportunities. (Page 167-168) Title I

In FY 2015, DRS re—structured its counselor assignments to increase service availability to students with disabilities. There are now 44 rehabilitation counselors assigned to work with the state’s 55 local education agencies and the West Virginia Schools for the Deaf and Blind. DRS’ school counselors specialize in providing pre—employment transition services (PETS) to students with disabilities. Of these 44 PETS counselors, 43 work solely with high school students and have no other assignments. Expected benefits include increased counselor presence in schools, increased IEP meeting attendance, increased provision of PETS, and an increase in outreach and awareness of VR services to high school students with disabilities.

School (PETS) rehabilitation counselors also are invited to participate in IEP meetings. During these meetings the counselor describes DRS services, policies, and procedures as appropriate. The DRS counselor determines the student’s eligibility and order of selection category utilizing information generated from the school, the student, and DRS. Prior to or shortly after the student’s IEP transition meeting occurs, IPE development begins so both the student and counselor have an idea of what rehabilitation services will be necessary to meet the student’s vocational goal. Therefore, if the student needs additional training or assessment prior to vocational goal determination, this information is already collected so that planned rehabilitation services may begin. IPE development and approval for students with disabilities, including those able to be served if DRS is on an order of selection, will begin as early as appropriate during the transition process, but before the student, determined to be eligible, leaves the school setting. (Page 227) Title IV

Rehabilitation may be responsible for services that occur outside of the school environment that are vocationally oriented and are specifically intended to prepare the student for post—secondary training or work. Rehabilitation is not responsible for payment of any service that has not been
directly agreed to during the development of a student’s IEP and is not included as a service on a student’s IPE for Rehabilitation services. Rehabilitation is not responsible for career development activities that are part of a School to Work initiative within the school system. The responsibility for implementing the requirements of Department of Education Policy 2510 remains with the school system. (Page 236) Title IV

In implementing school— to— work transition services for individuals exiting the school system, DRS also collaborates with family resource networks. (Page 238) Title IV

In addition to ongoing program activities, DRS will host a one week summer workshop for transition students who are juniors entering into their senior year of high school. The workshop will be held in seven areas across the state. DRS staff participating include the PETS Counselor, Employment Specialist, and RSA assigned to the PETS territory. Class will start at 9:00am and end at 4:00pm. Class size for each of the seven workshops will be approximately 30 students. Students will earn minimum wage for the time that they attend. DRS is also requesting WorkForce WV and WV Adult Education to participate in the workshops to provide additional information to the students.

Topics to be covered:

- Career planning
- Career preparation
- SSI/SSDI Information
- Understanding the importance of necessary personal documents, e.g., social security card, driver’s license, birth certificate, pay stubs.
- Communication
- Conflict Management (Page 307; 314; 319) Title IV

Career Pathways

The state will encourage Local Workforce Development Boards to engage in partnerships with local educational entities, businesses, community— based organizations, etc. in order to communicate the benefits of technical training and the development of robust and comprehensive career pathways models. (Page 50) Title I

Goal 3: Career Pathways Development

It is imperative that the workforce development system provide education and/or training for skills that lead to quality employment in high— demand jobs or entry— level occupations that lead to high demand jobs. Career pathways must be diverse with multiple entry and exit points allowing individuals of varying abilities, including low— skilled adults and youth with multiple barriers to employment, especially those with disabilities, to have realistic access to pathways.
The State will support career pathways that help adults and youth enter the labor force and/or advance among multiple occupations, advance within an occupation, or move to a new occupation that has similar skills to a previous occupation. (Page 60; 75; 87-88; 296) Title III

The state will assess the overall effectiveness of the workforce system and those educational programs that support and work with it on the basis of their collective ability to produce career pathways leading to industry—valued, recognized postsecondary credentials and apprenticeship enrollments. (Page 61) Title III

The state will employ and will require state plan partners to adopt or participate in (to the extent appropriate for each program), seven policy strategies that frame, align, and guide program coordination at the state, local, and regional levels. These policies (discussed in further detail in the section on strategies, tactics, and resources) will include the following:

• Sector strategies: aligning workforce and education programs with leading and emergent industry sectors’ skills needs.

