

West Virginia (WV) WIOA Matrix

Employment First State Leadership Mentor Program (EFSLMP)

In addition to interacting with XIX Medicaid Waiver staff as part of the WVDDC meetings, DRS participates in two subcommittees; Employment First and Medley Management. 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. The Medley Management committee provides oversight and advice to the Bureau for Behavioral Health on the state's Medley program, which serves a specific group of IDD individuals that are at risk of institutionalization. These are often individuals that are also XIX Medicaid Waiver eligible. On both of these committees, DRS promotes a focus on competitive, integrated employment outcomes.

DRS counselors will, at the time of application, gather information regarding an individual's third party resources, including Medicaid. If it is determined that the individual receives Medicaid benefits, BMS will provide all Medicaid-covered services to the individual, regardless of that individual's continued status with DRS. If an individual is approved to receive services from DRS, and begins to receive Medicaid benefits at a later time, BMS will provide all Medicaid-covered services to the individual from that time forward. No specific disability related information found. (Page 249)

(WVDDC) meetings, as well as the Employment First and Medley Management committees. The Employment First committee focuses on promoting employment for IDD individuals as a first option among services providers, legislators, state policy makers, and the community at large. The Medley Management committee provides oversight and advice to the BBHMF on the state's Medley program, which serves a specific group of IDD individuals that are at risk of institutionalization. On both of these committees, DRS promotes a focus on competitive, integrated employment outcomes.

- The BBHMF administers several Customized Employment grants with vendors of DRS. BBHMF and DRS will jointly train the Community Rehabilitation Programs receiving these grants as well as DRS staff working with these programs. (Page 250)

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West Virginia (WV) WIOA Matrix

Customized Employment

- The BBHMF administers several Customized Employment grants with vendors of DRS. BBHMF and DRS will jointly train the Community Rehabilitation Programs receiving these grants as well as DRS staff working with these programs.
- BBHMF and DRS will work together in mediating problems in cases being served jointly in the programs.
- DRS will meet monthly with BBHMF staff to review applicants for an Unmet Needs funding program to foster assistance to IDD individuals where traditional funding sources do not provide needed supports.
- Individuals receiving services from BBHMF or DIDD will receive information on the eligibility requirements for DRS and the services DRS provides. If an individual receiving services from BBHMF or DIDD expresses a desire to work, he or she will be referred to DRS at that time.

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- DRS will meet monthly with BBHMF staff to review applicants for an Unmet Needs funding program to foster assistance to IDD individuals where traditional funding sources do not provide needed supports.
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In order to provide quality and timely vocational rehabilitation services to West Virginians with behavioral health conditions who qualify, DRS collaborates with the BBHMF and its partners. BBHMF 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. The primary programs within BBHMF and their partners that DRS works with are as follows:

- The Office of Consumer Affairs and Community Outreach (CACO), is charged with providing collaborative support to the clinical section of the Office of Programs through the provision of legislative tracking, disaster coordination and response, development and operation of a Consumer Advisory Council, coordination of BBHMF training activities, researching and circulating information on evidence-based and emerging best practices, development of health promotion and wellness campaigns, researching and applying for high priority discretionary grants, and by providing a centralized response to requests for assistance and patient grievances. DRS maintains a relationship with this office and has worked together on anti-stigma campaigns, supporting recovery coaching and peer support, and training in the area of mental health first aid and medication assisted treatment. (Page 253)

West Virginia (WV) WIOA Matrix

Braiding/Blending Resources

- Creating cross-system data capacity: using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.
- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs.

This State Plan provides the policy framework and direction for day-to-day operations of WIOA funded programs. The role of state agency and state department plan partners under this plan is to provide policy direction, program oversight, support, and technical assistance for and to local and regional service providers covered by the plan. State plan partners include the following:

- WorkForce West Virginia (WFWV)
- West Virginia Workforce Development Board (WDB)
- West Virginia Community and Technical College System (CTCS)
- West Virginia Department of Education (WVDE)
- West Virginia State Board of Education (SBE)
- West Virginia Division of Rehabilitation Services (DRS)
- West Virginia Department of Health and Human Resources (DHHR)
- Governor's Office of Business and Economic Development (Page 51)
- The braiding of WIOA Title I-B funded programs with other youth-directed state and local 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.
- Applicants for Title II funds are required to describe how they will align services with local workforce development plans and how they will coordinate with other available education, training, and social services in the community. Alignment with LWDB's goals is required for funding.
- Perkins postsecondary providers assist job seekers in identifying their interests and abilities and aligning these skills needs to training and financial resources to assist with training. Training is linked to the state's high-demand jobs and is designed to lead to credential attainment. Both credential attainment and high-demand jobs alignment assist job seekers in securing employment with family-sustaining wages.(Page 72)

