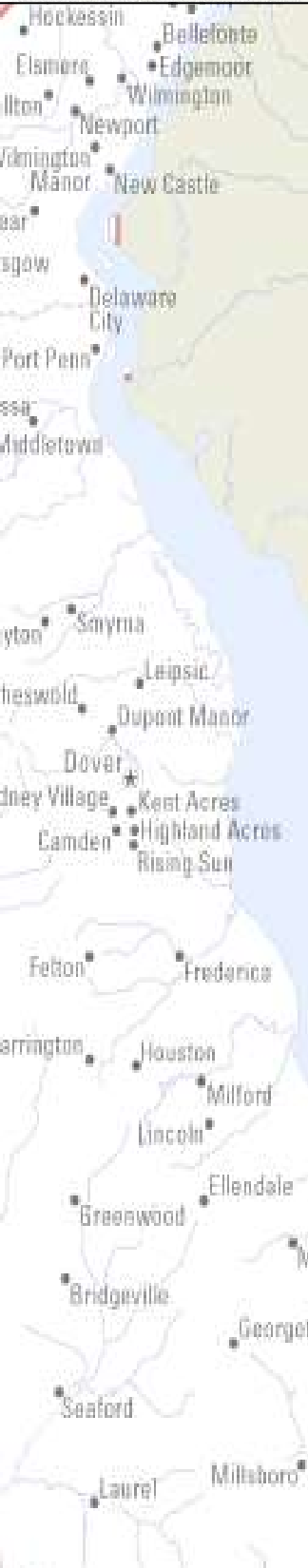


Delaware's Demand Driven Four Year Workforce Development Plan



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MEMORANDUM FOR RECORD

DATE: December 14, 2015

SUBJECT: Executive Summary Demand Driven WIOA Four Year Plan

1. Purpose. This executive summary provides an easy to understand overview of Delaware's Demand Driven Four Year Workforce Innovation and Opportunity Act State Plan. The state plan and its appendices is a fairly large technical document of more than 500 pages and does not lend itself to an easy rapid reading. Moreover, much of it can seem redundant and inaccessible. This summary takes a wide view of the plan, focusing on broad brushstrokes, rather than minute program specific details.

2. Bottom Line Up Front. The foundation of Delaware's plan is the creation of a One-Stop system bringing together workforce development, educational, and other human resource services in a seamless customer focused service delivery network that enhances access to the program services to assist individuals in obtaining suitable employment, enabling employers to obtain qualified employees, and improve long term employment outcomes for Delawareans.

3. Background. President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. This legislation repealed the Workforce Investment Act of 1998 (WIA) and changed the relationship between workforce developers; bringing together, under one roof, four "Core Partners": The Delaware Department of Labor, Division of Employment and Training (DOL-DET); The Delaware Department of Labor, Division of Vocational Rehabilitation (DVR); Delaware Department of Health and Social Services, Division of Visually Impaired (DVI); and The Delaware Department of Education, Adult Education (Adult Ed). The law's intent is to make these partnerships vibrant, meaningful, and synergistic. The Delaware Workforce Development Board (DWDB) is – under the new legislation – charged with aligning and engaging the total workforce system to improve results.

As with WIA every state is required to submit a state plan to qualify for the federal grant, which funds the publicly funded workforce system. Unlike WIA the new law requires – at a minimum – the core partners to submit a single joint plan, or states can expand the number of partners creating a combined plan. Delaware chose to craft a combined plan, which includes the Department of Education Carl Perkins, Job Corps, and the Second Chance Act (prison re-entry). Many other agencies were asked to participate, but many deferred because it was unclear whether or not the process would be unduly burdensome.

4. First Steps. The Core Partners spent the first five months or so reading and analyzing the new law to determine the best way to proceed. During that time federal guidance was scant and

sometimes contradictory. Even so, as leaders became more confident and conversant concerning the new law's nuances and intent, a Delaware path forward emerged.

DOL-DET leadership, with the concurrence of the Delaware Workforce Development Board (DWDB), decided to implement the new law along two tracks. The first track developed the strategic vision and began work to establish the new board, and develop the new state plan. The second track was the cultivation of One-Stop Partners and the development of an operational vision focusing on the One-Stop system. DOL-DET and DWDB crafted an initial list of potential partners and on January 21, 2015 held a kickoff meeting to introduce the partners to each other and present an overview of the new law.

5. Strategic Actions/Vision. The new law requires states to reconstitute their workforce boards as Development boards, vice Investment boards. As you will see, this is more than semantic sleight of hand.

a. Vision. Delaware's publicly funded workforce system will create a combined workforce system, which leverages the strengths of its Core and One-Stop partners through an integrated One-Stop system using a robust referral methodology that ensures Delawareans get the right service by the right professional. The Delaware Workforce Development Board will also continue to supplement the One-Stop system with aggressive outreach and partnering, focusing on youth and education in accordance with the board's ongoing goal development and accomplishment.

b. A New Board. The DWDB, DOL-DET, Delaware Department of Labor Secretary John J. McMahon Jr., and the Delaware Office of Boards and Commissions pored over the new legislation. Delaware policy required the complete dissolution of the Investment Board and then a whole new set of initial appointments to the development board (complete with new applications, background checks, and other administrative requirements). The new board is a bit smaller than the previous one with some new faces. Delaware chose to invite many previous board members to the new board; consistent attendance and involvement with committees were important considerations for bringing back members. (See the board list at [Appendix H](#)).

c. Single Service Delivery. The new law encouraged states to review the organization design and determine whether additional or fewer local boards were needed. The DWDB and DOL-DET determined it was best to remain a single service delivery state. Since Delaware is a minimum allocations state (the grant is the least allowed under the law), the infrastructure costs for local boards would significantly decrease funding available for client service delivery.

d. Goal Review. While the leadership of Delaware's publicly funded workforce system wrestled with the burgeoning requirements of WIOA, they nonetheless continued to work on the strategic goals in place for the past two years. The DWDB and DOL-DET developed the goals during a planning session held on October 28, 2014.

1. Goal #1. Define where all Pathways efforts connect and define a cohesive approach in Delaware. The Goal Leader is the Robert Ford of the Delaware Business Roundtable. This goal has brought together educators including the Rodel Foundation of Delaware, United Way and its SPARC Initiative, Delaware Technical Community College, Delaware State University and the

Delaware Department of Education. This initiative is of such concern the DWDB will, in the near future, make it a permanent standing committee. (See the Pathways Plan at [Appendix M](#))

2. Goal #2. Engage the Business Community. This goal is a follow on from previous iterations which contributed to the improvement of Delaware JobLink functionality. The improvement/development of both the Smart Resume Builder and the Smart Job Order were the product of detailed work with employers in several forums. With the groundwork complete, the DWDB and DOL-DET will begin a full court outreach campaign during 2015 to 2016.

3. Goal #3. Veterans Unemployment. Develops, fields, and reports on outreach activities, which – at a minimum – educates employers on the value of hiring both reserve and active component veterans. This goal saw dramatic gains in veteran employment. An aggressive outreach and education program as well as two gubernatorial proclamations helped create a synergy leading to a veteran unemployment rate below the general population. (See [Appendix U](#) for a snapshot of the results)

4. Goal #4. Expand Registered Apprenticeship in Delaware. Although goal four was mostly an information gathering goal, it did provide inroads and established relationships that will ultimately make integration of apprenticeship programs in the One-Stop system far easier than it otherwise would have been

5. Goal #5. Adult Career Lattices. DOL-DET continues its work on designing and developing Career Lattices to enable jobseekers to make informed career decisions. This goal provides a web-based, interactive career planning map, housed in Delaware JobLink (DJL) <https://joblink.delaware.gov>. The project has made progress so profound that the DWDB awarded two blue collar grants for a pilot training dislocated workers in the broadest scope of welding and Information Technology (IT). Moreover the DWDB will invest up to \$600,000 in state dollars to further refine the concept. To date the program has focused on Information Technology, Welding, Certified Nursing Assistants, and a Gateway Lattice heavily weighted in favor of retail and customer service.

e. Updated Goals. On October 27th 2015 the DWDB, its internal and external partners, private business interests, and community partners convened its fourth biennial strategic planning session covering the years 2015 thru 2017. At this event, the DWDB and its partners agreed on three specific goals to drive the states workforce development system. Those strategic goals are:

1. WIOA – DWDB and its partners will: 1) Assure the DWDB complies with all new WIOA requirements; 2) Support the collaborative process to develop and implement the statewide WIOA four-year state plan; and 3) Support the development and operation of an integrated, comprehensive employment and training system serving employers and job seekers in Delaware.

2. Marketing – The DWDB and partners will leverage and enhance the use of the menu of services offered in Delaware JobLink (joblink.delaware.gov) to businesses and citizens of Delaware.

3. Pathways – The DWDB and Partners will adopt the statewide strategic plan developed by the Governor’s Pathway’s Team and create a supporting infrastructure (standing committee) and support the ongoing pathways initiative.

As these goals are two-year goals and are currently in their action planning phase, a detailed overview of each is unavailable.

f. Strengths. The Delaware publicly funded workforce system has several strengths.

1. Delaware JobLink. Our current greatest advantage is Delaware JobLink (Joblink.delaware.gov) with its retooled resume builder, career lattice project, and streamlined job order procedure.
2. Agility. Delaware has the remarkable ability to develop processes and programs and speed them to clients
3. Centralization. All but five partners are housed in the comprehensive One-Stop centers. Services in the centers, where not fully integrated, are effectively linked. Wagner Peyser services are the gateway to the “One-Stop” comprehensive centers so that the system is truly serving all Delaware citizens, not only target groups.
5. Biennial Goal Establishment. The DWDB, DOL-DET, and partners establish goals every two years and regularly hold accountability meetings. This ensures dynamism, mid-course corrections, and goal attainment.
6. Engaged Board. Board members multiply the effectiveness of all initiatives. Not only do members attend meetings, but they are active participants in goal work.

g. Weakness If Delaware’s publicly funded workforce system has any weaknesses; they are – in no special order:

1. An inability to recruit providers to leverage priorities established in the state’s funding guidelines.
2. A lack of awareness amongst workforce professionals concerning the activities of Core, One Stop, and Extended partners
3. A partially linked electronic systems -- not fully linked or consolidated
4. Not a fully streamlined data collection experience for the customer
5. Not all possible connection points between programs are being fully exploited
6. Some duplication exists, in particular, in business services
7. A sense of general confusion caused by U.S. DOL, due to its inability to disseminate timely guidance.

6. Alignment/Assessment. The DWDB intends to align its activities through quarterly board meetings, executive committee meetings, goal meetings, and special – as needed – meetings.

a. Board Meetings. One of the challenges facing the DWDB is learning exactly what the Core and One-Stop partners do, and how they do it. Goal team one (above) is facilitating a series of presentations by partners to the board. The board and partners will then determine and agree to the Rules, Roles, and Responsibilities (3Rs) governing the relationship.

b. Executive Committee Meetings. Because all committee chairs are executive committee members, the first point of alignment is these meetings. It is here agendas and issues for the at-large-board are determined and where needed mid-course corrections are introduced.

c. Goal Champion Meetings. A great deal of alignment occurs at these meetings as goal champions update other goal champions and the DWDB chairman on progress. Decisions are made and paths forward coordinated.

d. Special Meetings. As the name implies, special meetings are held when something unusual occurs or when an issue arises needing special attention. These type meetings usually deal with short term issues.

7. Operational Goals. Operational goals complement and supplement the strategic initiative and make up the path forward. As alluded to earlier, the goal of the One-Stop System is to bring together workforce development, educational, and other human resource services in a seamless customer focused service delivery network that enhances access to the programs' services, to assist individuals in obtaining suitable employment, enable employers to obtain qualified employees, and improve long term employment outcomes for Delawareans. In meeting this goal, the Partners will work to identify barriers, eliminate duplication of services, reduce administrative costs, align technology and data systems, enhance participation and performance of customers served through the System, and improve customer satisfaction. Achievement of this goal will allow Delaware to continue building a workforce development system that prepares individuals for high demand, high growth employment in industry sectors that are vital for continued economic growth and that are essential for Delaware and the nation to compete in the global market.

a. Alignment. If the One-Stop System is the foundation of Delaware's One-Stop System, then the Memorandums of Understanding (MOU) are the rebar that holds the foundation together. Each MOU is as unique a document as the partners themselves; no two are alike. What makes this approach unique is the centralized referral system, which moves clients from one partner to another to provide needed services. DOL-DET has committed to fund two workers to manage the referrals for the next two years until an automated system can be established. Even so, system alignment is achieved using the following:

1. Memorandum of Understand (MOU) – This individually negotiated and executed agreement will outline the responsibilities and opportunities for each partner. In addition, it established and documents the One-Stop system goals. ([See Appendix D](#) for MOU Copies)
2. Monthly Statewide Governance Meetings - These meetings will provide a forum to identify issues and opportunities to evolve and expand the delivery system. It will also provide an oversight group for small project groups such as the alignment of the various partner's Business Service groups.
3. Centralized Referral Mechanism – The final referral mechanism is expected to be electronic. The function will enable partners to schedule customers for services found on a 90 day schedule and ensure clients accessed the services. This referral system will be manual for the first two years and automated thereafter.

4. Local meetings – These meetings will be convened quarterly locally to identify issue and opportunities. The purpose will be very similar to the statewide meeting but they will focus more on operational issues.

7. Performance Measures. The biggest problem in the entire plan is undoubtedly performance measures. The federal departments of labor, education, and rehabilitative services have neither finalized the definition of the measures, nor even finalized the development of the statistical model to develop the measures. There is great confusion on this topic and partners are generally giving their best guess.

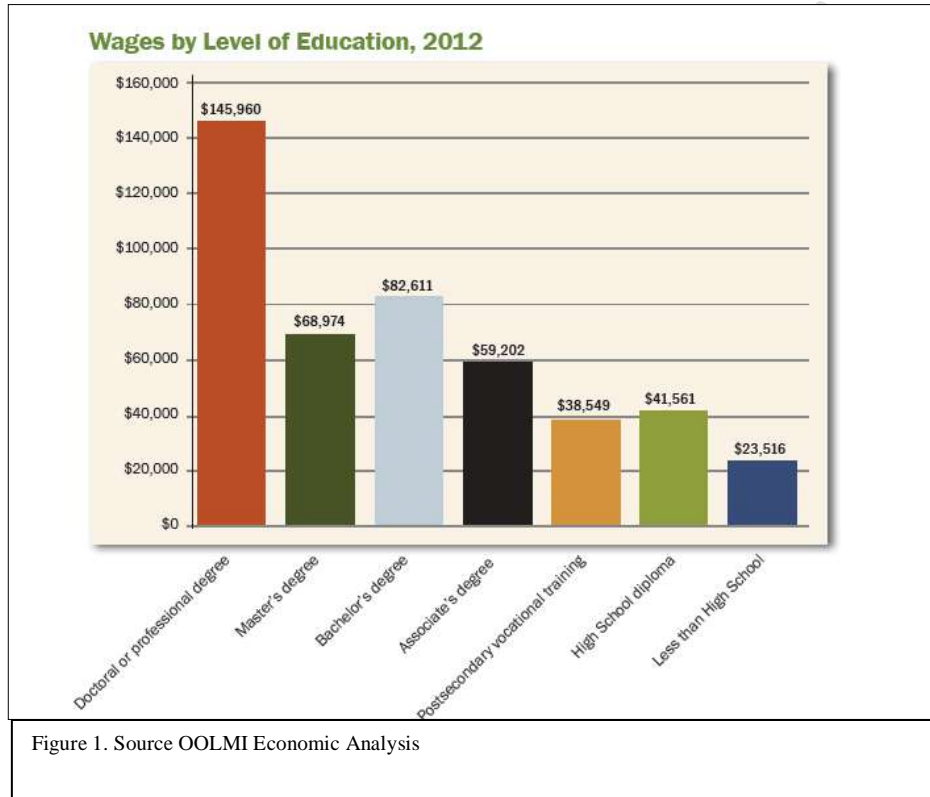
8. Plan Limitations. While very little will likely change in Delaware's strategic or operational approach, the format of the actual plan might. The planning guidance issued by US DOL is its best guess pending the finalization of the regulations. To be clear, regulations have not yet been finalized and it is possible that additional information or even formatting could be required before any plan is approved. Even so the March 3rd deadline is absolute and we must move forward.