• Career pathways: enabling of progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development corresponds with a labor market payoff for those being trained or educated. (Page 62) Title I

The Region 7 WDB works with employer partnerships, community and technical colleges, secondary and post-secondary schools to establish credentials that demonstrate job readiness, the attainment of employability skills, and measurable skill gains aligned to career pathways for individuals with barriers to employment especially those with disabilities. (Page 74) Title I

Industry-led partnerships are coupled with Career Pathways. Region 5 Job Center Operator, Core and Required Partners have implemented Career Pathways initiatives in Health Care, IT and CDL Training. Career Pathways Services are diverse with multiple entry and exit points that allow individuals with varying degrees of ability to have realistic access to pathways. (Page 75) Title I

DRS continues to inform its consumers about available career pathway programs available through Adult Education, Career and Technical Education, the Community and Technical College System, and four-year colleges. In 2016, DRS assisted 1,650 consumers with four-year college training, 423 consumers with junior/community college training and 259 consumers with other types of occupational/vocational training. In 2017, DRS assisted 1,660 consumers with four-year college training, 433 consumers with junior/community college training, and 326 consumers with other types of occupational/vocational training. (Page 75) Title I

Region 4 contracted One-Stop Coordinator and the One-Stop Management Team will continue working toward a desk manual of Career Pathways based on the Demand Occupation List within the MOV-WDB region. The Career Pathway manual will align occupations within industries as well as required degree, diploma, or certification. Career Planners will promote a career pathway system in MOV that includes ITA services potentially followed by OJT with an employer to complete or continue the career path of an individual. Working with employers to expand the
West Virginia (WV) WIOA Matrix

career path of their employees through Incumbent Worker training to expand the skill sets of current employees and promote the development of new technology on the job. (Page 76) Title I

Strategy 3.3: Educate individuals (job—seekers and employers) and encourage career pathways in training and employment environments.

Region 1 provides counseling/career services to support individuals with their career goals. We utilize resources such as the WorkForce GPS and WV Career Pathways to help individuals navigate through the career pathway system to enter training that meets the demands of local businesses. (Page 77) Title III

Region 4 contracted One-Stop Coordinator and the One-Stop Management Team goal of creating a Career Pathway desk manual is that it will serve as resource for Adult, Youth, and Partner Agency front-line staff to utilize in working with program participants to develop training and employment goals. The Career Pathway desk manual will be a resource utilized by the MOV-WDB contracted Business Service Rep. to assist the review of MOV-WDB Region employer needs based on the outlined training programs. training curriculums of specific programs, and skill-sets obtained through training program completion. (Page 77) Title I

DRS has created PathwaysWV.org, a website for students with disabilities to gain valuable and relevant information on career pathways, education and training opportunities, and current and future in-demand occupations. (Page 78) Title I

The State will mainstream job seekers with barriers to employment, especially those with disabilities, to the maximum extent possible by offering realistic entry points into career pathways and by ensuring necessary supportive services are in place and coordinated across agencies, so that those individuals with the most significant barriers to employment are successful in accessing and navigating career pathways. When appropriate, job seekers will be co—enrolled between core and other partner programs in order to provide the most comprehensive services possible. (Page 86) Title IV

The State will work with employer partnerships, community colleges, secondary and post—secondary certificate granting schools and LWDBs to establish micro—credentials that demonstrate job readiness, the attainment of employability skills and measurable skill gains aligned to career pathways for individuals with barriers to employment, especially those with disabilities. A component of this effort will include sharing best practices with the intent of scaling the effort statewide. (Page 87) Title I

The state will take further actions to coordinate services between WIOA core programs and non—core programs and services to create an effective career pathway system. These actions will include the following:

• The education agencies and educational institutions will work with the State WDB and LWDBs to build career pathways that include secondary and postsecondary career and technical education programs of study. (Page 93) Title I
West Virginia Adult Education will work with the education system to support and develop career pathways identified by employers and the workforce system. This support will be provided by developing and implementing bridge and pre—bridge programs as part of the Moving Pathways Forward imitative. During program year 2013—2014 the West Virginia Adult Education Program applied for and was selected to take part in the multi—year Moving Pathways Forward Project. This project is funded by the U.S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE). West Virginia will be one of fourteen states to be provided with technical assistance in the development of state and local career pathways systems that will assist youth and adults to achieve success in postsecondary education training and employment in high—growth and high demand occupations. (Page 98) Title I

West Virginia Adult Education's response to the WIOA requirement to increase the number of low-skill adults' transitioning into postsecondary education and training has been to focus on participation in a career pathway system and, within this system of career pathways programs, Bridge programs.

Career pathway programs are a "series of connected education and training programs and support services that enable individuals to secure employment within a specific industry or occupational sector, and to advance over time to successively higher levels of education and employment within that sector" (Jenkins 2006,6). Career pathways often include "stackable" credentials and accelerated courses offered at flexible times that support student entry and exit along the pathway.

Bridge programs, one of the first steps in a career pathway for low-skill adults, support the transition from adult education to the next step in an occupational pathway. By connecting adult education programs to community college occupational programs, bridge programs seek to increase the rates at which low-skill adults move into college-level occupational programs, persist in these programs, and obtain postsecondary credentials in industries offering family-sustaining wages and career advancement. (Page 202) Title II

**Apprenticeship**

Again, the West Virginia Division of Rehabilitation Services is already providing services that will allow individuals with disabilities to avail themselves of work—based learning. We partner with employers to provide work—based training, and on the job training. This training is provided across all sectors of employment and ensures job—driven training rather than erroneous skills training.

Other:

• Development of apprenticeship training programs (Page 59) Title IV

3(7) AND INCLUDES REGISTERED APPRENTICESHIP. “IN-DEMAND INDUSTRY SECTOR OR OCCUPATION” IS DEFINED AT WIOA SECTION 3(23).

We will create an approach based on the needs of the job seekers as well as the needs of the
employer. Our workforce development system must examine the needs of the employer, assess the skills and skills gaps of the workforce and then create solutions to ensure maximum benefit to both customer groups.

Strategy 2.1: Work with employers to identify true workforce needs.

Strategy 2.2: Assess skill gaps and needs of individuals seeking employment and/or training.

Strategy 2.3: Ensure that individuals with barriers, especially those with disabilities, to employment have increased access to and for opportunities for employment, education, training, and support services.

Strategy 2.4: Make available training programs that solve both the needs of employers and individuals. (Page 65) Title I

The State will promote and support the creation of pre—apprenticeship and Registered Apprenticeship programs, (ApprenticeshipUSA) particularly in non-traditional occupations and for non-traditional populations, as part of relevant career pathway models. The State will add apprenticeship opportunities to West Virginia WorkForce programs and will promote them as job/training options to job seekers. (Page 88-89) Title I

The State will establish statewide and regional lists of industry—recognized credentials with a focus on identifying credentials along established career pathways, including badges, micro—credentials and entry level credentials appropriate for individuals with barriers to employment. The lists will include academic credentials as well as credentials demonstrating job readiness and the attainment of employability skills through workforce preparation activities. The State will consult with LWDBs and engaged employers, including through Registered Apprenticeship programs and industry partnerships, to ensure that the credential lists reflect skills that are in demand. (Page 89) Title I

Programs will confirm that they are providing learning activities that are contextualized, so students acquire the knowledge and skills needed for transition to their individual career pathway. Programs will ensure that the teaching staff offer a variety of instructional strategies that engage students and promote student persistence and retention; this should include whole group instruction, peer tutoring, and individualized instruction along with distance learning. The variety of instructional strategies will integrate academics, career counseling, and soft skills to bolster the students’ ability to gain employment, go to college, or enter a training program that could include an apprenticeship. Integrated education and training programs will align with the needs of the local labor market The occupational training provided as part of an integrated education and training program will be connected to realistic, existing employment opportunities in the local area that connect to a career pathway for the participants. (Page 196) Title II