DRS works with a variety of non-educational agencies serving out-of-school youth. The primary coordinated activities serving this population are with WIOA partners – WorkForce WV and the regional workforce development boards. DRS strives to coordinate referrals and services to eligible out-of-school youth served by the WIOA youth programs that are overseen by WorkForce WV and the regional workforce development boards. These partnerships allow for improved service delivery through the blending of resources and expertise among the agencies. For example, sharing costs allows DRS and other agencies to enhance outreach efforts, serve increased numbers of out-of-school youth, and improve outcomes for participants.

West Virginia (WV) WIOA Matrix

In addition to DRS' reliance on WIOA partners in serving out-of-school youth, the agency continues to use community rehabilitation programs (CRPs) that have become a DRS-acknowledged vendor, to support the needs of this population across the state. (Page 228)

Section 188/Section 188 Guide

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 122)

7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; Yes (Page 125)

Adherence to Section 188 of the Workforce Innovation and Opportunity Act (WIOA) which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, transgender status and gender identity), national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I-financially assisted program or activity. By assuring adherence to Section 188 of WIOA, also assures acceptance to Title VI and title VII of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; The Age Discrimination Act of 1975; Title IX of the Education Amendments of 1972.

Adherence to the American with Disabilities Act of 1990 and the ADA Amendments Act of 2008, which prohibits the exclusion, on the basis of disability, from participation in or denial of the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.

Certification Regarding Drug-Free Workplace Requirements (29 CFR, Subtitle A, Appendix C to Part 98): WIOA funded grantees certify that it will prove a drug-free workplace by notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions taken against employees for violation of such prohibition. Grantees certify that it will make a good faith effort to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f) of 28 CFR Subtitle A, Appendix C to Part 98. (Page 373)

West Virginia (WV) WIOA Matrix

DEI/Disability Resource Coordinators

No specific disability related information found.

Other State Programs/Pilots that Support Competitive Integrated Employment

In addition to having a certified full-time WVABE SPOKES instructor, and in some cases a part time WVABE SPOKES instructor, the SPOKES program may have access to a career development consultant (CDC) and share a blended classroom with an ABE instructor.

Programs are encouraged to pilot and implement additional evidence and research-based strategies for college and career pathways that meet the goals of this plan.

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: (Page 162)

Other priorities for this funding cycle include facilitating the implementation of models for integrated education and training and continuing to grow the bridge and career pathways program models. Additionally, some funds will be used for the permissible activity of the development and implementation of a system to assist in the transition from adult education to post-secondary education and training, including linkages with postsecondary educational institutions or institutions of higher education, is another priority. The development and piloting of strategies for improving teacher quality and retention are critical to the long-term success of adult education, and best practices in these areas are provided through WV Adult Education Professional Development. The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies based on scientifically valid research, are included in the professional development activities provided to grant recipients. (Page 200)

Financial Literacy/Economic Advancement

No specific disability related information found.

Benefits

The group of 20 to 24 year olds contains an estimated number of 122,531. Of these, 66.9 percent are in the labor force with an estimated 58.4 percent employed. The corresponding unemployment rate is 12.6 percent. In 2014, 97 unemployed within the age range of 19 to 24 exhausted unemployment benefits. In 2015, that number had risen to 227.

The group of 25 to 44 year olds contains 447,092, the largest number among all age groups. Approximately 74.7 percent are in the labor force, with 69.0 percent employed. The unemployment rate for this group is 7.3 percent. In 2014, 931 unemployed within the age range of 25 to 44 exhausted unemployment benefits. That number rose to 1,652 in 2015. (Page 19)

West Virginia (WV) WIOA Matrix

The West Virginia population age 16 and over for whom the poverty status is determined during the 2014 survey is estimated to be 1,464,695, with 343,308 estimated to have a disability and 1,121,387 having no disability. Approximately 16.7 percent of this total civilian non-institutionalized population was below 100 percent of the poverty level. An estimated 24.0 percent of those having a disability are found in this group. Those at 100 to 149 percent of the poverty level registered at 10.2 percent. An estimated 14.6 percent of those with a disability are contained in this group. Persons at or above 150 percent of the poverty level are estimated at 73.1 percent. An estimated 61.4 percent of individuals with a disability are found in this group. In 2014, the number of unemployed with a disability who exhausted their unemployment benefits was 31. This number nearly doubled to 59 in 2015. (Page 20)