William J. Potter
Deputy Director
Delaware Workforce Development Board

II. STRATEGIC ELEMENTS

II. a. Economic, Workforce, and Workforce Development Activities Analysis.

Delaware's publicly funded workforce system uses the range of labor market and industry data to help set the conditions of success for its citizens, businesses, educational institutions, and the economy in general. See appendix A for the State's economic and workforce analysis. Even so the Delaware publicly funded workforce system is a demand driven system, therefore throughout its processes and offerings Labor Market Information (LMI) is the mortar upon which the steps to success are built. While we rely heavily on information produced by the Delaware's Office of



Occupational and Labor Market Information (OOLMI), (See appendix A for a detailed analysis covering the breadth of LMI issues), the workforce system also uses time-sensitive labor market intelligence garnered by the Delaware Department of Labor, Division of Employment and Training (DOL-DET) business services representatives; Delaware Department of

Labor, Divisions of Vocational Rehabilitation (DOL-DVR) employment services specialists; DOL-DET VETS staff; and the Delaware Economic Development Office (DEDO). Moreover, Delaware is acutely aware of the profound impact educational attainment plays on economic

Projected Openings and Growth by Education Level, 2012–2022

Education	Total Openings 2012–2022	Percent of Total Openings	New Jobs	Annual Percent Growth	2013 Unemployment Rate
Ph.D./Professional	3,170	2.3%	950	0.8%	3.2%*
Master's	2,690	1.9%	1,040	1.3%	3.2%*
Bachelor's	25,020	17.9%	8,400	1.0%	3.2%*
Associate's	7,340	5.2%	3,090	1.4%	6.0%
Vocational Education	8,070	5.8%	3,210	1.3%	Not Available
High School Graduate	46,450	33.2%	14,300	0.8%	6.9%
Less than HS	47,280	33.8%	10,070	0.8%	10.6%

*Unemployment rate is for Bachelor's degree or higher

vitality for families and communities. Job seekers with no high school diploma of secondary credential are at a significant disadvantage compared to others throughout the spectrum of Delaware wage earners. Figure one below clearly show the

relationship between wages and educational attainment. It is axiomatic to say the higher the education level the more skills the worker has to remain relevant in an evolving workforce. Figure 2 demonstrated that education levels dramatically affect unemployment rates. While this chart suggest a burgeoning job market for Non-grads, it is important to note that these jobs have high turnover and low wages.

II (A) (2). Workforce Development, Education and Training Activities Analysis.

II (A) (2) (A) The State's Workforce Development Activities.

Using data from multiple sources, including, but not limited to, Delaware's Vision¹ Coalition, Junior Achievement, Core Partner data streams, Delaware's Office of Occupational & Labor Market Information², United Way of Delaware's SPaRC³ initiative, and many others, the DWDB analyzes the state of workforce activities so it can make the best choices for Delaware workers

and employers. In short the DWDB takes a close look at indicators to determine shortcomings and apply what limited resources

there are to mitigate or defeat the issue. Solutions can be as diverse focusing the demand occupation list on specific occupations and/or industries; the complementary application of state training dollars to exploit initiatives, which federal funds are inadequate to resolve alone; a ramp up of needed ABE/GED services; the establishment of new programs and/or workgroups to address acute problems, and the establishment specific committees or goals to deal with chronic challenges.

Delaware is a single service area. All core programs – except two (Adult Education and the Delaware Department of Health and Social Services (DHSS) Division of Visually Impaired (DVI)) are consolidated within the Delaware Department of Labor. All the Employment & Training programs are housed in the Delaware Department of Labor, Division of Employment and Training (DOL-DET). Vocational Rehabilitation and Unemployment Insurance are separate divisions in the Delaware Department of Labor. DOL-DET is the one stop operator. All core programs except Adult Education are fully housed in four comprehensive One-Stop Centers. Adult Education services are in each of the One-Stops on a part time basis. Also housed in the one-stops are the following Division of Employment and Training programs:

- Trade Adjustment Assistance
- Jobs for Veteran's Grants
- National NEG Grants

Job Corp is also housed in the comprehensive One-Stop. The Temporary Assistance for Needy Families (TANF) employment and training is part of Delaware Job Link, the statewide electronic case management, reporting and labor exchange system.

Other One Stop mandatory partners are linked into the comprehensive system on a referral basis but not electronically:

- Senior Community Service Employment program
- Employment and Training programs under the Community Service Block Grant

- Employment and Training Programs carried out by the Department of Housing and Urban development
- Programs authorized under the Second Chance Act --some programs are linked electronically such as the Individual Assessment, Discharge And Planning Team (IADAPT)

Adult Education services under WIA, were provided at three of the four the state's One-Stop Centers; no Adult Education services were available at the remaining One-Stop due to a lack of space. Adult Basic Education classes will be provided at all four One Stop Centers under WIOA since the one center lacking space has been relocated and plans are being developed to provide adult education services there. The purpose of these classes is to increase the reading, writing and/or math skill levels of DOL clients to:

- Enable clients to meet the skills qualifications of the DOL funded training programs they would be enrolled in and/or
- Assist clients in attaining a secondary credential that is considered a necessity for some jobs. One Stop Center clients are referred to classes based on low assessment scores.

They receive instruction in their designated areas of deficiency and are re-assessed every 60 hours of instruction per the Delaware Adult Education Assessment Policy. When the client reaches the desired level of academic skills, they are referred back to their DOL case manager for further employment/training services.

Adult Education services are also being provided in the community outside of One Stop Centers at locations throughout the state.

Under WIOA, all adult education learners will register in the state's labor exchange system Delaware JobLink (DJL) system. Information on the DJL registration process and services will be provided during adult education orientations. More in-depth information on how to register in DJL and Delaware Labor Market needs will be provided during adult education classes. Instruction will be contextualized and aligned with the DWDB high demand occupation list.

II (A) (2) (B) The Strengths and Weaknesses of Workforce Development Activities

The Delaware publicly funded workforce system's greatest strength is its agility to deal with quickly developing workforce opportunities as is evidence by the state's successful negotiation of the Great Recession. Delaware has the remarkable ability to develop processes and programs and speed them to clients. Paradoxically, (because it has taken almost four years to build) our current greatest advantage is Delaware Job Link (Joblink.delaware.gov) with its retooled resume builder, career lattice project, and streamlined job order procedure. The strength of Delaware Job Link is reinforced by the universality of its use by core and extended partners throughout the state. Delaware is an integrated comprehensive employment and training system. Much of the leadership for programs is centralized and there is a single labor exchange system utilized by all but four partners (who often also use it as a customer rather than a partner). Possibly more important is that this is not a new effort. It has existed since the 1980s. All but five partners are housed in the comprehensive one-stop centers. Services in the centers, where not fully

integrated, are effectively linked. Wagner Peyser services are the gateway to the “one-stop” comprehensive centers so that the system is truly serving all Delaware citizens, not only target groups.

Weaknesses. If Delaware’s publicly funded workforce system has any weaknesses, they are – in no special order:

- An inability to recruit providers to leverage priorities established in the state’s funding guidelines;
- Providing training for skills to that may, or may not lead to economic self-sufficiency;
- A lack of awareness amongst workforce professionals concerning the activities of Core, One Stop, and Extended partners;
- A partially linked electronic systems -- not fully linked or consolidated;
- Not a fully streamlined data collection experience for the customer;
- Not all possible connection points between programs are being fully exploited.
- Some duplication exists, in particular, in business services;
- Not all partners are linked electronically; and
- A sense of general confusion caused by U.S. DOL, due to its inability to disseminate timely guidance.

Core Partner Strength and Weaknesses

Education

Strengths -- Delaware’s small size allows adult education providers to be more responsive, collaborative, and more sensitive to system needs. DOL-DET and DOE Adult Education have combined resources on a number of pilot projects. This history of common goals, knowledge of each system’s processes, and shared clientele has led to collaborations on both statewide and local levels. In addition, adult education providers meet on a monthly basis to monitor state progress towards performance targets and resolve concerns. Consequently, the framework for a workforce development process already exists in Delaware. WIOA will provide the opportunity to analyze current processes and activities to better serve businesses and job seekers.

Weaknesses

- While educational services will be provided at all One Stop Centers, space is limited at some. To resolve this concern, information on community programs and on the virtual adult education program will be available at all One Stops for clients who are unable to enroll in classes located at the One Stops. Delaware’s adult education providers meet on a monthly basis and regularly refer students to other sites when capacity has been reached. DOE, DOL-DET, and other partners will develop a central referral system to facilitate better cross functional mutual support and customer service
- Adults with very low skills will require more instructional time to attain the needed skill levels for employment and/or training. Adult education providers will be providing instruction through targeted demand occupations that can provide entry into employment while also providing information on career lattices that will allow adults to develop informed and realistic plans for job advancement.

- Adults who are English Language Learners will require language proficiency skills related to the specific job markets in which they are likely to find employment. Adult Education providers will be linking with employers to determine the skills and information deemed necessary for obtaining a job and for attaining promotions within the employer's organization.

Delaware Department of Labor Division of Vocational Rehabilitation (DVR) Weakness Assessment. DVR's focus is to help Delawareans with disabilities overcome barriers to employment. The employment gap between Delawareans with and without disabilities is 38.7% and research suggests that a best practice to close this gap is Career Pathways focused counseling strategies, which DVR will be implementing.

II (A) (2) (C) State Workforce Development Capacity. Delaware is well positioned to handle all workforce needs for employers and job seekers in Delaware. See One Stop referral system for capacity building details. Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above. The evolution of the one-stop system to a more integrated comprehensive system will assist in this effort. We have a strong and improving Employment and Training system with a history of responding to labor market needs. In the past year we played a significant role in the development and expansion of advanced manufacturing training and the Coding School. The system is closely linked with the Delaware Economic Development Office (DEDO) so we get and share real time information on economic and workforce needs. Currently utilizing State funding we are operating a program to facilitate employer driven training and working with DEDO to jointly fund employer training. In Delaware, there is an estimated 75,000 adults over the age of 24. Currently, WIA funded programs are serving on average 4,500 or 6% of those not possessing a secondary credential. There is a need for educational services to provide lower skilled Delawareans with "the skills and credentials necessary to secure and advance in employment with family-sustaining wages" and to provide employers with the skilled workers needed to compete in a global economy. To address this and other capacity issues, Delaware's publicly funded system will field, during the covered period, a centralized One-Stop referral system. The system will initially be manual and migrate to an automated system sometime after the covered period. DVR's capacity to employ workforce development activities is described in detail throughout the VR section of the combined state plan. We expect to have the capacity to serve everyone eligible for VR services.

II (b) State Strategic Vision and Goals. The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency.

II (b) (1) Vision. Delaware Governor Jack A. Markell and the Delaware Workforce Development Board (DWDB) envision an integrated workforce system, which brings together diverse partners to ensure all Delawareans have access to a publicly funded workforce system that promotes, prepares, and connects workers with jobs, training, education and other resources to provide Delaware employers with the workers needed to ensure financial independence. Gov. Markell sees the process spanning the entire life of a workforce participant. Developmental years focus on four specific skill-sets --- Science, Technology, Engineering, and Math (STEM) skills;

Thinking Skills, Workplace Skills, and Citizenship Skills. Students, benefiting from anticipated improvement in graduation rates, move to post-secondary education and/or training via several tracks including, but not limited to, Delaware's University system, Delaware's Technical and Community College System, and other professional or trades training programs. Adults will continue to hone their skills throughout a lifetime of learning.

Governor Markell has determined that Delaware will continue to operate as a single service delivery area with the state board acting as both a state and local board in accordance with WIOA. The DWDB concurs and believes Delawareans receive the best service through a unified plan developed and monitored through a single service delivery area. This approach makes best use of limited resources, promotes systemic agility, and ensures unity of effort throughout Delaware's four One Stop infrastructure covering almost 2,500 square miles in three counties.

Moreover a single delivery system enables the governor and board to exploit the successes of the past four years by reinforcing existing relationships among core partners, extended partners, and One-Stop Partners. This is an essential task as leaders outside the publicly funded workforce system provide a wealth of knowledge, access, and resources which has a multiplicative effect on limited governmental resources.

The first step is to begin interdicting youth malaise with a variety of programs. The DWDB and Gov. Markell have chosen a "Pathways to Prosperity" framework in partnership with United Way of Delaware's "Success Plans and Roads to Careers" (SPaRC). These groups – and others – are leveraging technology to help youth envision successful careers and providing online coaches who can answer specific career-based questions. We will discuss this initiative and others like it, in subsequent pages, but suffice it to say, one of the ways the DWDB and governor are aligning priorities is to inform and educate youth throughout Delaware by injecting private business expertise early enough to help students envision a future of success. The DWDB has initiated a privately funded youth scholarship program to provide youth – who otherwise might not qualify for services – another avenue for career development.

While Gov. Markell and the DWDB will continue to develop and refine the state's strategic vision, they believe the best place to execute the vision is in a fully integrated One Stop Partner System, which combines, mandatory partners, core partners, and extended partners in a robust referral-based system that gets people to the right place in the shortest amount of time.

The operational vision seen vision is to provide a comprehensive integrated system of employment & training services for all Delawareans (individuals and businesses).

- The system will be universally accessed and will include services varying from self-directed to intensive and variations in between (Delaware JobLink services reached via a personal computer on the internet through intensive case managed services provided by a TANF Welfare to Work).
- It will be characterized by a single portal (Delaware JobLink) connecting business and individual needs. This will be possible by linking one stop centers (AJC), partner sites,

affiliated sites and contractors and individuals on the job seeker side with services available from all the partners.

- Work with customers to link talents, career lattices and work based training in an efficient manner
- On the business side, The system will meet the needs of employers by:
 - Identifying their needs
 - Developing customized business strategies and products to meet their needs
 - Providing staff assisted services as necessary
 - Providing a self-service site for each to use to access services
- Sharing resources among One Stop partners limiting duplication in services for businesses
- All customers will be able to view a full array of the services available electronically
- Job seeker customers will have the benefit of a centralized referral process

The Workforce Development Board will continue to use demand occupation data from the state's Office of Occupational and Labor Market Information (OOLMI), the DWIB's private industry members, intelligence from the Delaware Economic Development Office; (DEDO); and also information gleaned through the Delaware Department of Labor's, Division of Employment and Training (DOL-DET) outreach efforts of its Business Services Unit to develop and constantly refine the demand occupations list. This list is the primary source for approving and developing training programs. This integrated approach mirrors the cross-department and cross divisional cooperation the governor demands for all pieces of the workforce system.

II (b) (2) Goals. Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities.