DRS also included representatives from WorkForce WV and WV Adult Education to participate in the workshops to provide additional information to the students. A concerted effort was made
West Virginia (WV) WIOA Matrix

to introduce Science, Technology, Engineering, Arts, and Math (STEAM) to students in the CEO Summits. Topics covered included career planning, career preparation, SSI/SSDI Information, understanding the importance of necessary personal documents, communication, conflict management, employer expectations, attendance and punctuality, timeliness of task completion, being able to work without supervision, positive work ethic, managing multiple tasks, high-growth jobs, personal brand, and job hunting tools such as resumes, cover letters, interviews, and digital profiles. (Page 80) Title IV

Other agencies with which DRS collaborates for the provision of time—limited supported employment services are:

1. West Virginia Developmental Disabilities Council funds;

2. West Virginia Title XIX—Home and Community—Based Waiver Program for intellectual/developmental disabilities (I/DD) recipients; and

3. Social Security Administration work incentives programs.

In implementing school—to—work transition services for individuals exiting the school system, DRS also collaborates with family resource networks. (Page 238) Title IV

Employer/Business

Under Title IV, the West Virginia Division of Rehabilitation Services (DRS) provides services that help allow individuals with disabilities to avail themselves of work—based learning (work—based training, and on the job training). Title IV emphasizes the need to provide pre—employment transition services (PETS) for students with disabilities prior to their exiting the school system. Additionally, the new federal act emphasizes creating employer engagement within the community by creating work—based learning experiences for individuals, thus allowing employers to be matched with skilled workers. (Page 59) Title IV

DRS also coordinates with employers through participation and membership in various community and regional organizations. These activities range from employer—specific organizations to public—private partnerships and allow DRS to better understand the needs of employers while jointly developing employment—related activities. Some of these partnerships include:

—Regional WDBs;

—Beckley—Raleigh Chamber of Commerce;

—Fayette County Chamber of Commerce;

—Weirton Area Chamber of commerce;

—Employer engagement and worksite tours for VR consumers through partnerships with
community colleges such as Mountwest and Bridge Valley; and

—Employer tours through partnerships with high school and adult vocational/technical centers including South Branch Career and Technical Center and James Rumsey Technical Institute.

The resource guide provides information regarding staffing services, training programs and incentives for hiring people with disabilities, financial incentives, accessibility assessments, accommodating employees with disabilities, basic disability etiquette, attitudinal barriers, the Americans with Disabilities Act, locating a DRS office, and where to find additional resources. DRS Employment Specialists conducted over 1,000 employer visits with more than 800 employers in both FYs 2016 and 2017. (Page 241) Title IV

The West Virginia WDS will utilize its integrated data system to monitor and evaluate the performance of the WIOA core partner programs in relation to the four state goals described above. The data collected for the common performance measures and the WIOA Participant Individual Record Layout (PIRL) will provide all of the data elements needed to monitor and evaluate performance on the state goals. Because these data are required to be collected by all WIOA core programs, there will be no additional burden posed on the programs. (Page 85) Title I

West Virginia has an integrated data collection and performance management system (MACC) that covers the following programs:

- WIOA Adult, Dislocated Workers, Youth
- National Dislocated Worker Grants
- Migrant and Seasonal Farmworkers
- Wagner—Peyser
- Trade Adjustment Assistance
- Jobs for Veterans State Grants
- West Virginia’s Unemployment Compensation MIS interfaces with MACC.

All other partners have management information systems that are customized to meet the needs of their programs. WorkForce West Virginia, Rehabilitation Services, and Adult Education will each make the necessary changes to their systems to collect the required data elements.