- West Virginia Division of Rehabilitation Services strives to align its activities and services with other agencies, including WIOA partners. Because West Virginia Division of Rehabilitation Services provides services under an Individualized Plan for Employment (IPE), many alignment activities occur on the individual consumer level. West Virginia Division of Rehabilitation Services' Client Services Manual Section 2501.3 requires VR counselors to assess and utilize, if appropriate, any third party comparable benefits and services. Furthermore, the Client Services Manual Section 3502.13 allows West Virginia Division of Rehabilitation Services consumers to request the VR counselor to participate in the arrangement and coordination of services not included in the IPE if those services are available from third party resources without cost to West Virginia Division of Rehabilitation Services and the VR counselor determines that the services would be appropriate to assist the individual in securing employment. One example of this alignment occurs with West Virginia Division of Rehabilitation Services consumers that choose to receive four-year and/or community college training; consumers must utilize grants and other non-loan resources prior to West Virginia Division of Rehabilitation Services providing financial support.
- West Virginia Division of Rehabilitation Services is mandated not only to coordinate services and resources with comparable services and benefits providers, but also to collect and report these data (any involvement with a comparable services benefits provider in relation to 33 service categories) to the federal Rehabilitation Services Administration at the individual consumer level. The collection, monitoring, and evaluation of these data allow West Virginia Division of Rehabilitation Services to ensure coordination and alignment is taking place across the state. (Page 73)

Programs like these bring together employers, job seekers, and WIOA partner agencies. By identifying the needs of employers and sharing resources to train individuals, the state as a whole benefits from the West Virginia WDS. Community colleges and technical schools have a unique ability to specialize programs across the state depending on the demands of the local economy, including the needs of employers and job seekers. For example, in 2015, Proctor and Gamble announced a large production facility to be built in West Virginia; the facility will provide up to 700 jobs. From the Governor's announcement about the project:

"These are good-paying jobs with great benefits," Governor Tomblin said. "And P&G is a world-class company that's committed to hiring skilled West Virginia workers. Through a partnership with Blue Ridge Community and Technical College, P&G is working hard to train its new employees and provide them with the skills they need to succeed in today's jobs and those that will be available well into the future." (page 78)

West Virginia (WV) WIOA Matrix

In serving veterans, DRS will continue to work closely with the Department of Education and student veteran organizations at colleges, universities, trade schools and other institutions of higher learning to create “veteran friendly” learning environments. The state will continue to support partners in education with focused outreach and coordination with community partners while supporting veterans and their family members to take full advantage of educational benefits that they have earned. This alignment of services will leverage these education and training platforms to focus on job skills that meet the needs of employers within the regions. Education will coordinate with partners to link employers to these educational institutions and programs to ensure that we graduate skilled applicants who have the greatest potential to move successfully into employment. (Page 82)

In addition, those selected to participate in UI Reemployment Services and Eligibility Assessment (RESEA) will receive all of the mandatory program components to include the creation of an Individual Employment Plan (IEP) and additional services such as job search workshops, job search assistance or referrals to other partner programs. The RESEA workshop is designed to motivate and encourage those likely to exhaust benefits by exploring previous work experience, accomplishments and unique skill sets and how to effectively use while job searching. During the workshop individuals identify strengths and skill sets, set short and long term goals, begin developing a job search plan, and effectively network both in person and using social media. (Page 171)

DRS Response to Observation/Recommendation 4: DRS agrees with the importance of quality relationships with higher education institutions in better serving TY with disabilities. Several strategies to improve strategies to TY have been developed and utilized to establish and maintain working relationships with key stakeholders, including institutions of higher education. DRS works with secondary schools and institutions of higher education in many ways to form partnerships and better serve TY with disabilities. In addition to covering all high schools in the state, DRS has liaison counselors assigned to institutions of higher education including colleges, universities, and vocational/technical centers across the state. DRS staff members also attend and present at the annual West Virginia Association of Student Financial Aid Administrators Conference to increase awareness and knowledge of DRS services to higher education staff members statewide. To ensure DRS transition counselors are aware of changes in higher education, a representative from the West Virginia Higher Education Policy Commission presented at the annual DRS Transition Conference. DRS will continue to explore this recommendation to assess the potential benefits and impact of a committee comprised of DRS staff, SRC members, educators, and other pertinent parties. DRS will also explore additional methods of information dissemination such as the use of its higher education liaisons and email list-servs. (Page 224)

DRS offices are located in some of the state’s largest schools. Additionally, 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. 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

West Virginia (WV) WIOA Matrix

IEP meeting attendance, increased provision of PETS, and an increase in outreach and awareness of VR services to high school students with disabilities. (Page 232)

1. Obtain written parental consent; and
2. Inform the parent that their refusal to permit the district to access the private insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost.