On October 27th 2015 the DWDB, its internal and external partners, private business interests, and community partners conduct their fourth biennial strategic planning session covering the years 2015 thru 2017. At this event the DWDB and its partners agreed on three specific goals to drive the states workforce development system. Those goals are:

1. WIOA – DWDB and its partners will: 1). Assure the DWDB complies to all new WIOA requirements; 2). Support the collaborative process to develop and implement the statewide WIOA four-year state plan; and 3). Support the development and operation of an integrated, comprehensive employment and training system serving employers and job seekers in Delaware. (See Appendix N)
2. Marketing – The DWDB and partners will leverage and enhance the use of the menu of services offered in Delaware JobLink (joblink.delaware.gov) to businesses and citizens of Delaware. (See appendix E for Details)
3. Pathways – The DWDB and Partners will adopt the statewide strategic plan developed by the Governor's Pathway's Team and create a supporting infrastructure (standing committee) and support the ongoing pathways initiative.(See Appendix M for details)

As these goals are two-year goals and are currently in their action planning phase, a detailed overview of each is unavailable. Generally speaking the process for goal achievement and development looks as follows:

- The DWDB goal steering committee suggests areas of opportunity
- The committee reviews and approves specific goals
- Goal Champions and/or Co-Leads are identified
- Initial research is conducted by Champions/Co-leads
- A strategic planning session is held with partners and the entire DWDB
 - Goals are refined
 - Action teams develop
 - Next steps identified (usually action planning)
- Goal teams begin work
- Bi-Monthly progress reviews of Goals held with DWDB Chair
- Alignment occurs at quarterly board meetings
- Results evaluated annually
- Process begins again.

As is readily apparent, the operation goals mirror the vision and support the DWDB strategic effort. The goals are:

- Create an electronic referral system among one stop partners which will include a schedule of all services available
- Make job seekers aware of their talents and the potential opportunities available to them (career ladders)
- Link customer talents, career lattices and work based training in an efficient manner
- Enable job seekers to create plan for personal career development
- Utilize One-Stop partners to ensure individuals with barriers can access the assistance that they need to enable success
- Make foundation skills available (reading, mathematics, language, work readiness, computer etc.)
- Streamline training maximizing the integration of classroom and work based instruction
- Link Youth programming with the rest of the one stop system
- Seamlessly link job seekers into Delaware JobLink for Labor Exchange services
- Link Job seekers and employers
- Enable customer (job seeker and business) to access whatever services they need from whatever partner that can provide the service
- Provide employment and training products that meet customer needs
- Eliminate duplication in business contacts among partners by creating a coordinated continuous feedback loop identifying business needs and sharing this information among partners
- Respond quickly to business needs by connecting employers and job seekers as well as supporting the training needs of businesses
- Develop tools to enable businesses to develop and communicate their business needs

- Work jointly with The Delaware Workforce Development Board to market the services in Delaware JobLink increasing the saturation rate significantly

II (b) (4) Assessment. Delaware will assess its workforce system using a complementary set of quantitative and qualitative tools. The State performance accountability system will focus on the six required WIOA common measures as applicable to each core program. Additional goals beyond the six are not planned at this time. As Delaware consists of a single statewide workforce investment area, State performance levels are established to promote accountability while supporting the Governor's desire to assure that Delaware's employment and training system is open to the hardest to serve adults and youth with special needs and barriers to employment. In setting Delaware's performance levels, the DWDB will consider the U.S. DOL Statistical Model, labor market conditions, past state performance trends, past national average performance trends, U.S. DOL Government Performance and Results Act (GPRA) goals, continuous improvement expectations, and the U.S. DOL Youth Vision. In setting performance levels The State's goals reflect an expectation of improved performance and an effort to support the U.S. DOL in achieving the GPRA goals, however, due to mass layoffs that continue to occur, coupled with the Governor's commitment to continue to target the hardest to serve, some goals may be lower than the GPRA levels. The state will assess the actual need for adult education services adult education system via an analysis of unemployment rates for:

- Part time vs. full time jobs;
- Family sustaining wages;
- Job placements in areas of provided training;
- Long term job areas;
- Increasing education attainment level of adult workers;
- Use of career lattices by lower skilled workers;
- Provider performance target attainment; and
- Client satisfaction surveys

In addition the state will delve deeper into its data to determine the characteristics of those workers unable to access employment while receiving unemployment insurance and become part of the "out of the labor market" cohort.

The state will also assess its publicly funded system looking at the two key stakeholders; Businesses and Job Seekers. The effectiveness of Businesses Customer Services will be evaluated as follows:

- Customer Service Surveys
- Increase of the number of employers utilizing Delaware JobLink (Saturation)
- Focus group feedback

The effectiveness of services to job seekers is the evaluation of the One-Stop system. This is the delivery system for all customers, but in particular the job seeker: We will evaluate success serving the job seeker by:

- Customer Service Surveys
- Success in Seamless Referrals – This refers to the number of individuals that are referred to partner services who actually receive services. This refers primarily to referrals linking affiliated sites or partner programs with the One-Stop. It is thought that outside

the “one stops”, in affiliated sites and partner programs little success in referral has been occurring.

- Implementation Surveys – This refers to the evaluation of operational changes. Among these will be the referral system and the seamless enrollment of core partner customers in Delaware Job Link. Added by a continuous feedback loop during implementation, a final assessment survey will be completed
- Core Partners meeting federal performance measures – Federal Reports
- Other Evaluations as necessary

DOL-DET Contract Management and Monitoring unit will be lead in compiling program performance data for interim reporting purposes. This unit will report directly to the Delaware Workforce Development Board (DWDB) on contracts managed by DOL-DET and other programs housed in DOL-DET. In the case of core partners, this unit will be responsible to collecting from the partner’s information to be reported to the DWDB. The Core Partners not housed in DOL-DET will report directly to the Board. The DWDB will schedule these presentations as part of its quarterly meetings schedule.

II (C) State Strategy. The Delaware Workforce Development Board chooses a several-fold approach to execute its strategies for the publicly funded workforce system. The Board will continue meeting with outside agencies and develop as needed ad hoc workgroups to address acute opportunities. The Board will continue its practice of biennial strategic planning to ensure alignment with state needs ranging from youth services, to adult and dislocated workers programs, to the integration of diverse resources. The DWDB will assign goal champions from the Core Partners and other community resources. The Board chooses to establish command and control through its quarterly board meetings and monthly goal champion meetings where responsible parties review accomplishments and make mid-course corrections. The board intends to execute its vision through a dynamic and integrated one stop system exploiting opportunities through a robust multi-partner referral system, which serves multiple populations (e.g. including those requiring vocational rehabilitative services, veterans, and ex-offenders. The Board will ensure the business outreach piece of its vision is executed by partners and through the reinvigoration of its Public Relations and Marketing committee.

The strategy begins with every customer of any One-Stop partner being registered in Delaware JobLink when they are determined work ready.

Delaware has taken the lead, since 2011, in partnership with America’s Job Link Alliance (AJLA), in the development and implementation of several products that will greatly assist in implementing sector strategies and particularly career pathways. Three of these products are:

- Resume Builder – This product builds a resume for the job seeker by enabling them to identify their Talents, Tools and work activities (TT&WA) based on the information located in O’Net. This product begins with the customer entering a “lay title” for the job they want and enables them to code their work experiences and education with the appropriate TT&WA
- Intelligent Job Order - This product builds a business’s job order for an employment opening identifying the desired TT&WA based on the information located in O’Net.

This product enables businesses to build job orders using the same wording as customer resumes.

- Career Lattice –Lattices are often referred to as “ladders”. The term “lattice” is used here because the model looks at career opportunities more broadly than simply vertically. Currently six lattices are operational at Delaware JobLink (Information Technology, Finance, Manufacturing, Restaurant/Hospitality, Gateway, and Wholesale/Retail). These lattices allow customers to look at career growth opportunities as a map. The customer can then, by clicking a link get an extensive array of information about that position. Future Career Lattices will enable the customer to choose an occupation that their TT&WA match. They can then obtain a gap analysis identifying the skills they lack for that or other jobs on the lattice; immediate job openings and training requirements will also be available.

II (c) (1) Describe the strategies the State will implement, including sector strategies and career pathways, as required by WIOA section 101(d)(3)(B), (D). Delaware embraces sector strategies in two modalities. First, the Board and the DOL-DET have been working on career lattices to provide clear training information to job seekers. The sectors/lattices Delaware has (or is in the middle of) created are:

- Health Care,
- Human Resources,
- Manufacturing,
- Finance,
- Information Technology,
- Gateway Industries,
- Wholesale/Retail, and
- Hospitality.

These lattices/sectors were identified by garnering actionable intelligence from private businesses, Delaware’s OOLMI, and the Delaware Economic Development Office (DEDO), and DOL-DET’s business services reps. Delaware will continue using its Demand Occupation List to target occupations that are projected to need workers by aligning Standard Occupational Classification (SOC) Codes with North American Industry Classification System (NAICS) Codes. In the near term The DWIB and DOL-DET’s strategic planning retreat set for October 27, 2012, addressed the issues of career ladders to support employer needs and the development of a real time business and intelligence gathering approach which will help the state better target immediate employer needs. Although the DWDB develops the demand occupation list, it is anticipated that each business services rep at the local One Stop Service Center conducts prospecting activities using the list as a first step in segmenting its market and ultimately targeting growth industries. Even so, we will continue to refine sector strategies through our partnership with the DEDO. When opportunities are identified, solving business needs will be pursued as evidenced by two recent successful examples -- our work with the Delaware Manufacturers Association, which resulted in advanced manufacturing training and our work with Banking regarding the training of computer programmers resulting a coding boot camp. In sector strategy development, the DWDB is just one partner along with many others. In addition, using State funding, DOL-DET is managing a program called Today’s Reinvestment Around

Industry Needs (TRAIN) to develop customized business training. This program provides planning grants to business groups to develop training specifically gear to their needs.

Adult Education instruction will be geared towards the development of career goals over the short and long term. Each learner will develop his/her own learning plan based on individualized career goals. Instruction will be to address demand occupations identified as most in need of workers currently. Instruction will focus on increasing skills – academic, job readiness and workplace – essential to access and advancement within the Delaware job market. However, learning will also be personalized with the creation of a unique career plan leading to employment with family sustaining wages. The career plan will include a skills profile, career inventory, and investigation of Delaware specific career lattices and O-Net Online career ladders.

DVR has crafted an MOU with the Division of Employment and Training around shared responsibilities. Career Pathways assessment and career counseling is DVR's best practice standard and will be implemented across office locations following counselor and staff training in FY16.

II(c) (2) Describe the strategies the State will use to align the core programs, any Combined State Plan. This question was answered in II (c) above and will be fleshed out in the One Stop referral system for capacity building details.

The Publicly funded workforce systems will align through the one-stop service delivery system. The alignment of service delivery, focusing on the One-Stop delivery system, began with a meeting held in January of 2015 which included all core partners, other required and additional partners. A second meeting was held in May.

Between January and May individual meetings were held with all required and addition partners. The outcome of the individual meetings was a rough draft of each partner's potential contribution to the system and their needs.

Currently draft agreements have been distributed and final negotiations are in the process. At the initial meeting in January, the option of participating in the plan was discussed with the optional plan partners. At this time, most have decided not to participate.

All core programs, with the exception of Adult Education are already fully aligned in the One-Stop delivery system and housed in the One-Stops. Adult Education is nearly fully aligned. It currently is in three of four comprehensive One-Stops and will be in the fourth when space permits (January 2016). There currently are, in addition to Adult Education, eleven programs housed in the comprehensive one-stop (WIOA Adult, WIOA Dislocated Worker, Job Corp, Wagner Peyser, Vocational Rehabilitation, Trade Act, Unemployment Insurance, Veterans Services, Job Corp, National Dislocated Worker Grants). The TANF Employment and Training Program and WIOA Youth program are linked electronically. The Division of the Visually Impaired (DVI), Carl Perkins postsecondary education, Older Americans Act, Community Services Block Grant (CSBG) and HUD Employment & Training programs have weak connections. The one remaining program, the Second Chance Act, is not connected.

Alignment will be accomplished through the following:

- Memorandum of Understand (MOU) – this individually negotiated and executed agreement will outline the responsibilities and opportunities for each partner. In addition, it established and documented the One-Stop system goals.
- Monthly Statewide Governance Meetings - These meetings will provide a forum to identify issues and opportunities to evolve and expand the delivery system. It will also provide an oversight group for small project groups such as the alignment of the various partner's Business Service groups.
- Create a link in DJL to all programs and we will include a 90 day schedule of services – All partners will provide a brief description of their program (200 words or less), a more detailed description of their program/services and a schedule of the services available to their customers for the next 90 days. This program information will be available in Delaware JobLink for all customers and staff to access.
- Centralized Referral Mechanism – The final referral mechanism is expected to be electronic. The function will be to enable partners to schedule customers for services found on the 90 day schedule of services and get feedback on whether they accessed the services. This referral system will be manual for the first two years and automated thereafter.
- Local meetings – These meetings will be convened quarterly locally to identify issue and opportunities. The purpose will be very similar to the statewide meeting but they will focus more on operational issues.
- All customers will be enrolled in Delaware JobLink (DJL) when they are determined work ready. This will ensure all partners and their customers; have access to the job matching capabilities of the system. This will be accomplished in two different ways, client registration at the partner site or by the interface/upload of key data elements into DJL from partner systems.

All partners will:

- Share data across all components to determine performance progress of individual partners and of the system through the combined effort of all partners
- Engage in a regular and consistent communications process with all partners to monitor and recommend workforce development system revisions as needed while also identifying and replicating best practices for dissemination.
- Meet regularly with the Delaware Economic Development Office to discuss opportunities and challenges to attainment of the state plan
- Further develop career pathways process to include supports required for adult learners to complete required courses
- Surveying businesses and job seekers regularly to determine where the workforce development system is working well and where improvement needs to take place

III. OPERATIONAL PLANNING ELEMENTS

State Strategy Implementation.

III (a) (1) State Board Functions. The Delaware Workforce Development Board is a six committee body, which meets quarterly to review core partner performance; approve training programs; develop, review and administer budgets; review workforce system performance; provide guidance; and initiate mid-course corrections as needed.

The Board is governed by an Executive Committee composed of Board members who are officers of the Board, the chairpersons of all standing committees, the Director of the Delaware Economic Development Office, the Delaware Secretaries of Labor, Education, and Health and Social Services. The majority of the members shall be from the private sector. The Chair shall appoint the undesignated members. Membership shall not exceed 15. The Board Chair will serve as Chair of the Executive Committee. See the Executive Order 51 and MOU between the DWDB and DOL-DET at Appendices B and C respectively. Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

II (a) (2) Implementation of State Strategy.

II (a) (2) (A) Core Program Activities to Implement the State's Strategy. Implementation will be accomplished through the one-stop service delivery system.

The Publicly funded workforce systems will align through the one-stop service delivery system.

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Program and WIOA Youth program are linked electronically. The Division of the Visually Impaired (DVI), Carl Perkins postsecondary education, Older Americans Act, Community Services Block Grant (CSBG) and HUD Employment & Training programs have weak connections. The one remaining program, the Second Chance Act, is not connected.

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- Meet regularly with the Delaware Economic Development Office to discuss opportunities and challenges to attainment of the state plan
- Further develop career pathways process to include supports required for adult learners to complete required courses
- Surveying businesses and job seekers regularly to determine where the workforce development system is working well and where improvement needs to take place

Delaware will implement its core programs via this plan, quarterly board meetings, and detailed Memoranda of Understanding (MOU) between One Stop and Core Partners. The MOU's will clearly define coordination, client handoff points between partners, and definitions of success. Moreover, the first 18 months of the plan will see the construction of a people-managed referral system, eventually migrating to an automated system. It is important to note that US DOL's lack of planning guidance makes this question a bit difficult to answer.

Adult Education providers will contextualize academic instruction to increase relevance of instruction and provide the worker with content for developing a career plan. All learners will develop career plans as part of their instructional plans. These plans will include researching job market information and developing timelines for attaining further training as needed.

A process for coordinating the provision of academic skills and enrollment in training programs will be developed.

- A process for administering and analyzing common assessments across the system for all core providers will be developed to reduce the time spent in assessment and target academic skills needed for further training or job attainment.
- Job seekers who have not attained a secondary credential or high school diploma will be provided with information on community adult education programs. If they are unable to attainment employment after six months due to academic deficits, the adult will be referred to a Title II funded adult education providers.
- The educational attainment of reentering offenders will be shared with DOL case managers upon consent of the learner.
- A process for the provision of education services by Title II adult education providers will be developed to reduce duplication of services and increase funding for specific skills training programs.