Initially, common data elements will be shared among the partners through a regular file exchange; ultimately linkages will be put in place to allow partners to access the information in real time. Employment and wage data will be shared with partners to the extent allowed by the
The WIOA core partners in West Virginia, including WorkForce West Virginia, WV Division of Rehabilitation Services, and WV Adult Education will implement a practical and effective system to fulfill the data alignment and integration requirements of WIOA. Each program has a unique system of data collection that is tailored to meet its unique needs. To maximize the efficient exchange of data to support assessment and evaluation, the core partners have collaborated to begin the development and implementation of a system for data sharing. Data will be uploaded to a data warehouse operated by WorkForce West Virginia and/or an IT contractor, and retrieved by each partner as needed and updated where appropriate based on consumers’ progress in the One—Stop Center system. This will allow all partners to track common consumer service delivery while minimizing duplication of service. This system operates as follows:

1. A data warehouse will be created to store mandated data collected/shared by the three partners. The three core partners are identifying data elements that represent common intake information in the One—Stop system.

2. Each consumer in the system on implementation will be assigned a unique participant identifier upon entering the system (Workforce West Virginia, Vocational Rehabilitation, Adult Basic Ed). The date each consumer enters and exits each program is recorded. The unique participant identifier and program entry/exit dates will be used to identify common consumers across the core programs and provide access to the common data elements will be collected by other partners and stored in the One—Stop system.

3. To ensure effectiveness and efficiency in the One—Stop system, data collected by each program on new consumers are sent to the One—Stop data warehouse and are made available for each program to track service delivery of common consumers. This process will ensure that service delivery for each consumer can be tracked across all programs.

4. Data stored in the warehouse will be used to generate reports required under section 116, performance accountability system.

Alignment of each partner’s system of data collection will improve service delivery to job seekers at the One—Stop, including individuals with barriers to employment, especially those with disabilities, by providing the three core partners with more information about how consumers are being assisted across programs in the One—Stop system in West Virginia. This information enables the core partners to have a greater understanding of how the needs of their consumers are being met across programs, to track their progress, and to minimize duplication of service. Alignment and integration of data across programs in a data sharing system supports a consumer—focused approach to service delivery that will generate quality employment outcomes for consumers in the One—Stop system. (Page 130-131) Title III

DRS acknowledges the legal requirement to report on the performance accountability indicators under Section 116 of WIOA. However, data collection on the performance accountability indicators is only beginning, making a report of DRS performance impossible at this time. As
West Virginia (WV) WIOA Matrix

DRS moves forward in its task to place individuals with disabilities into competitive, integrated employment in program year (PY) 2016, it will collect and monitor participant data in order to generate reports on:

— The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
— The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
— The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
— The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program;
— The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
— The indicators of effectiveness in serving employers. (Page 299; 316-317) Title IV

511

DRS agrees with the Council’s recommendation to continue to strengthen the link between the agency and the public school system, as this link is considered vital to the continued referral of students with disabilities. DRS continues to maintain a strong connection and working relationship with the West Virginia Department of Education, as well as the county—level Boards of Education. The agency has updated its Memorandums of Understanding with the WV Department of Education and all 55 County Boards of Education to reflect changes concerning Section 511 and pre-employment transition services (pre-ETS). With the implementation of WIOA, DRS has increased collaborative efforts with school staff at the state and local level, particularly regarding the provision of pre—employment transition services to high school students with disabilities beginning in the tenth grade. (Page 220) Title IV

In consultation with DRS, the WV Office of Special Education amended its policies to demonstrate compliance with WIOA Section 511, and include pre-ETS on the Individualized Education Plan (IEP). Additionally, the WV Department of Education plans to reduce the age at which Transition must be addressed on the IEP from 16 to 14 by the year 2019. Therefore, education and VR partners demonstrate alignment of not only WIOA and IDEA regulations, but also a shared vision of all students with disabilities offered the same transition service opportunities. After the implementation of the new policies, DRS and WV Department of Education staff conducted cross-trainings across the state. Those in attendance were County Special Education Directors, teachers, principals, IEP Specialists, and case managers. Staff were instructed on how to involve DRS Counselors in the coordination and provision of Pre-ETS for
students with disabilities through the Transition Services Planner. Additionally, staff were instructed on how and when to use and distribute other transition materials for the tracking of and referral to pre-ETS and other transition services. (Page 221) Title IV