Public Insurance Funds: Education may use the Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required. With regard to services required to provide FAPE to an eligible student under this part, Education may not:

1. Require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive FAPE under IDEA regulations;
2. Require parents to incur an out-of-pocket expense, such as the payment of a deductible or co-pay incurred in filing a claim for services provided pursuant to this part, but may pay the cost that the parent otherwise would be required to pay; and
3. Use a student's benefits under a public benefits or insurance program if that use would
 - a. decrease available lifetime coverage or any other insured benefit;
 - b. result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school;
 - c. increase premiums or lead to the discontinuation of benefits or insurance; or
 - d. risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures. (Page 239)

If education is unable to obtain parental consent to use the parent's private insurance, or public benefits or insurance when the parents would incur a cost for a service specified on their child's IEP, the district may use Part B funds to pay for services to ensure FAPE. To avoid financial cost to parents who otherwise would consent to use private insurance or public benefits or insurance if the parent would incur a cost, the district may use its Part B funds to pay the cost the parents otherwise would have to pay to use the parents' benefits insurance (e.g., the deductible or co-pay amounts).

Proceeds from public or private insurance will not be treated as program income as pursuant to 34 CFR §80.25(2). If a district spends reimbursements from Federal funds (e.g., Medicaid) for services under this part, those funds will not be considered "State or local" funds for purposes of the maintenance of effort provisions of Part B of IDEA 2004. (Page 240)

DRS counselors will, at the time of application, gather information regarding an individual's third party resources, including Medicaid. If it is determined that the individual receives Medicaid benefits, BMS will provide all Medicaid-covered services to the individual, regardless of that individual's continued status with DRS. If an individual is approved to receive services from DRS, and begins to receive Medicaid benefits at a later time, BMS will provide all Medicaid-covered services to the individual from that time forward.

West Virginia (WV) WIOA Matrix

Individuals receiving services from BMS will receive information on the eligibility requirements for DRS and the services DRS provides. If an individual receiving services from BMS expresses a desire to work, he or she will be referred to DRS at that time. Similarly, DRS consumers who are Medicaid-eligible will be referred to BMS.

DRS also maintains an MOU with the Division of Intellectual and Developmental Disabilities (DIDD), within the West Virginia Department of Health and Human Services, Bureau for Behavioral Health and Health Facilities (BBHFF), the State agency with primary responsibility for providing services and supports for individuals with intellectual disabilities and individuals with developmental disabilities. DRS interacts with both BBHFF and its subsidiary, DIDD. (Page 249)

Another major theme from these comments included improvements in information sharing and awareness. This theme was multi-faceted, weaving through multiple types of information to be shared with various stakeholders, including consumers. Several CRPs/CSPs indicated that DRS counselors lacked awareness about services, while some made a recommendation for information-sharing meetings to serve as a remedy for such a deficiency. Other CRPs/CSPs provided comments indicating a need for more consumer-related awareness including greater consideration of the consumers' needs when selecting services, more information about the consumers at the time of referral, and educating consumers about the effects that employment can have on their other benefits.

Funding, aside from the funding generated from an increase in referrals, was an additional theme found in the comments of CRPs regarding DRS improvement. These comments regarding funding varied, from requests for grant monies to increases in service fees. (Page 295)

- D. DETERMINE WHETHER COMPARABLE SERVICES AND BENEFITS ARE AVAILABLE TO THE INDIVIDUAL IN ACCORDANCE WITH SECTION 101(A)(8) OF THE REHABILITATION ACT.
- E. COMPLY WITH THE REQUIREMENTS FOR THE DEVELOPMENT OF AN INDIVIDUALIZED PLAN FOR EMPLOYMENT IN ACCORDANCE WITH SECTION 102(B) OF THE REHABILITATION ACT.
- F. COMPLY WITH REQUIREMENTS REGARDING THE PROVISIONS OF INFORMED CHOICE FOR ALL APPLICANTS AND ELIGIBLE INDIVIDUALS IN ACCORDANCE WITH SECTION 102(D) OF THE REHABILITATION ACT.
- G. PROVIDE VOCATIONAL REHABILITATION SERVICES TO AMERICAN INDIANS WHO ARE INDIVIDUALS WITH DISABILITIES RESIDING IN THE STATE, IN ACCORDANCE WITH SECTION 101(A)(13) OF THE REHABILITATION ACT. (Page 361)

Adherence to the American with Disabilities Act of 1990 and the ADA Amendments Act of 2008, which prohibits the exclusion, on the basis of disability, from participation in or denial of the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.