Core programming for DVR consumers centers around individualized plans for employment for each consumer that use Career Pathways counseling and assessments and OOLMI data and business/educational partnerships that allow for and support the employment of all eligible DVR consumers towards meaningful integrated employment. DVR is working with core partners to develop a single referral process so clients can access multiple support services simultaneously to assist in completing training and employment goals.

III (2) (B) Alignment with Activities outside the Plan. Alignment with programs and activities provided by mandatory on-stop partners and other one-stop partners will be accomplished through the one stop agreements governing the one-stop delivery system. A key function relating to that will be the monthly partner meetings which will focus on the full implementation of the one-stop delivery system principles and the continuous improvement of the coordination. A key initial step in this process will be the one-stop referral unit which is funded solely by the Division of Employment for its first year.

The Delaware Economic Development office (DEDO), a One-Stop partner, is a key "other" partner in our focus on the business customer. DEDO and DOL-DET Business Service staff utilize a common script when dealing with business customers. DEDO will take the lead in

business development. DOL-DET will take the lead in staffing services. Together, a comprehensive service to business customers will be generated. The linkage with Apprenticeship and training will be their inclusion in the one-stop business service work group.

- Educational activities will be provided by Title II adult education providers collocated in the One Stop Centers. Where One Stop Capacity is surpassed, job seekers will be referred to either the Title II distance learning adult education provider or to local Title II adult education providers. Supports needed for attendance will be provided as allowed by each core partner's enabling legislation.
- Reentering offenders involved in the Individual Assessment, Discharge And Planning Team (IADAPT) Project will be monitored for participation in One Stop Center activities and receive supports as allowed through Second Chance Grant funding. Educational information gathered through the Prison Education Program will be shared to expedite job attainment and possible job training as permissible by Professional Licensing Board regulations.
- Delaware Wonder SNAP recipients will be monitored for participation in One Stop Center activities and receive supports as allowed through the Delaware Wonder Pilot. Education information gathered from Title II Adult Education Programs will be shared to increase job attachment and/or training entry.

III (2) (C) Coordination, Alignment and Provision of Services to Individuals. Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and mandatory and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program

The board intends to coordinate/align individual services through a dynamic and integrated one stop system exploiting opportunities for success through a robust multi-partner referral system serving multiple populations (e.g. including those requiring vocational rehabilitative services, veterans, and ex-offenders. Each One stop partner (mandatory and extended) has signed an MOU outlining the rules governing the handoff of clients between partners. (See one stop MOU section at appendix D) Because of the variety of partners represented in the attached MOUs, it is too cumbersome – at this point – to sketch out when a handoff would occur. Suffice it to say that clients from all partners will be referred to for career or training services when they are job, or training ready. The one-stop agreements stipulate that each partner will carry out their respective core programs, making them available to customers through the one-stop delivery system. Each partner will cover the cost of their program and be responsible for maintaining compliance with their statutory requirements. Services will be made available through the comprehensive centers as well as affiliated sites. The link will be the electronic system (Delaware JobLink), which will make information on programs available to customers and partner staff. In addition, partners will register all job ready customers in Delaware JobLink which is the system's official matching tool for the one-stop system. At the point of registration customers are made aware of all one-stop services all program services will be made available to customers through Delaware JobLink and coordinated by the Job referral unit. Each partner will provide the supportive

services related to their core services. All core partners will regularly and consistently meet, either in person or electronically, to share data, monitor job seekers progress towards state goals, and analyze client outcomes to determine if resources are being coordinated and providing maximum benefit to job seekers and employers. Accelerated placement, elimination of duplicative services, provision of support services will be monitored to ensure that high quality, customer centered services are being provided.

III (2) (D) Coordination, Alignment and Provision of Services to Employers.))

Partners will align and coordinate services to business partners through several modalities. Services for the mandatory partners are carried out by DOL-DET's Business Services Unit in partnership with the Delaware Economic Development Office, augmented by the job placement staff of the Division of Vocational Rehabilitation, and the local Veterans Employer Representatives (LVER) also housed in DOL-DET. A Business Services workgroup is being convened consisting of the Business Service staff of the "one-stop" partners. This group will be responsible for coordinating business services and eliminating duplication. The public funded workforce system believes the following initiative will increase its attractiveness to employers:

- The newly redesigned and fielded Job Order portal in DJL provides employers with an improved tool they can use. Part of our plan includes a "full court press" of outreach, public relations, marketing, and social media marketing to raise awareness to all businesses.
- The creation of career lattices requires intensive collaboration between Delaware business and the Division of Employment and Training.
- The DWDB pathways to prosperity goal requires participation of the Delaware Business Roundtable; the United Way SPaRC goal also requires extensive; the DWIB is also a member of the Goldey Beacom College business advisory board.
- DOL-DET business services reps, it DVOPs, Delaware Department of Labor, Division of Vocational Rehabilitation's employment services specialist, the Delaware National Guard Employer Support to the Guard and Reserve (ESGR) will all work together to sure the greatest
- Title II providers will provide instruction regarding demand occupations and career lattices areas that aligns with that DWDB's strategic plan.
- Title II providers will work with local employers to determine skills, information and attitudes needed to attain entry level jobs and progress within job fields.

It is important to note that the DWDB' S strategic goals #3 for 2015 to 2017 address this issue and additional planning is underway. See the BSU presentation for strategic planning at [appendix E](#).

III(a)(2) (E). Describe how the State's Strategies will engage the State's education and training providers. The Delaware Workforce Investment Board has and will continue to convene a career lattice workgroup consisting educational agencies and colleges as well as WIOA core partners. Among these are the New Castle County Vocational School District, Department of Education, Wilmington College, Delaware State University and Delaware

Technical and Community College. The purpose of the group is to discuss career lattice training, tools and innovative approaches. It provides a neutral forum to discuss challenges and opportunities.

Title II Adult Education providers are developing processes with the state's community college and adult career and technical education schools to develop on-ramps to career specific skills training and to co-enroll students where possible. Reentering offenders are being preparing for engagement with the One Stop Center through the Prison Education Program and through the IADAPT Project. Education provided within Level 5 prison is aligned with community Title II adult education requirements and consequently prepares participants for entry into the One Stop Center activities.

III(a)(2) (F). Leveraging Resources to Increase Educational Access. Delaware is actively addressing opportunities to partner whenever opportunities are present. Three from the past year are good examples.

- Working with the Delaware Manufacturers Association, Delaware Technical and Community College, the Governor's office, the Department of Education and DEDO. The result of this multiple partner effort is the establishment of an advanced manufacturing program that began in New Castle County and has been expanded to Sussex County. It is being made part of a career ladder program by the Department of Education in partnership with Delaware Technical and Community College. State funding made this possible
- The DWDB, working with DEDO and Energizer, facilitated the creation of a mechatronics program at Polytech High School, the Adult Division. This was made possible by accessing economic development funding and combining it with State Training funds
- Working in support of a group spearheaded by the Governor's office, a coding Boot Camp (JAVA) began operation in September of 2015. This effort largely led by J.P. Morgan Chase, Capital One and Barclays was supported by the Department of Labor/Workforce Investment Board. The majority of funding was obtained from foundations.

Delaware is also creating opportunities with its TRAIN funding. These State funds are being made available to small groups of employers to design customer driven training.

All of these opportunities are leveraging resources, increasing educational access.

- Reentry Offenders - I Adapt Services of four other agencies including: DHSS, DOC, DSHA, DOE by providing job search services to recently released from Level 5 prisons and to probationers
- DHSS SNAP "Delaware Wonder" Pilot to provide specific skills training to Delawareans who are receiving SNAP Benefits. This pilot includes state, community and business partners who are collaborating to provide training and supports to SNAP recipients for successful job entry.

- DOE Adult Education, James H. Groves Adult High School to provide adults who are completing their high school diploma requirements with referrals to DOL
- DOE Prison Education Program that provides incarcerated offenders with specific skills training in high need job areas
- DOE Perkins – to provide specific skills training in high need areas as well as burgeoning Science Technology Engineering Math STEM areas to K-12
- DOE Perkins Adult Training – to provide specific skills training to adults in high need job areas

III (a) (2) (G) Improving Access to Postsecondary Credentials.

The DWIB will continue to require all providers to ensure post-secondary credentials result from all approved training. In addition, working with the business services and job placement staff of the one-stop partners, Delaware will work with employers to identify the credentials that are in demand and to target the training necessary to meet the requirements for the same. Delaware will, when opportunities present themselves, target specific career lattices as potential training areas, identifying and strategizing ways for customer to obtain key credentials.

Examples will include:

- Guaranteeing adult customers, that obtain a secondary credential or high school diploma,, an ITA leading to an in demand credential
- Guaranteeing a second ITA opportunity to an individual who through an ITA obtains a post-secondary credential in a targeted career area, and who successfully completes at least 12 months of employment in the targeted area that will enable a second more advanced credential through a combination of work and training/education.
- Enable employers to create targeted credentials in high demand areas.

Adult Education Title II programs will be improving accessing in several ways:

- Upon entry into programs, each student will have an individualized learning plan which includes career goals and a career development plan. Each student will also have access to the wide array of partners via the developing On-Stop partner referral system
- Programs will provide academic instruction to increase academic skills through career lattice or demand occupation contexts reinforcing the relevance of the skills being taught;
- Some programs will collaborate with other specific skills trainers to co-enroll learners so that academic and specific skills can be taught concurrently
- Some programs will “braid” their various funding to provide academic and specific skills training at the one location through the same provider.

DVR is employing Career Pathways counseling strategies as both an assessment and planning tool for every consumer moving forward. Recognized certificates and credentials are integral parts of consumer’s plans for employment. DVR is working with our training and education

providers to insure that wherever possible, certificated and credentialed post-secondary education happens. Please also refer to our state plan.

III (a) (2) (H) Coordinating with Economic Development Strategies. The Executive Director, Delaware Economic Development Office is a board member. This member works closely with the Board and with DOL-DET to identify potential employment and/or training opportunity in support of immigrating businesses and reinforcing the success of existing businesses. This has in the past included developing training programs for expansion projects such as Amazon, Wal-Mart, and others.

The DWIB through the Business Services unit in the Division of Employment and Training maintains a strong relationship with DEDO. DEDO will be a one-stop partner and will participate in the one-stop Business Services workgroup. The DWIB also budgets some State Training projects for joint projects with DEDO and possibly Dislocated Worker funds will also be used if opportunities present themselves (consistent with statutory requirements). All Title II programs will share current job market information with students and will infuse job market projections into instruction to allow adult learners to make informed decisions concerning employment and training leading to family sustainable wages.

(A)

III (b) State Operating Systems and Policies. Labor market information produced by the Delaware Department of Labor's Office of Occupational and Labor Market Information (OOLMI) is a driving force behind our planning process and delivery of services. It is the foundational demarcation point for everything we do. (See our Funding Guidelines at [Appendix F](#) and the ITA Process manual at [Appendix G](#)). Delaware's communications system deliberately operates at all levels throughout the spectrum of the publicly funded workforce system. From tactical (One Stop System) level to the Operational DOL-DET and the strategic DWDB, the primary communications system is and will continue to be Delaware Job Link. Job Link facilitates communications between job seekers and employers, ensures accurate and timely reporting between the state and its federal partners; provides industry leaders labor market information, and is the linkage between the training staff, providers and fiscal officers. Communications between the Strategic Level and the operational level is primarily interpersonal and is conducted in face-to-face meetings held monthly, quarterly, and on order. Between meetings the primary strategic level means of communications is primarily email and secondarily phone.

As per 8/13/2015 guidance from RSA, DVR will continue to report annually to RSA. We await final regulation and will alter reporting strategies as advised by RSA. DVR will work with OOLMI re: labor market information systems, with UI re: employment data, with DET/JobLink and with our in-house employment specialist teams re: job searching/resume writing skill acquisition.

III (b) (1) (A) The State operating systems. Delaware JobLink (DJL) is the State of Delaware's web-enabled One-Stop workforce development system providing self-service job seeker and employer job matching activities, One-Stop customer service delivery management, labor exchange job matching and labor market information services.

There are four main components of DJL: JobLink, ServiceLink, FiscalLink, and ReportLink.

- JobLink is a self-service job matching and workplace information service for employers and job seekers. Job seekers can establish an Internet account to manage their job search activities or to register with labor exchange activities. Employers can establish an account to manage job openings and view job seeker resumes.
- ServiceLink is a web-based One-Stop client management application that allows case managers to track their caseload and report information required under Labor Exchange, Re-Employment Services, TAA and other federal programs. ServiceLink provides a standardized process for following participants through the workforce development system network. It eases the load for case managers by providing a tool that can manage and monitor caseloads, assess employment barriers, establish training and employment plans, search for service providers and WIOA eligible training providers and programs, and track job placements. ServiceLink collects all information required to generate reports for these federal programs.
- FiscalLink allows case managers and program administrators the ability to establish program budgets and authorize participant/vendor payments for all WIOA programs including NEG grants, and TAA activities.
- ReportLink is a web-enabled One-Stop workforce development federal reporting data management system providing WIOA, TAA, Labor Exchange and WISPR reports. ReportLink includes data analysis tools for ad hoc reporting.

III (b) (1) (B) Data Collection. Presently, the data-collection and reporting processes for the WIOA core programs is not integrated. The data-collection and reporting processes for all DOL programs and activities is executed in the DJL system. The data-collection and reporting processes for DOE programs is carried out by the Literacy Pro system for the Adult Education program and the AWARE system for the Vocational Rehabilitation programs. Information reported by U.S. DOL and U.S. DOE on August 13, 2015 in a Workforce3 One seminar indicated the WIOA annual report would be submitted by core programs directly to their respective U.S. Federal agencies. Activities to integrate systems among the core programs are contingent upon final WIOA regulations.

DVR will employ its case management system, AWARE and UI data to capture required data points.

III (B) (2) The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes). The one-stop system will be made up of mandatory and other partners that have signed a Memorandum of Understanding (MOU). The MOU establishes Delaware JobLink as the State's Labor Exchange system. The document also establishes the program information of all partners will be available on DJL and that all partners will participate in the one-stop referral system. The MOU also establishes that when a customer is enrolled in a program that the program is responsible for eligibility and the cost of the services. This agreement is supportive of dual enrollments enabling partners to send customers to any service available in a partner program that they determine the customer to need.

Delaware is not consolidating the management information systems but is taking significant steps toward an integrated intake process. All individuals when determined work ready by the program serving them will be enrolled in Delaware JobLink. This will be accomplished either by uploading customer information from a partner system, using JobLink as work readiness tool and having the customer self- register or partner staff completing the registration. All partners will be able to track service to customers in JobLink. The extent of use by partners of JobLink will be determined by the partners based on their needs but regardless, JobLink will be the job matching tool of the one stop system for both job seekers and employers.

DVR is an eligibility program and DVR counselors will employ RSA driven methods to determine eligibility. DVR will participate with Core partners in a central referral location.

III (b) (3) State Program and State Board Overview.

III (b) (3) (a) State Agency Organization. The Delaware Workforce Development Board is a six committee body, which meets quarterly to review Core Partner performance; approve training programs; develop, review and administer budgets; review workforce system performance; provide guidance; and initiate mid-course corrections as needed. The Board is governed by an Executive Committee composed of Board members who are officers of the Board, the chairpersons of all standing committees, the Secretary of Labor, the Director of the Delaware Economic Development Office, the Secretary of the Department of Education and the Secretary of the Department of Health and Social Services. The majority of the members shall be from the private sector. The Chair shall appoint the undesignated members. Membership shall not exceed 15. The Board Chair will serve as Chair of the Executive Committee. (See the Board roster, its Bylaws, and Executive Order 51 at appendices H; I, and B respectively).