The cooperative agreements between DRS and WVDOE, both at the state and the local levels, assure that each student with a disability in the state who needs special education, vocational education, and/or vocational rehabilitation services is identified and that the appropriate services, including pre—employment transition services, are made available to the individual. The cooperative agreements cover:

1. Determination of DRS responsibility;
2. Student/consumer referrals;
3. Joint development of the Individualized Educational Program (IEP) and the Individualized Plan for Employment (IPE);
4. Services;
5. Coordinated planning and payment of services;
6. Confidentiality of information;
7. Subminimum wage employment (per the Workforce Innovation and Opportunity Act);
8. Local agreements;
9. General supervision; and
10. Dispute resolution. (Page 226-227) Title IV

Equal Opportunity and Nondiscrimination: Section 188

Section 188 of Workforce Innovation and Opportunity Act ensures nondiscrimination and equal opportunity for various categories of persons, including persons with disabilities, who apply for and participate in programs and activities operated by recipients of WIA Title I financial assistance. WorkForce West Virginia (WFWV) will use the "Promising Practices in Achieving Universal Access and Equal Opportunity: A Section 188 Disability Reference Guide" as a boilerplate in assuring compliance with Section 188 of WIOA. The Guide is designed to ensure meaningful participation of people with disabilities in programs and activities operated by recipients of financial assistance under the Workforce Innovation and Opportunity Act (WIOA), including those that are part of the One—Stop Center Network.

The Guide outlines promising practices in the provision of universal access and equal opportunity to programs and activities under WIOA. WorkForce West Virginia will use the Guide to monitor its own compliance, and that of its recipients, with the aspects of Section 188 and its implementing regulations that pertain to persons with disabilities. Through the monitoring
process, WorkForce West Virginia can identify the disability—related requirements imposed by Section 188 and 29 CFR Part 38, to ensure equal access to programs and services under WIOA for people with disabilities. (Page 137) Title III

### Vets

All core programs are participating either by physical presence or part of a shared electronic referral system. Further, required partners participating include:

- Trade Adjustment Assistance
- Second Chance Act
- Jobs for Veterans Grant (LVER/DVOP)
- Job Corp
- Community Services Block Grant (CSBG)
- Temporary Assistance for Needy Families (TANF)
- National Farmworker Jobs Program
- Senior Community Services Employment Program (SCSEP)
- Unemployment Compensation
- Housing and Urban Development (HUD)
- Career and Technical Education (Perkins)
- Indian & Native American Programs
- Youthbuild (Page 47) Title I

Priority of Service for Veterans is implemented by WorkForce West Virginia in accordance with Title 38 part III Ch. 42. 4215 via One Stop Career Centers located throughout the state, by using clear and concise guidelines, and by trained staff familiar with state guidelines. To ensure access to services for veterans and veterans with significant barriers to employment, especially those with disabilities, the state has established formal guidance regarding priority of service for veterans that all Wagner Peyser and Workforce West Virginia staff must follow. (Page 136) Title I

To effectively and efficiently facilitate the provision services to eligible veterans and eligible persons, a Disabled Veterans Outreach Program Specialist (DVOPS) is assigned to each of the seven proposed One—Stop Centers located in West Virginia. However, most local areas exceed the minimum of one DVOPS staff depending on criteria involving necessity and population.
West Virginia (WV) WIOA Matrix

(Page 136) Title I

Wagner—Peyser staff are the veteran’s and eligible person’s first point of contact in the One—Stop Centers. At this point, veterans are assessed and entered into the service delivery system where veterans and eligible persons receive priority of service and veterans that have a Significant Barrier to Employment of (SBE) and are in need of intensive services are referred to DVOPS staff.