West Virginia (WV) WIOA Matrix

Certification Regarding Drug-Free Workplace Requirements (29 CFR, Subtitle A, Appendix C to Part 98): WIOA funded grantees certify that it will prove a drug-free workplace by notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions taken against employees for violation of such prohibition. Grantees certify that it will make a good faith effort to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f) of 28 CFR Subtitle A, Appendix C to Part 98. (Page 373)

School to Work Transition

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 156)

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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 232)

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

West Virginia (WV) WIOA Matrix

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.

The transference to the student of assistive technology devices that have been purchased by the Local Education Agency (LEA) will occur consistent with the surplus equipment policies and regulations in existence within each LEA. After the student has exited the school system, Rehabilitation may reimburse the LEA at a rate in accordance with the surplus equipment policy, dependent upon the student's continued need or desire for the equipment, the condition of the equipment, and its future usefulness. (Page 240)

Teacher or aide who worked with them throughout high school. The purpose of STEP is to provide a more seamless transition from school to work for students with disabilities. STEP methodology allows students to build on previous success with someone they know and trust. In 2014, a Rehabilitation Services Specialist position was added to further expand the program throughout the state. This additional position has yielded excellent progress, with a substantial increase in the number of STEP vendors and increased communication with local school staff across the state in 2015.

- Continued to meet with WV Department of Education officials in an effort to develop a system to identify students with disabilities who are at high risk for dropping out of high school and provide information for the One Year Exit Survey.
 - DRS collaborated with WV Office of Institutional Education as well as the Division of Juvenile Services (DJS) to develop a cooperative agreement regarding the provision of vocational rehabilitation services to TY who are institutionalized. In 2015, DRS provided information to DJS staff regarding agency-offered services. (Page 346)
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.

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 243)

West Virginia (WV) WIOA Matrix

Data Collection

2. Is for the purpose of educational and career advancement. As part of the application process, the Office of Adult Education will collect basic information from the eligible provider (e.g., location, service area, scope of the program, demographics served, demonstrated need, data collection, and fiscal management procedures).

Additionally, each applicant will be required to submit a proposed budget and program design information.

Applicants will be expected to respond to Office of Adult Education priorities and the Title II considerations for funding Adult Education and Family Literacy Act (AEFLA) programs. (Page 189)

12. **Data Collection:** The degree to which the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.
13. **English Language Acquisition and Civics Education:** The degree to which the eligible provider has a demonstrated need for additional English language acquisition programs and civics education programs.
 1. **Scope:** Previously funded programs will be required to provide data demonstrating they have met previously proposed state targets for the required percent of students making a measureable academic gain. Programs must also provide data demonstrating successful transition to post-secondary education or employment by students. For programs not previously funded, programs with data demonstrating student learning gain and successful transition to post-secondary education or employment, especially for individuals with low-levels of literacy, will be given preference. Both measureable skill gain data and transition data must be disaggregated to demonstrate a history of success with students who have low levels of literacy, disabilities (including learning disabilities), or are English language learners. (Page 190)

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 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;

West Virginia (WV) WIOA Matrix

- 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; (Page 308)

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Small Business/Entrepreneurship

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
- Alignment and expansion of entrepreneurship/start-up ventures
- Promotion of youth entrepreneurship in our school system (Page 46)

Career Pathways

Goal 3: Career Pathways Development

It is imperative that the workforce development system provide education and 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 47)

- 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.

West Virginia (WV) WIOA Matrix

- The State will promote the development of Registered Apprenticeship programs, with a focus on non-traditional industries and occupations. The state will also support efforts of existing Registered Apprenticeship programs to recruit female and minority apprentices. The Office of Apprenticeship will provide technical assistance to grantees and will promote the creation and growth of apprenticeship programs beyond the grantees. (Page 65)

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- The State will continue to refine the Sector Partnership program to ensure career pathways are aligned to occupations that are high-demand, have higher skill needs and are likely to pay family-sustaining wages. The State will consult with LWDBs and engage employers to accomplish this goal.
- The State will also support placement of individuals with barriers to employment, especially those with disabilities, into quality entry-level jobs that provide the work experience and non-technical skills necessary to lead to employment in high-demand jobs, and will consult with LWDBs and engage employers to identify the career pathways for which such quality entry-level jobs can serve as pre-bridge and bridge models. (Page 66)

Employment Networks

Section identified but no detailed information specifically addressing disability focused implementation. (Page 362)

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

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