III (3) (B) State Board. Provide a description of the State Board, including--- (See the Board roster, its Bylaws, and Executive Order 51 at appendices H; I, and B respectively).

- (i) Membership Roster. Provide a membership roster for the State Board, including members' organizational affiliations.
- (ii) Board Activities. Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

III (4) Assessment of Programs and One-Stop Program Partners.

III (4) (A) Assessment of Core Programs. The Delaware Workforce Development Board (DWDB) meets on a quarterly basis. Core program performance will be reported to the full board for discussion. In addition the DWDB has a separate Reporting Committee that reviews and analyzes the data for quality, effectiveness and makes recommendations for improvements as needed.

III (4) (B) Assessment of One-Stop Program Partner Programs. A One-Stop Partner Program committee was established to create and implement the vision for the One-Stop delivery system

under WIOA. Monthly meetings among the partner programs focus on continuous improvement and evolution of the Workforce Development System for Delaware. Program performance, effectiveness, and recommendations for improvement will be an on-going topic.

Title II programs will rely on several data points to determine program quality, effective and continuous improvement. These will include:

- Quarterly desk audits to monitor program progress towards performance targets
- Technical assistance meetings with programs that are in danger of not meeting performance targets
- On site state and peer monitoring visits to ensure that programs are delivering services as described in the grant application and established in legislation
- Student surveys to evaluate service quality from a client perspective
- Staff surveys to evaluate delivery of professional development from an instructor perspective

III (4) (C) Previous Assessment Results. The Title II Program MIS system will be WIOA compliant for reporting purposes. This system also has the capacity to store historic information allowing for an easily accessible review of previous program performances. To be continued under WIOA as initiated under WIA, program performance report cards will be published and disseminated for all program providers making program accountability a transparent process.

Please see Delaware's Annual Report for PY 2014 to review previous organization assessments. Even so the DWDB two year strategic Goal #1 addresses this issues and like Goal #3 – marketing – it is in the [action planning stage](#).

III (5) Distribution of Funds for Core Programs.

III (5) (A) For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local. See funding guidelines at [Appendix E](#), Adult RFP Appendix J, and Youth RFP at [Appendix K](#).

III (5) (B). For Title II: Title II programs will award multiple year grants based on a competitive process open to all through the issuance of a "Request for Proposal" application available on the Delaware Contracting site <http://bids.delaware.gov/>, Delaware Department of Education and the Delaware Adult Literacy Resource websites. The RFP will contain the services being proposed, the required certifications, reporting criteria (performance and financial), accountability measures, and legislative mandates. An informational meeting prior to the RFP response deadline will be held, both in person and electronic, for those interested in responding to the grant proposal. A question and answer process inquiries that surface after the information meeting and prior to the RFP deadline will be developed to provide as much information as possible to potential applicants. All RFP respondent applications will require proof of past effectiveness in providing instructional services to adult learners. If the respondents were previous Title II funded programs, their prior performance history will be reviewed. If the respondents never received Title II funding, they will need to provide verifiable data substantiating their past effectiveness.

III (5) (B) (ii). Describe how the eligible agency will ensure direct and equitable access.

Title II The “Request for Proposal” announcement will be disseminated on the DDOE website, the State Proposal website, the State Library Listserv; and one Stop Partner websites. The same RFP application will be used for all respondents statewide.

III (5) (C) Title IV Vocational Rehabilitation. DVR is an eligibility program and DVR counselors will employ RSA driven methods to determine eligibility. DVR will participate with Core partners in a central referral location.

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

III (6) Program Data

III (6) (A) Data Alignment and Integration.

III (6) (A) (i) Delaware has aligned and integrated the data and performance for the following programs:

- WIOA Adults
- WIOA Dislocated Workers
- WIOA Youth
- WIOA Statewide Activities
- WIOA National Programs
- Wagner Peyser
- Trade Adjustment Assistance
- TANF Employment and Training
- Jobs for Veterans State Grants

Programs authorized under State unemployment compensation laws are interfaced with JobLink.

The remaining Core Partners, Vocational Rehabilitation and Adult Education have individual electronic systems. The same is true for the remaining required one-stop partners; Job Corp, Senior Community Service employment and training programs, Career and Technical Education programs at the post-secondary level, employment and training programs carried out by the Department of Housing and Urban Development, and second chance. Discussion is continuing looking for opportunities for further alignment.

At a minimum, aggregated wage data and employment data will be provided to the two partners not fully aligned in JobLink. The registration of all work ready individuals in JobLink will assist this effort but other means of providing data such as using a flat file may be utilized. The integrity of the Unemployment Insurance wage data will be maintained.

As of this writing, there is no hard and fast guidance regarding the use of cross-platform data. Core partners have heard that they will continue to report quarterly through their habitual chains and a, as yet to be determined methodology will be used for an annual report.

As per RSA guidance on 8/13/2015, DVR will work with partners to align and integrate data, but until specifically advised, will continue to maintain data required by RSA.

6 (A) (ii) Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan. DJL provides for a single information system serving all DOL programs housed within our four One-Stop Career Centers: Youth, Adults, Dislocated Workers, Wagner-Peyser Labor Exchange, Local Veterans Employment Representative Program, Disabled Veterans Outreach Program, Migrant and Seasonal Farm Workers Program, Alien Labor Certification, Trade Act, and UI Profiling Reemployment Services, as well as the State Blue Collar. Customers of other core One-Stop partners seeking services through the One-Stop Career Centers are offered appropriate services, and tracked as they receive services.

In addition, DJL offers employers and job seekers, staff, and training providers seamless self-service access to a wide range of employment and training services and information including the Delaware Workforce Development Board's interactive list of Certified ITA Providers and Courses; Delaware's Job Bank; Delaware's Resume Talent Bank; One-Stop Career Center services, bulletins, and links to related sites; as well as links to national electronic workforce information tools such as O*Net Online.

Currently a registration data interface exists between the Division of Unemployment Insurance and the Division of Employment and Training. This interface allows common data elements to be captured at intake by the Division of Unemployment then seamlessly transferred to the Division of Employment and Training. As a result of this process, it greatly reduces the number of data fields the customer has to provide input.

Interfaces are possible with all core programs to maximize the efficient exchange of common data elements. Future plans to make these connections and establish data interfaces are pending final regulations.

III (b) (6) (iii) Explain how the State board will assist the governor in aligning technology.

The elimination of the duplicate collection of data from the customer is a major goal. Discussion will take place with the unaligned programs during the first year with the goal being to streamline the customer experience. All partners will have access to JobLink and will be capable of using it for tracking participation as they choose. The referral system will track referred individuals through partner programs using JobLink. Since JobLink includes the entire job seeker population, including the customer of most of the mandatory programs, the interface with unemployment insurance as well as its electronic presence and four full service one-stops, it offers many opportunities for linkages.

The DWDB will assist the governor in aligning technology and data systems across mandatory One-Stop partner programs in accordance with WIOA legislation and federal guidance. The

State Board will, over the next two years, establish a subcommittee to oversee the discussion on integration. See partner MOUs at Appendix D.

III (b) (6) (iv) Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d) (2)).

US DOL – at this point – has provided very little regarding the submission of the reports required under 116 (d)(2). Even so, Delaware JobLink (DJL) is part of America's JobLink Alliance (AJLA), a consortium of more than eight states. AJLA has a documented history of being able to meet deadlines and requirements for the Federal reports required by the U.S. Department of Labor. Both Vocational Rehabilitation and Adult Education have national systems targeting their programs also. These programs do not produce as broad a selection of Federal reports as AJLA but they also have a history of meeting deadlines and producing reports. While there may be additional reporting regarding trainers performance, AJLA, contains the Delaware Approved Provider list currently and will be able to produce reports required.

The Core Partners in Delaware have a history of working together when data exchanges are necessary.

Presently, the data-collection and reporting processes for the WIOA core programs are not integrated. The data-collection and reporting processes for all DOL programs and activities is executed in the DJL system. The data-collection and reporting processes for DOE programs is carried out by the Literacy Pro system for the Adult Education program and the AWARE system for the Vocational Rehabilitation programs.

Information reported by U.S. DOL and U.S. DOE on August 13, 2015 in a Workforce3 One seminar indicated the WIOA annual report would be submitted by core programs directly to their respective U.S. Federal agencies. Activities to integrate systems among the core programs are contingent upon final WIOA regulations.

It would be fiscally irresponsible to invest funds in an integrated system while no final regulations have been issued which outline requirements. Implementing a system in advance of federal guidance would undoubtedly precipitate the need for costly adjustments or modifications. Consequently, fewer funds would be available to provide services to the public.

As of this writing, US DOE has directed Title II programs to document performance through their US DOE compliant MIS system. All programs will be inputting performance data and DDOE Adult Education will be monitoring program and statewide progress for accountability purposes.

III (6) (B) Assessment of Participants' Post-Program Success. The State performance accountability system will focus on the six required WIOA common Measures as applicable to each core program. Additional goals beyond the six are not planned at this time. As Delaware consists of a single statewide workforce investment area, State performance levels are established to promote accountability while supporting the Governor's desire to assure that Delaware's employment and training system is open to the hardest to serve adults and youth with special needs and barriers to employment.

DDOE Adult Education will be able to track client entry, persistence and completion through several methods. Since clients will develop career plans while engaged in Title II programming, placement in employment, and/or postsecondary education will be a performance target for each provider.

- For clients entering degree granting institutions, a statewide data match with the resources of the Delaware P20 council will provide the required information.
- For clients entering DOL funded specific skills training, a data matching process with DJL will yield the required information.
- For clients entering specific skills training not funded through DOL, Title II providers will work with clients and trainers to attain needed information.
- For clients entering or retaining employment, an agency data match process between DOL-DET and DDOE Adult Education will be developed to document participant progress.

III (6) (C) Use of Unemployment Insurance (UI) Wage Record Data. Quarterly Delaware Unemployment Insurance wage records, complemented by additional wage records obtained through active participation in the Wage Record Interchange System (WRIS), are utilized to determine employment, retention, and wage gain related outcomes for DOL programs. Quarterly extracts of information for all workers on the Delaware wage record database are maintained by the Division; Access is restricted to designated DOL-DET staff. This comprehensive, historic wage record database facilitates the computation of the required U.S. DOL employment related performance levels and also allows for the adoption of similar measures across the entire One-Stop system in order to track and set goals for the continuous improvement of the quality and effectiveness of services provided to customers. DDOE Adult Education will electronically share participant data with DOL-DET. The data will be refined of any unique information that would identify a specific individual. *Plans to provide Unemployment Insurance wage records to non-DOL agencies are pending final regulations.

Privacy Safeguards. Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

To ensure that personally identifiable information collected in Job Match and Case Management is protected, Delaware JobLink has implemented security measures that include limiting the people who have physical access to our database servers, installing electronic security using 128 byte encryption SSL and individual password protection to guard against unauthorized access for all accounts.

All Title II programs will be made aware of their responsibilities under GEPA provisions and will be monitored to ensure that participant information is kept confidential and secure.

- All providers will be required to share their processes with DDOE Adult Education regarding their privacy safeguards.
- Any Adult Education MIS design revisions will be developed to ensure that program information is kept secure, confidential and is accessible only to appropriate parties.

- As part of the Intake Process, all Title II participants will be requested to sign a release of information statements that has been approved by DOL-DET and DDOE. This release will allow the sharing of information between agencies for accountability and research purposes only.
- When sharing participant information electronically, only encrypted processes will be used to ensure privacy.

III (7) Priority of Service for Veterans. To effectively and efficiently facilitate the provision services to eligible veterans and eligible persons, a full-time DVOP is assigned to each of our American Job Centers (Wilmington, Newark, Dover, and Georgetown).

Within the parameters of the current, and any future State of Delaware hiring restrictions, DOL-DET will make every effort to keep each grant position filled and to expeditiously fill vacancies. DOL-DET is required to follow the formal guidance of the State Office of Budget and Management (OMB) regarding all personnel matters, policies and procedures in its entirety. DVOP specialists are fully integrated into the AJC service delivery system and their clients have complete access, on a priority basis, to all career services, and training services. DVOP specialists are cross trained in all programs and services available at the One-Stops and through their case management efforts facilitate the provision of career and training services to eligible veterans and eligible persons.

It is the policy of the DOL-DET to provide veterans and covered person's priority of service under all State and federally funded employment and training programs. For purposes of this policy, the term "veterans priority of service" means that an otherwise eligible veteran or covered person shall be given priority over non-veterans for the receipt of employment, training, and placement services provided under that program, notwithstanding any other provision of the law (P.L. 107-288 Section 4215 (3)). When services are limited due to available funding, priority of service should be applied. For example, if there are only sufficient funds to provide services to one individual and a veteran is in the pool, the veteran must receive priority. The provision of "veteran's priority of service" will be monitored by periodic administrative programmatic reviews. The following "Veterans' Priority Statement" has been placed on Delaware JobLink, the division web-based job and resume bank:

"The U.S. Department of Labor (USDOL) provides grant funds to the State of Delaware to provide employment and training services to eligible residents and workers. As a condition to receiving those funds, priority of service will be given to qualified veterans when referring individuals to job openings, USDOL funded training programs, or related services. In accordance with the implementation of the Veterans' Priority Provisions of the "Jobs for Veterans Act" (PL 107-288), qualified veterans will receive priority referral to services over non-veterans as determined by each program's mandatory eligibility criteria."

DOL-DET, One-Stop will provide staff information and assistance regarding available employment programs, training opportunities, services, eligibility requirements, and veteran's priority. The Delaware JobLink registration process determines veterans' eligibility, and an American Flag identifies veterans' resumes listed on JobLink for employers. Veterans are encouraged to avail themselves of these opportunities. Customers are advised if more information is needed on program eligibility and Veteran Priority details to visit or contact the local AJC. There, the AJC staff is available to explain mandatory program eligibility and veterans' priority. A list of offices is available in JobLink.

DOL-DET has developed and implemented applicable Labor Exchange/Service Delivery

Operational Policies, #6 -Veterans Priority Services, dated 8/31/10, revised 02/25/15 and # 3- Jobs for Veterans Act/Employment Services Case Management, revised 02/25/15 to direct and govern agency process and procedures. All employment service staff, including management has been trained on these policies. These policies have been catalogued on the DOL-DET virtual data warehouse drive, identified as letter V. All DOL-DET policy is reviewed and updated annually and or as required. Please see attached copies of referenced policies numbers 3 and 6. Additional staff development by DOL-DET Director and Administrators will be conducted during planned quarterly meetings and as needed with impacted service delivery staff to include DVOP and LVERS. Random performance outcome measure monitoring will occur to ensure personnel and operations are in compliance.

Veterans deemed to have a Significant Barrier to Employment (SBE) and are seeking services at One-Stops will be referred to DVOP staff. Veterans with (SBE'S) participating in AJC services will also be encouraged to engage with DVOP specialists whenever their circumstances or barriers impede their success in gaining employment. To direct and govern agency process and procedure this is covered by Labor Exchange Policy #3- Jobs for Veterans Act/Employment Services Case Management, revised 09/24/15. Specifically, the process for referral of a Veteran with an SBE to a DVOP is as follows:

Following LE Orientation video and review of registration, staff should ask any veterans or other covered persons with an SBE, if they would like to speak with a DVOP. Additionally, the veteran is immediately referred to a DVOP, (DVOP is given name and PID of veteran)

Or a veteran who has an SBE can be referred at any time by staff. If the veteran is unable to meet with the DVOP immediately or if the DVOP is not available, the veteran is given the business card of the DVOP. They are told to contact the DVOP within two business days.