DVOPS staff continue the assessment process to determine the veterans’ employment options, assist with the Veterans Employment Development Plan, and provides information to the veterans or eligible persons about a wide range of resources available. (Page 137) Title I

The state will incorporate Registered Apprenticeships into its strategies and services by requiring the WorkForce WV One Stop Centers to seek out and assist Registered Apprenticeship Programs with recruitment into their individual training programs. Recruitment will include posting and advertisement of Registered Apprenticeship statewide announcements, job orders, phone notifications of apprenticeship openings, veteran priority of service, pre-application testing, initial screening of eligibility requirements and referral. Referral not only includes referral to the job order but to our partners for orientation and eligibility determination for WIOA funding for training. Additional strategies and services will include making space available to the apprenticeship programs for onsite job fairs for recruitment, advertising space for apprenticeship marketing items, space for onsite interviews and assist, as needed, with testing applicants at offsite locations. (Page 153) Title I

Mental Health

DRS has continued collaborative efforts with the WV Bureau of Behavioral Health and Health Facilities (BHHF) to expand employment opportunities for individuals with behavioral health challenges (e.g., mental health, substance use disorders, and developmental disabilities). During the first half of Program Year 2017, 284 individuals referred by mental health providers have become DRS consumers. (Page 73) Title I

11. whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs; (Page 125) Title I

Flexible Schedules and Coordination with Support Services: The degree to which the eligible provider’s activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. (Page 195) Title I

In order to provide quality and timely vocational rehabilitation services to West Virginians with behavioral health conditions who qualify, DRS collaborates with the BBHHF and its partners. BBHHF is the federally designated Single State Authority for mental health and substance use
West Virginia (WV) WIOA Matrix

disorders and operates under the auspices of the West Virginia Department of Health and Human Resources. (Page 244) Title IV

The Division of Adult Behavioral Health assures and provides access to services and supports to meet the mental health and co—occurring needs of adults and transitional age youth, enabling them to live, learn, work, and participate actively in their communities. The Division establishes standards to ensure effective and culturally competent care to promote recovery. The Division sets policy, promotes self—determination, protects human rights, and supports mental health training and research. DRS maintains a relationship with this office and has teamed up with them on several efforts, such as having them present on “Behavioral Health Connections” at the DRS 2014 Statewide Training Conference, assisting them in the planning of their 2015 Integrated Behavioral Health Care Conference and exhibiting at that conference whereby information regarding DRS was disseminated to approximately 700 behavioral health professionals, and serving as a subject matter expert on their Clinical Adult Review Process (CARP), which looks at the needs of individuals transitioning out of state psychiatric facilities. (Page 244) Title IV

The Division of Child and Adolescent Behavioral Health is the Single State Authority for Children’s Mental Health charged with monitoring and improving the children’s behavioral health service delivery system. The Division is responsible for overseeing the implementation and evaluation of the federal block grant. The Division works collaboratively across all child serving systems, at both the state and local level, to ensure access to quality behavioral health services and supports for children and adolescents with and/or at risk for serious emotional disturbances. The Division provides leadership and technical assistance to facilitate an effective system of care for children and their families. DRS continues a working relationship with this office and their partners and, for example, has been working with the Expanded School Mental Health Steering Team Initiative. DRS has also worked together with The Family Advocacy, Support, & Training (FAST) program which is a statewide parent and youth network that engages families in the planning, management, and evaluation of their child’s mental health treatment and service needs. (Page 244-245) Title IV

In order to provide quality and timely vocational rehabilitation services to West Virginians with behavioral health conditions who qualify, DRS collaborates with the BBHHF and its partners. BBHHF is the federally designated Single State Authority for mental health and substance use disorders and operates under the auspices of the West Virginia Department of Health and Human Resources. (Page 247) Title IV

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

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