DVOP specialists are fully integrated into the One-Stop service delivery system and their clients have complete access, on a priority basis, to all career and training services. DVOP specialists are cross trained in all programs and services available at the One-Stop, and through their case management efforts facilitate the provision of services to eligible veterans and eligible persons.

III (8) Addressing the Accessibility of the One-Stop Delivery System. Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria. (This Operational Planning element applies to core programs.)

As part of the One Stop MOU agreement process, VR will certify the One-Stop system addressing any accessibility issues. Relying on VR's expertise in this area, it will make recommendations and assist in program development when applicable.

In addition to VR's technical assistance for One-Stop certification, each One Stop has updated Equal Opportunity posters with several persons to contact in the event they believe they have been subjected to discrimination under WIOA. Each screen in Delaware JobLink has a link to the One Stop's non-discrimination policy and individuals to contact if they believe they have been subjected to discrimination.

Under WIOA, there will be monthly partner meetings for all One Stop partners to share information including technical assistance from VR on providing services to individuals with disabilities.

While individuals with unidentified disabilities usually receive services within the general population due to personal choice, when disabilities are identified specific services are available. DOL-DET is a Ticket to Work Employment Network provider. Through signage, videos and discussion with one stop staff, individuals who are receiving social security and want to learn more about this program with are offered an initial assessment with a case manager.

Within each One Stop an individual has been identified as the ticket to work case manager. This individual works closely with a VR designee to determine the best service plan for the individual and if they chose to enroll in the ticket to work program.

During the initial assessment interview, one of the three service options below will be chosen.

- The individual will be serviced by the ticket to work case manager and receive one on one service including referrals to additional services
- The individual is not in need of case management services and will perform self-service job search and may self-select for additional one stop services
- The individual is in need of more intensive services and will be referred to VR for service. The division of Vocational Rehabilitation is located within each one-stop.

This disability expert working with other One Stop staff enables services to be provided in the one-stop. VR often refers individuals with disabilities to the One Stop when services are not immediately available at VR. Both agencies are housed within the One Stop and work closely together.

DDOE Title II providers will serve participants requiring services under ADA and Section 504 of the Rehabilitation Act. DDOE Adult Education will provide mandatory trainings, in person and/or electronically to ensure that all providers are aware of student rights and program responsibilities under these laws. The DDOE Adult Education will use its Student Accommodations Application Process to identify, monitor and track requests and accommodations provided. DDOE Adult Education will continue to collaborate closely with Delaware Vocational Rehabilitation to provide our mutual clients with the supports they need to be successful in the workplace...

IV. COORDINATION WITH COMBINED STATE PLAN PROGRAMS. If the State is submitting a Combined State Plan, describe the methods used for joint planning and coordination of the core programs and the other programs and activities covered by the Combined State Plan

Section IV. Coordination with Combined State Plan Programs

Coordination with partner agencies began in Delaware Wednesday January 21, 2015 with a kick-off meeting to introduce the Workforce Investment and Opportunity Act. In addition to state agency attendees, representatives from the U.S. DOL ETA Region 2 Philadelphia Office attended this initial meeting and provided remarks.

Tuesday, May 19th a follow up meeting occurred with the partner agencies to review the One-Stop requirements and design. In addition, there was a discussion introducing the state plan requirements and advantages for the partner agencies to participate in the combined planning process.

A central email box was established to coordinate communication among the partner agencies and to ensure the efficient and expedient flow of ideas.

Two committees emerged to coordinate and plan for WIOA. The Combined Plan Partner Planning Committee and the One-Stop Partner Planning Committees were formed.

Combined Plan – Partner Planning Committee

Partner agencies were asked to respond to the Division of Employment and Training by June 30, 2015 to state their intentions of participating in the combined planning process.

On July 10, 2015 a Letter of Instruction (LOI) for development of Delaware's Combined, Demand Driven, Four Year State Workforce Plan was distributed to the agencies who agreed to participate in the Combined Plan. The LOI outlined the mission of the planning committee and the general flow of the process.

The first initial meeting of the combined plan partners committee occurred on Wednesday, July 15 at 1:30 p.m. in the Department of Labor Annex Building at 19 West Lea Boulevard, Wilmington, DE 19802.

An information sharing platform was provided by the Delaware Department of Education which enabled the group to easily share pertinent information to be included in the plan.

Bi-weekly conference call meetings were established. The meetings focused on the following areas:

- Federal Guidance/Notifications
- Information Collection Request (ICR) Combined Plan Requirements
- Project Timeline
- Public Comment Requirements

One-Stop – Partner Planning Committee

The One-Stop Partner Planning Committee's initial meeting was held on September 16, 2015. Subsequent meetings have been scheduled on a monthly basis. This committee is tasked with

ensuring continuous improvement and evolution of the Workforce Development System for Delaware.

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V. COMMON ASSURANCES (for all core programs)

The State Plan must include assurances that:	
1. X	The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; See <u>Appendix L</u>
2.	The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes; See <u>Appendix P</u>
3.	The lead State agencies with responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;
4.	<p>(a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public;</p> <p>(b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;</p>
6.	The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for adult, dislocated worker, and youth programs to carry out workforce investment activities under chapters 2 and 3 of subtitle B;
7.	The State has taken the appropriate action to be in compliance with WIOA section 188, as applicable;
8.	The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;
9.	The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;
10.	The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);

11.	Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and
12.	The State will conduct evaluations and research projects on activities under WIOA core programs; that such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, that the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

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VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

(OMB Control Number: 1205-0NEW)

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

Adult, Dislocated Worker, and Youth Activities under Title I-B. The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

VI (A) General Requirements Regions and Local Workforce Development Areas. The state of Delaware, a single service delivery area, will develop its regional initiative during the covered period of the plan. Part of that initiative will require a thorough analysis of labor force migration between Delaware and adjoining counties from Pennsylvania, Maryland, New Jersey, and possibly Virginia.

VI (2) (A) Statewide Activities. Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities. (See funding Guidelines at [Appendix F.](#))

VI (2) (B) Describe how the State intends to use Governor's set aside funding

Delaware currently utilizes this funding to support required and allowable statewide employment and training activities. Below are several of the required activities which Delaware plan's to fund with the Governor's set aside:

- A portion of Delaware JobLink (DJL) is funded with the Governor's set aside. DJL is a federal reporting, case management and fiscal accountability system. DJL also provides direct client services. For job seekers and employers, it is a talent matching and career exploration tool. This system also houses the eligible training provider list including training providers cost and performance.
- In PY 2015, we identified a need for additional training for staff to facilitate workshops or provide other services in a group setting. We identified the need and researched training providers. We worked with Dale Carnegie to customize a training which was provided to 20 staff in PY 2015. We plan to build on this training through continuous improvement and peer reviews.
- Technical assistance to local One Stops. Technical assistance is provided monthly in person to One Stop supervisors and case managers who administer WIOA adult, dislocated worker and youth programs.
- Monitoring and oversight of activities for services to youth, adults, and dislocated workers.

Delaware plans to utilize this funding to continue to support allowable statewide employment and training activities. Listed below are several initiatives for which we have utilized this funding in the recent program year. We plan to continue to support the below initiatives and implement others as the needs are determined.

- Refresher training. In the past Delaware has utilized this fund to increase skills of job seekers who have demonstrated a deficiency in basic skills. Through an assessment, we targeted this service to job seeker/career service customers who could most quickly benefit from a refresher course in math and English. The individuals targeted had once demonstrated these skills but due to not utilizing them in their currently careers had become deficient.
- Basic Computer/Job Surfing. This is a two part basic computer class designed for the customer who is deficient in basic computer skills. There are several points in the service delivery system where candidates are assessed for this training. Individuals may self-refer or be mandatory for this course. This training will assist job seekers/career service customers in utilizing self-service tools available through the internet. This includes creating a resume in Delaware JobLink job searching on the internet and applying for jobs through the internet.

VI (2) (B) Rapid Response. Delaware conducts rapid response activities to dislocated workers primarily through employer outreach. Employers are identified and contacted through WARN notices and other notifications of mass lay-offs. Because no two layoffs are identical, the needs of employers and dislocated workers will differ, as will the type and scale of needed services, the impact on the economy, and the availability of job opportunities.

While Rapid Response must be consistent across all layoffs with respect to the quality, effectiveness, and timeliness of service delivery, the response must be customized and responsive to each specific event. .

The most common activity is to provide information to dislocated workers in the form of group settings or rapid response workshops. Workshops are held on site at the employer location, union halls, community centers and other locations within the community. On site rapid response workshops are generally held when there are larger groups of dislocated workers. Rapid Response activities are primarily performed through scheduled workshops facilitated in conjunction with the DOL-DET of Unemployment Insurance (DOL-UI).

These workshops cover topics such as services available through the local One-Stops; job search and training opportunities; general Unemployment Insurance information; and other services available through the Department of Labor are covered.

At the conclusion of each workshop, feedback is provided by participants regarding other services they are interested in and offer suggestions how to improve the Rapid Response workshop. Once we have the worker survey results and other information, Rapid Response provides a comprehensive array of service to accelerate reemployment. While most of the effort is usually expended in the early stages of a dislocation event or an impending dislocation, it is important to continue Rapid Response services until all worker and employer needs are met.

DEDO is the lead agency in providing layoff aversion strategies to employers. DOL-DET's Business Services Unit contacts DEDO when they are notified or become aware of a company who is at risk. This has historically been a difficult task with employers in Delaware as they tend not to be too forthcoming when having difficulties. It is important to note. DEDO is a member of the DOL Business Services Team, which meets monthly to share employer information, including business expansions and/or layoffs.

Normally at risk companies are contacted through regular employer outreach, notification, or when other information is received. Business Service Representatives (BSR) have a specific territory within Delaware each is responsible for servicing.

If an employer conveys information regarding possible layoffs with the representative, the BSR immediately contacts the Community Services Coordinator (CSC). The CSC oversees the Business Services Unit. The CSC will gather initial information and immediately contact DEDO. From this point on, DEDO would be the lead agency with DOL-DET BSRs providing assistance.

VI (2) (C) Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.

Delaware does not have specific policies or procedures relating to rapid response and natural disasters. Through the use of cell phones and a Mobile One Stop, we would be able to take services to an affected area and conduct rapid response activities per LE Policy # 28-Rapid Response Activities.

Through the flexibility of an internet based system, Delaware JobLink can be accessed anywhere the internet is available. This combined with the internet based Unemployment Insurance (UI) application system allows individuals to apply for UI benefits, register for work and search for employment remotely.

Moreover, if a natural disaster occurred, DOL-DET would immediately apply for a national emergency grant when applicable.

In the event an employer experienced a natural disaster, a Business Services Representative would assess their needs and determine the best course of action based on the resources available in the state. For example, several years ago a portion of Kent County, Delaware experienced a flood. Several small businesses had to remain closed for several weeks. DOL-DET worked with several other agencies in the state and provided temporary office space to several small businesses during their time of evacuation due to the flood. The businesses were able to meet with clients and remain minimally operational during this time.

VI (2) (D) Describe how the State provides early intervention. Trade activity in Delaware has been rare. Our early intervention to worker groups on whose behalf a TAA petition has been filed is the same as our WIA Rapid Response activities. Delaware has the distinct advantage of ensuring seamless service delivery for affected workers receiving Rapid Response services because the DOL-DET Rapid Response unit is part of the One-Stop Career Center integrated service design.

In most cases, by the time a TAA petition is filed, WIA rapid response activities have already taken place. Once we learn a TAA petition has been filed, we provide the additional information specific to Trade, for example ensuring workers are aware of particular deadlines.

We understand the primary purpose of Rapid Response is to enable affected workers to return to work as quickly as possible following a layoff, or to prevent their layoff altogether. This process starts with our Business Service Representatives (BSRs). The BSRs cover the state and report to one person, a Community Service Coordinator. The BSRs are looking for ways to help employers, whether it is to help them get started with getting new employees or help them with layoff aversion. They also, try to promote the effectiveness of our services including our Rapid Response services. We want the employers to be educated about their responsibilities to issue notifications of layoffs and closures. We want these conversations to be held before any layoff and should help us with our relationship with a firm, because it illustrates to them we may be offering quality services and are really there to help them in many ways. If employers know that we are there to help them and have different resources available to us, they may be encourage to work with us before it is too late.

The BSR unit meets monthly to exchange information and have an active conversation regarding economic trends, new labor market information, new businesses and impending hires and layoff, funding resources, training resources, and etc. We want everyone on the team to have the same information, so they can pick up trends and perhaps come up with plans for themselves and for the team.

Furthermore, in order to have proactive monitoring of any pending layoff, we feel it is important to have a very active approach with employers, employer organizations, communications with Unemployment Insurance (U.I.) about any increase in U.I. claims, press attention, (WARN), union organizations, etc.

Rapid Response teams are proactive, to facilitate the assessment of a potential dislocation. Early intervention can help with the Trade Adjustment Assistance (TAA) petition process. Similarly, early intervention can assist with fact-gathering for a strong National Emergency Grant (NEG) application if the dislocation is one that cannot be accommodated within the state's existing formula-based Dislocated Worker resources. These are held at the employer site whenever possible, but meetings are and have sometimes been held at nearby facilities. Our mobile One Stop has been deployed at times to insure effective communications. It has been important to us that the team remains flexible and customizes its approaches to that employer and affected workers can all be accommodated. We do feel being proactive is the best policy. Therefore, we are continually trying to build and maintain relationships with our various stakeholders to include many employers, labor organizations, workforce and economic development agencies, training institutions, service providers and community organization, especially with our BSRs and other employment and training staff.

When Rapid Response sessions are held after a WARN or other announcement of layoff, it is a time to not only communicate information to the affected workers about services and benefits (including DOL-DET services, unemployment insurance, health insurance, the Health Care Tax

Credit, severance and retirement pay, and potentially social services related to financial management, child care, housing and legal issues), but it is also a time to gather information. We ask them to complete a survey, so that we can have a wide array of information on the demographics, skill sets, and training needs of the workforce. Sometimes these face-to-face sessions cannot be repeated, so we make sure that we are well-prepared in advance to gather and shared, as appropriately, and then analyze the responses. In the past, we have used survey results to analyze where affected workers reside and analyze the service that are requested/needed to plan and implement. Once we have the worker survey results and other information, we try to provide a comprehensive array of service to accelerate reemployment. Using the survey results help provide the desired services in an area that the affected workers can access. This increases our success in rapid reengagement into the workforce.

While no two layoffs are the same, DOL-DET in collaboration with UI, does have an established procedure including presentation tools and materials as well as experienced staff conducting rapid response sessions for any employer as already described. For worker groups on whose behalf a TAA petition has been filed, it is likely, that they have already received at least one rapid response session or contact with DOL-DET staff prior to the TAA petition being filed.

Once we know that a petition is filed, we outreach the workers, labor unions, and employer again to ensure TAA information including how to access TAA services is communicated. More specifically, we have established a Specialized One Stop office at the Floyd I. Hudson State Service Center (Hudson). Hudson has served as a central place where workers affected by mass layoffs can go for services. Hudson does not only serve as a One Stop Center to receive core, intensive, and training services that is equipped with a resource room where clients can register with DOL-DET, take assessments, and conduct job search, but more importantly, it has served as an outreach center that really strives towards engaging the affected workers, labor unions, and employers rapidly when a mass layoff occurs. We have continuous training for staff for both Trade and NEG type layoffs.

Policies and procedures are continually being reviewed and updated and then shared with staff. We have used a Self-Assessment Rapid Response Tool to help determine areas of needed improvement. We continue to strive for improvement that can lead to early intervention and rapid reengagement into the workforce.

VI (b) Adult and Dislocated Worker Program Requirements

VI (b) (1) Alternative Training Models. If the state were to utilize alternative training models (e.g. incumbent worker training, transitional jobs, and customized training) the state would use existing policies and procedures to operate our Job Driven-NEG On-the-Job Training. We have a designated staff person working with an employer to determine needs then an agreement detailing those needs and the designation of appropriate performance measures to be achieved is created and monitored by staff.

VI (b) (2) Registered Apprenticeship. Describe how the State will incorporate Registered Apprenticeship into its strategy and services. Delaware's Registered Apprenticeship office will

join the state's the publicly funded workforce system as one its One Stop Partners. As Delaware's Apprenticeship program is

VI (b) (3). Training Provider Eligibility Procedure. Provide the procedure for determining training provider eligibility, including Registered Apprenticeship programs (WIOA Section 122). (See Appendix G. for the ITA Manual)

VI C. Youth Program Requirements.

VI (c) (1). The DWDB, on an annual basis, issues a Request for Proposal, (RFP) soliciting proposals that incorporate the specific program elements prescribed in the law. After issuance of the RFP, the DWDB and DOL-DET hold an orientation session to review the RFP to ensure potential proposers have a clear understanding of what services are being solicited. Those who are interested, then submit a proposal utilizing the format developed by the Rensselaerville Institute (known as Target Questions 1 through 6). After initial submission, proposers enter into what is known as Proposal Development Sessions where staff reviews the proposals with the proposers to facilitate greater understanding of what the proposer is proposing and to assisting them with determining a Best and Final Offer. Proposers who opt to submit a Best and Final Offer - have the opportunity to present their proposal to a committee made up of DWDB board members. The board members rank the proposals based on Rating Criteria found in the Request for Proposal, and make funding awards based on those rankings. The way the local board takes into consideration the ability of the providers to meet performance measures is two-fold. Members are first made aware of the spelled out performance measures within the Request for Proposal and the completion of Target Outlines Questions 3, 4, and 6 submitted by the proposers give an overview of how they intent to meet stated measures. The second step is reviewing past performance of operators with an established history.

VI (c) (2). Describe how the State will use funds to carry out Youth Program elements described in WIOA section 129(c)(2).¹ Delaware ensures the Youth program elements are carried out by contracting the services to agencies through a Request for Proposal process. The state utilizes internal staff to monitor the performance of providers awarded funds to carry out the youth services

Provide the language contained in the State policy for “requires additional assistance to complete and educational program, or to secure and hold employment” criterion specified in WIOA sections 129(a)(1)(B)(iii)(VIII) and 129(a)(1)(C)(iv)(VII).).

An individual whose educational level is two or more grade levels below the grade level appropriate to the age of the individual, or an individual identified as at risk in TEGL 03-04 & TEGL 28-05 not specifically identified in Section 101 (13) (c) including youth at risk of dropping out, dropouts, aging out of foster care, court involved youth, children of incarcerated parents, migrants.

¹ Sec. 102(b)(2)(D)(i)(I)

Provide the State's definition of "alternative education". Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define "not attending school" or "attending school," indicate that is the case. (4) Following the completion of prosecution of the case and the subsequent failure of the student to return to school within 5 school days thereof, the school shall immediately notify the Department of Services for Children, Youth and Their Families requesting intervention services by the Department. The Department shall contact the family within 10 business days. If utilizing the portion of the basic skills deficient definition contained in WIOA Section 3(5) (B), include the specific State definition.

Delaware will use the U.S. DOL Department of Labor definition as defined in 681.210(c) (3), a youth is basic skills deficient if they: (1) have English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or (2) are unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. Policy established for (2) will state the requirement (1) at or below the 8th grade level on a generally accepted standardized test administered in the individual's native language.

VI (d) Single-area State requirements. In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must also include:

VI (d) (1) Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d) (3). BP See Appendix X

VI (d) (2) disbursal of grant funds. . (WIOA section 108(b)(15).) (See Funding Guidelines Appendix F)

VI (d) (3). The type and availability of WIOA title I Youth activities, including an identification of successful providers of such activities. (WIOA section 108(b)(9).) Answer:

Successful Providers are:

- Challenge Program
- Delaware Skills Center
- Delaware Technical Community College – Georgetown Campus
- Jobs for Delaware Graduates
- Pathways to Success
- West End Neighborhood House

Services provided are

- Tutoring, study skills and instruction leading to secondary school completion including dropout prevention strategies

- Alternative secondary school services, or drop out recovery services
- Paid and unpaid work experiences that have as a component academic and occupational education including summer youth employment, pre-apprenticeship programs, internships and job shadowing.
- Occupational Skills Training
- Education offered concurrently with and in the same context as workforce preparation
- Leadership development opportunities which include peer centered activities encouraging responsibility and other positive social behaviors
- Supportive Services
- Adult Mentoring for a period of at least twelve (12) months that may occur both during and after the program participation
- Follow-Up Services
- Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth
- Financial Literacy Education
- Entrepreneurial Skills Training
- Information about In-Demand Occupations
- Activities that help the youth prepare and transition to postsecondary education or training

TITLE I-B ASSURANCES

The State Plan must include assurances that:	
1.	The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of career and training services to individuals who are low income, public assistance recipients or basic skills deficient;
2.	The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;
3.	The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members; See <u>Appendix M</u>
4.	The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);
5.	Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership; NA

6.	The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions; See <u>Appendix F</u>
7.	The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);
8.	The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan; See <u>Appendix F</u>
9.	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;
10.	Priority of Service for covered persons is provided for each of the Title I programs; and
11.	The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. NA
12.	The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);

WAGNER-PEYSER ACT PROGRAM (Employment Services)

(a) (1) Employment Service Professional Staff Development. Wagner-Peyser, JVSG, Re-employment service, Business Service Representatives and WIOA staff meet monthly to review policies, procedures, receive technical assistance, and are notified about upcoming projects or initiatives. All DOL-DET policies and procedures are kept on a central electronic policy drive that can be accessed by staff. In addition to policies and procedures, DOL-DET created an electronic helpdesk to assist staff at any level with questions or interpretations of policies or procedures. These helpdesk questions with an appropriate answer are reviewed at the monthly meetings. The questions, referred to as Q&As, are also housed on the electronic policy drive.

When a new employee is hired, their initial training in on the job and is conducted by their immediate supervisor. As the new hire progresses through the initial training, he/she is included in other group training as specific job duties require. For example; employees who conduct workshops in a group setting which peer review is provided.

As Delaware continues to develop additional products and workshops, we develop a standard format to deliver the services. Policies and procedures are developed relating to the service delivery of the product(s). When the product is fully developed, we train staff statewide utilizing a standard format.

The products which are developed are kept centrally and staff are not permitted alter them. If updates are required on the product, it is done centrally and distributed with all One-Stops.

In PY 2015, DOL-DET identified a need for additional training for staff that facilitate workshops, or provide other services in a group setting. We identified the need and researched training providers. We worked with Dale Carnegie to customize a training which was provided to 20 staff in PY 2015. We plan to build on this training through continuous improvement and peer reviews. Through the use of yearly customer service reviews, we will determine the need in other areas of staff development.

(a) (2) Describe strategies developed to support training and awareness across core.

Unemployment Insurance is co-housed in all four full-service One Stops. Individuals who apply for UI start the process at the UI counter. The UI staff fully answers the individual's questions regarding the UI application and eligibility. The UI staff person takes the claim then sends the individual to the DOL-DET registration/resource room area to complete their registration and begin their job search. Initial demographic information provided by the claimant/customer is electronically sent to DOL-DET to begin to create the registration for the claimant/customer.

Once at DOL-DET, the individual completes the registration process. DOL-DET staff has been trained in UI requirements pertain to the DOL-DET functions, such as work registration requirements and mandatory work activities. More in depth UI eligibility questions are referred to UI staffs who are housed in the One Stops.

Wagner-Peyser, JVSG, Re-employment service, Business Service Representatives and WIOA staff meet monthly to review policies, procedures, receive technical assistance, and are notified

about upcoming projects or initiatives. During these monthly meetings, awareness and general understanding of Unemployment Insurance rules are shared with program staff.

DOL-DET staff who conducts Reemployment Services Eligibility Assessment (RESEA) workshops receive additional training on potential eligibility issues. This is done by UI staff attending the DOL-DET RESEA staff training for these specific workshops. A feedback loop has been established in the One Stops locations for reporting UI individuals who are non-compliant in DOL-DET programs as well as possible eligibility issues.

(b) Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.

Unemployment Insurance is co-housed in all four full-service One Stops. Individuals who are applying for unemployment insurance (UI) start the process at the UI counter. The UI staff person at that time would fully answer the individual's questions regarding applying for and eligibility for UI. The UI staff person takes the claim then sends the individual to the DOL-DET registration/resource room area to complete their work registration and begin their job search. Initial demographic information provided by the claimant/customer is electronically sent to DOL-DET to begin to create the registration for the claimant/customer.

Once at DOL-DET, the individual would complete the registration process. DOL-DET staff has been trained in UI requirements that pertain to the DOL-DET function, such as work registration requirements and mandatory work activities. More in depth UI eligibility questions are referred to UI staff who are housed in the One Stops.

In addition, each One Stop has a contact person at UI which can assist in customer issues and questions for staff and individuals filing for UI.

c. Describe the State's strategy for providing reemployment assistance to UI claimants and other unemployed individuals.

Delaware code requires applicants and recipients of Unemployment Insurance to register and search for work. There are several exempt categories such as the individual has a return to work date or is a member of an active union hiring hall.

Delaware will continue to improve and expand its self-service tools for job seekers and services that can be provided in groups settings. This is the most effective and efficient way to provide services to larger groups of individuals when having minimum staffing levels.

Individuals who must register for work in Delaware are required to complete registration (demographic) questions in Delaware JobLink (DJL) and create a resume through Delaware's intelligent resume builder. Through the job seekers home page on DJL, individuals can immediately look for work and conduct career exploration through Delaware's Career Lattices. DJL will immediately begin to search for jobs for job seekers and place job postings for review

on their home page, email them to the individual, and will begin to text job opportunities to individuals (texting is projected to be functional November 2015).

Any individual who comes into a One Stop has their resume reviewed, receives job search assistance, and a job referral if one is found. Individuals are required to view a One Stop services video and may self-select for additional services.

Each One Stop has a dedicated staff person who works with the Business Service Representatives and employers to search for candidates to meet the employers hiring needs. This individual searches DJL daily and reviews resumes of individuals who have created a resume in DJL. So an individual who creates a job seeker account (or registers for work as required by UI) is immediately able to be referred to employment by this individual.

Individuals, who are receiving UI and are more likely to exhaust their UI, are referred to the Reemployment Services (RES) program. This is done electronically through the demographic and work history information the UI applicant enters when they 'register for work'. Individuals are run through a statistical 'profile' model nightly. Delaware's model is being updated and should be implemented by January 2016. Individuals who are most likely to exhaust their UI are referred to the RES program.

The RES program is a structured series of workshops, job clubs, and other services targeted at getting individuals back to work quicker. For these individuals, the services outlined are mandatory and UI is notified if clients fail to attend the services. This program is being transitioned to the RESEA program.

(d) Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

(d) 1. Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act.

Delaware code requires applicants and recipients of Unemployment Insurance to register and search for work.

There are several exempt categories such as the individual has a return to work date or is a member of an active union hiring hall.

Delaware will continue to improve and expand its self-service tools for job seekers and services that can be provided in groups settings. This is the most effective and efficient way to provide services to larger groups of individuals when having minimum staffing levels.

Individuals who are required to register for work in Delaware are required to complete registration (demographic) questions in Delaware JobLink (DJL) and create a resume through Delaware's intelligent resume builder. Through the job seekers home page on DJL individuals can immediately look for work and conduct career exploration through Delaware's Career Lattices. DJL will immediately begin to search for jobs for job seekers and place them on their

home page, email them to the individual and will begin to text job opportunities to individuals (texting is projected to be functional November 2015).

Since DJL is internet based, individuals can access DJL wherever there is access to the internet. Individuals can register at home, libraries, partner locations, or One Stops.

Any individual who comes into a One Stop, at a minimum has their resume reviewed, receives job search assistance and a job referral if one is found. Individuals are required to view a One Stop services video and may self-select for additional services.

In addition, each One Stop has a dedicated staff person who works with the Business Service Representatives and employers to search for candidates to meet the employers hiring needs. This individual searches DJL daily and reviews resumes of individuals who have created one in DJL. So an individual who creates a job seeker account (or registers for work as required by UI) is immediately able to be referred to employment by this individual.

Individuals who are receiving UI and are more likely to exhaust their UI are referred to the Reemployment Services (RES) program. This is done electronically through the demographic and work history information the UI applicant enters when they 'register for work'. Nightly individuals are run through a statistical 'profile' model. Delaware's model is in the process of being updated and should be implemented by January 2016. Those individuals who are most likely to exhaust their UI are referred to the RES program.

The RES program is a structured series of workshops, job clubs and other services targeted at getting individuals back to work quicker. For these individuals, the services outlined are mandatory and they are reported back to UI if they fail to attend the services. This program is being transitioned to the RESEA program.

(d) (2) Registration of UI claimants with the State's employment service if required by State law; Delaware code requires applicants and recipients of Unemployment Insurance to register and search for work. There are several exempt categories such as the individual has a return to work date or is a member of an active union hiring hall.

Delaware will continue to improve and expand its self-service tools for job seekers and services that can be provided in groups settings. This is the most effective and efficient way to provide services to larger groups of individuals when having minimum staffing levels.

Individuals who are required to register for work in Delaware are required to complete registration (demographic) questions in Delaware JobLink (DJL) and create a resume through Delaware's intelligent resume builder. Through the job seekers home page on DJL individuals can immediately look for work and conduct career exploration through Delaware's Career Lattices. DJL will immediately begin to search for jobs for job seekers and place job postings for review on their home page, email them to the individual and will begin to text job opportunities to individuals (texting is projected to be functional November 2015).

Since DJL is internet based, individuals can access DJL wherever there is access to the internet. Individuals can register at home, libraries, partner locations or One Stops.

Any individual who comes into a One Stop, at a minimum has their resume reviewed, receives job search assistance and a job referral if one is found. Individuals are required to view a One Stop services video and may self-select for additional services.

In addition, each One Stop has a dedicated staff person who works with the Business Service Representatives and employers to search for candidates to meet the employers hiring needs. This individual searches DJL daily and reviews resumes of individuals who have created one in DJL. So an individual who creates a job seeker account (or registers for work as required by UI) is immediately able to be referred to employment by this individual.

Individuals who are receiving UI and are more likely to exhaust their UI are referred to the Reemployment Services (RES) program. This is done electronically through the demographic and work history information the UI applicant enters when they 'register for work'. Nightly individuals are run through a statistical 'profile' model. Delaware's model is in the process of being updated and should be implemented by January 2016. Those individuals who are most likely to exhaust their UI are referred to the RES program.

The RES program is a structured series of workshops, job clubs and other services targeted at getting individuals back to work quicker. For these individuals, the services outlined are mandatory and they are reported back to UI if they fail to attend the services. This program is being transitioned to the RESEA program.

(d) (3) Administration of the work test work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants;

Delaware code requires applicants and recipients of Unemployment Insurance to register and search for work. There are several exempt categories such as the individual has a return to work date or is a member of an active union hiring hall. When an individual completes or updates their job seeker account, they are 'registering for work'. In Delaware we also require individuals to create a resume as part of their registration.

Individuals who are required to register for work in Delaware are required to complete registration (demographic) questions in Delaware JobLink (DJL) and create a resume through Delaware's intelligent resume builder. Through the job seekers home page on DJL individuals can immediately look for work and conduct career exploration through Delaware's Career Lattices. DJL will immediately begin to search for jobs for job seekers and place them on their home page, email them to the individual and will begin to text job opportunities to individuals (texting is projected to be functional November 2015).

Since DJL is internet based, individuals can access DJL wherever there is access to the internet. Individuals can register at home, libraries, partner locations or One Stops.

Individuals who are receiving UI and are more likely to exhaust their UI are referred to the Reemployment Services (RES) program. This is done electronically through the demographic

and work history information the UI applicant enters when they ‘register for work’. Nightly individuals are run through a statistical ‘profile’ model. Delaware’s model is in the process of being updated and should be implemented by January 2016. Those individuals who are most likely to exhaust their UI are referred to the RES program.

The RES program is a structured series of workshops, job clubs and other services targeted at getting individuals back to work quicker. This program is being transitioned to the RESEA program. Individuals in this program have a dedicated case manager who assists them with their job search and job referrals.

At three different points in the service delivery process, individuals are reported back to UI as not registered, not compliant, or possible eligibility issue:

- DJL and UI’s data management systems interface nightly for the purpose of updating demographic information for common customers and reporting back to UI if individuals have registered for work. This interface began in spring of 2014 and has replaced manual forms being sent back and forth from agencies. Individuals who have been identified as ‘not registered’ through the interface are sent notices by UI notifying them their registration is not complete. UI benefits are stopped until the customer updates what has been required.
- Individuals are reported to the UI contact person for their One Stop if there is a potential eligibility issue. This can include individuals not available for work or failed to report to an interview etc...
- Any UI client who does not report for a mandatory service such as a workshop is reported to the UI contact person as non-compliant. (See Appendix R for LE Policy #9)

(d) (4) Provision of referrals to and application assistance for training and education programs and resources.

Unemployment Insurance recipients who are interested in training are required to view the career services video. This video will outline the steps an individual will need to take in order to apply for training funds or receive one on one career services. At registration, individuals may self-select for these services.

In addition to self-selecting for this service, many UI recipients will be selected for the RESEA program and will automatically receive additional information on how to apply for training funds as part of the orientation to the program and the career planning workshop.

e. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include—

Delaware is in compliance with section 102 or 103 of WIOA as the last AOP was developed and approved in PY2014 as required. Agricultural Outreach Plans are completed as directed by

the National/Regional Migrant Seasonal Farm Worker (MSFW) offices. Per notice from the Regional office, State MSFW offices were not required to submit Agricultural Outreach Plans for PY 15.

(e) (1) (A) Assessment of Need. Farmworkers do often present needing supportive services and are referred to local agencies in the Dover AJC and the local community to receive services. Those services include but are not limited to: food, shelter, clothing, medical care, and employment.

(e)(1)(B) Provide an assessment of available resources for outreach and whether the State believes such resources are sufficient. If the State believes the resources are insufficient, provide a description of what would help and what the State would do with the additional resources.

The State believes that there are insufficient resources for outreach. It is anticipated that approximately 484 MSFWs will receive Labor Exchange services statewide during PY 2016. These persons are outreached along with the agriculture employers by one person, who serves as State Farm Program Coordinator/State Monitor Advocate, for the MSFW program statewide. The incumbent is a full-time bilingual employee performing required MSFW duties during the peak season and off peak season. If the State had additional funding it would commit one staff person full time to the program during peak season.

(2) Outreach Activities.

(2) (A) Describe the State agency's proposed outreach activities including strategies on how to contact farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

In addition to the current DOL-DET partners providing services to farmworkers, DOL-DET proposes to gain new partners through contact, and by becoming members of Delaware farming agencies, associations and stakeholders to fully integrate into the farming culture and communities. Those entities include, but are not limited to: Delaware Farm Bureau, New Castle Farm Bureau, Kent County Farm Bureau, Sussex County Farm Bureau, Delaware Council of Farm Organizations, Delaware Potato Farmers Association, Mar -Del Watermelon Association, Laurel Auction Block, Fruit and Vegetable Growers Association in Delaware, Delaware Department of Agriculture and the Governor's Council on Agriculture.

(2) (B) The plan for the proposed outreach activities must include:

(2) (B) (i) The goals for the number of farmworkers who will be contacted each program year by W-P staff.

The State goal anticipates the number of farmworkers to remain consistent thru the State plan period at approximately 484 -500 MSFWs annually dependent upon the farm need.

(2) (B) (ii) The number of farmworkers who will be contacted each program year by other agencies under cooperative arrangements. These numerical goals must be based on the number

of farmworkers estimated to be in the State in the coming year, taking into account the varying concentration of farmworkers during the seasons in each geographic area, the range of services needed in each area and the number of W-P and/or cooperating agency staff who will conduct outreach.²

Delaware anticipates the number of farmworkers to remain consistent thru the State plan period at approximately 484 -500 MSFWs annually dependent upon the farm need. This will be conducted by the MSFW Coordinator.

(2) (B) (iii) The State's plans to conduct outreach to as many farm workers as possible. We anticipate outreaching all farmworkers.

(2) (B) (iv) The number of outreach workers dedicated to outreach to farmworkers by service areas. The state has one outreach worker.

3. The State's strategy for:

(3) (A) Coordinating outreach efforts with WIOA Title 1 section 167 grantees as well as with public and private community service agencies and MSFW groups.

Delaware is not certified as a significant state. Our Dover AJC, located at 655 S Bay Rd, Suite 6A Dover, DE 19901 has the most MSFW farmworker activity and is designated as the MSFW office. As needed services can be coordinated state wide. Farmworkers needing supportive services are referred to local agencies in the Dover AJC and the local community to receive services. Those services include but are not limited to: food, shelter, clothing, medical care, etc.

Additional outreach efforts are conducted through MSFW partner services:

- Visit community groups and organizations, church groups, migrant school recruiters, and service agencies to exercise all possible efforts to contact MSFWs. Supply copies of the bilingual "Service to Farm Workers" pamphlet. Attend monthly meetings with other partner services, as necessary.
- La Esperanza provides outreach and supportive services to include referral to local health services, legal services, childcare, etc.
- La Red provides direct medical services, as needed.
- Telamon provides onsite supportive services, health information and information on available medical services to MSFW's.
- Westside Family Healthcare also provides health information and direct medical services to MSFW's.
- Bay Health Medical Center
- Kent/Sussex County Counseling
- Delaware Breast Cancer Coalition
- DDOE Migrant Education Program

² The numerical goals that must be included in the agricultural outreach plan are in reference only to the proposed outreach activities and are not negotiated performance targets.

(3) (B) Explaining to farmworkers the services available at the local one-stop centers.

The State Farm Program Coordinator provides orientation to the farmworkers for employment services that can be accessed through the AJC Service Delivery System. This supports an increase in the opportunities for migrant and seasonal farmworkers to transition into occupations with high employment and wage growth potential both within and outside agricultural industry.

Additionally the following are tools and strategies used to conduct outreach for farmworkers and farmworker advocacy groups to and further explain AJC services:

- Bilingual Brochures outlining the services DOL-DET provides to job seekers
- Bilingual supportive service brochures and contact information
- Discuss the DOL-DET Complaint System and assure that established complaint procedures are complied with. Assist MSFWs in the preparation and submission of complaint forms.

(3) (C) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

The State Program Coordinator provides information directly to farmworkers during field visits on the employment service complaint system. During partner contact the State Program Coordinator provides information on DOL-DET services for farmworkers to include the employment complaint system.

(3) (D) Providing farm workers with a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

The MSFW Coordinator supplies copies of the English and bilingual "Service to Farm Workers" pamphlet which informs workers of farmworker rights and the terms and conditions of employment.

(3) (E) Urging those farm workers who have been reached through the State's outreach efforts to go to the local one-stop center to obtain the full range of employment and training services.

The MSFW encourages farmworkers and community partners who provide services to come directly or refer farmworkers to the DOL-DET for employment services. At DOL-DET the Delaware Job Link (DJL) is the main tool used both in the local AJC's and through the internet. DJL has a multiple language choice preference to include Spanish. The Job Search system enables a job seeker to search for jobs locally, regionally and nationally. In addition, it links to websites that provide assessment tools to assist a job seeker in additional career exploration as well as job search. In DJL and through direct employment specialist assistance a job seeker has access to a complete menu of training services that offer marketable and competitive job skills.

(4) Services provided to farmworkers and agricultural employers through the one-stop

delivery system.

The state continually strives to provide all customers with comprehensive One-Stop access to the complete array of state and federal employment and training programs. Universal access and integrated services, including access by migrant and seasonal farm workers (MSFWs), is a central principle of the service delivery system.

The basic tools used to conduct outreach to farmworkers includes, personal contact, printed bilingual matter and or bilingual digital video recordings. Referrals are also made to long-term, year-round employment opportunities as alternatives to seasonal or migratory agricultural work; training opportunities; social services, including Federal and State assistance programs; and information regarding farm worker rights and the DOL-DET Complaint System.

The State Farm Program Coordinator (SFPC) routinely consults statewide agricultural employers to advise them of the AJC services. The SFPC gathers information data on employer labor needs necessary to develop plans for meeting specific needs on specified dates, including follow up with employers to rotate crews when necessary.

During the pre and post agricultural employer visits the SFPC provides labor exchange information and materials to employers. DOL-DET serves the agricultural community by locating; screening and referring qualified workers from other areas through the Agricultural Recruitment System when qualified local workers are unavailable. The SFPC also does the following for agriculture employers.

- Visit agricultural employers prior to the beginning of their planting season to discuss their employment needs and advise them of support services that are available to workers and their families. During these visits, discuss anticipated MSFW arrival dates, offer services to orient the workers on specific job requirements and check to insure that their contractors are in possession of required registration certificates.
- Visits the agricultural employer to schedule an outreach session with the MSFWs and establish a visiting schedule for the season.
- Upon arrival of the migrant crews, the SFPC contacts the Farm Labor Coordinator who examines his/her Farm Labor Contractor Certificate of Registration to insure compliance with federal requirements. On this visit, the outreach worker will prepare all appropriate forms and discuss the full range of services available at the AJC Offices.

(5) Other Requirements.

(5) (A) State Monitor Advocate. The State Monitor Advocate has reviewed and approved of the 2014 Agricultural Outreach Plan.

(5) (B) Review and Public Comment. The AOP was submitted for public comment from April 15-May 15, 2014 on the Delaware DOL internet website. No comments were received .The Delaware AOP was approved by the Regional Monitor Advocate office on June 27, 2015 -See attached.

(5) (C) Assessment of progress. The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year. The

State believes it has enhanced overall MSFW Program management and has a good working relationship with agriculture employers. Farmworkers and Agricultural employers are being outreached, and there has been a significant increase in the development of partnerships with direct service providers to support farmworkers as needed. Delaware also passed a successful federal audit by the Regional Monitor advocate in 2014.

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WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:	
1.	The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3));
2.	The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers;
3.	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and
4.	State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.

ADULT EDUCATION AND LITERACY PROGRAMS

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).

(a) Aligning of Content Standards. Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

In 2010, DDOE adapted the Common Core State Standards (CCRS) as the state's academic standards. In 2013 DDOE Adult Education adapted the Common Core College and Career Readiness Standards for Adult Education. Support of the implementation of CCRS has been multi-faceted: program administrators reviewed and by consensus approved adoption of the standards; a team of state and program staff were trained as leaders in content area implementation; program staff were offered professional development by the CCRS lead team and the state resource center; and a CCRS website accessible by staff and administrators was established. This site is continuously updated with resources ranging from new electronic PD opportunities such as those offered by LINCS, model lessons, and CCRS based content videos. Future plans include asynchronous chat rooms to connect adult education staff statewide around CCRS best practices and concerns.

(b) Local Activities. Describe how the State will, using the considerations specified in section 231(e) of WIOA, funds each eligible provider to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Through the "Request for Proposal" process any eligible provider can apply for grant funding in alignment with section 203 (4) of WIOA. There will be public announcements of the RFP process including submission deadlines. Through these notifications, interested parties will be directed to the websites where the RFP application is hosted. Prior to submission, a respondent information meeting will be held to explain the various components of the RFP application and to answer questions. Questions and answers arising during and after the meeting and before the submission deadline will be posted on the State Literacy Resource Center website. All applications will be scored on a predetermined rubric by a team of evaluators. The applications that receive high scores and provide services in high need areas will be selected for funding. Programs receiving funding will be announced to ensure transparency.

DDOE will determine the service areas where high need exists based on the number of individuals with low literacy rates and/or the number of individuals with English language acquisition needs based on the American Community Survey/US Census data. In addition to the DDOE Title II information, data from the Delaware Workforce Development Board's Strategic

Plan and DOL-DET job market information will be referenced in the RFP application. Respondents will need to explain how their proposed services will address these concerns. Within the RFP application, each applicant will address one or more of the 13 considerations listed within the law: (1) support of a state literacy resource center; (2) development and implementation of technology applications, translation technology or distance education, including professional development to support the use of instructional technology; (3) development and dissemination of curricula including curricula incorporating the essential components of reading instruction as such components relate to adults; (4) development of content and models for integrated education and training and career pathways; (5) provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of programs in achieving such objectives, including meeting the State adjusted levels of performance; (6) development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary education institutions or institutions of higher education; (7) integration of literacy and English language instruction with occupations skills training, including promoting linkages with employers; (8) activities to promote workplace adult education and literacy activities; (9) identification of curriculum frameworks and alignment with rigorous content standards that specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition taking into consideration (a) the Common Core College and Career Readiness Standards adopted by the Delaware Department of Education, (b) the adult skills and literacy assessments approved by USDOE and used in Delaware, (c) the common indicators of performance in addition to any other indicators deemed necessary by the Delaware Department of Education, (d) standards and requirements for entering postsecondary educational institutions or institutions of higher education and (e) where appropriate, the content of occupations and industry skills standards widely used by business and industry in Delaware; (10) development and piloting of strategies for improving teacher quality and retention; (11) development and implementation of programs and services for adult learners with learning disabilities or English language learners and low skilled students; (12) outreach to instructors, students and employers; and (13) any other activities of statewide significance that promote workforce development. Each respondent's application will be reviewed and scored based on these considerations and budgetary considerations. A rubric aligning minimum and maximum scores for each section with varying levels of responses for each section will be developed prior to the review of applications. Each application will be evaluated by three reviewers resulting in an average score for each application. Grants will be awarded on a competitive basis to those applications garnering the highest scores for the geographic areas in which they propose to provide services. Request for proposals will be based on multi-year funding with performance measured on a quarterly basis. Based on individual and system wide program performance, technical assistance will be offered to those not meeting performance targets. Programs exhibiting a consistent inability to meet performance targets will be defunded.

As a part of the application process, all respondents will also have to provide the information on how they will support the purposes of the Workforce Innovation and Opportunity Act including:

- How the program will provide services and supports to adults with barriers to employment including: low skilled; English Language learners; displaced homemakers;

low income individuals; Indians, Alaska Native and Native Hawaiians; individuals with disabilities; older individuals; ex-offenders; homeless individuals; youth exiting foster care; individuals with substantial cultural barriers; migrant and seasonal farmworkers; long term unemployed; individuals exiting SSA, title IV, part A; and single parents;

- Valid and reliable data reflecting past effectiveness in delivering literacy services to adult sub-populations including those targeted as possessing barriers to employment;
- How the program will support the DWDB's strategic plan while preparing participants for the entry into or promotion within the workplace and/or postsecondary education and/or training options;
- How the program will offer a flexible schedule of service provision that will support successful completion of studies;
- How the program will incorporate accelerated instruction and use of technology for academic instruction for learners who can benefit from these options;
- How the program will provide reading instruction that is evidence based and geared to adult learners;
- How the program will provide reading, writing, speaking, mathematics and/or English language acquisition instruction and identify the best practices, current scientifically valid research, and effective educational practice which form the basis for the proposed instructional delivery;
- How the program will deliver contextualized academic instruction that aligns with the state's workforce development plan and Common Core/College and Career Readiness Standards;
- How the program will engage participants in knowing and exercising their rights and responsibilities as citizens;
- How the program will ensure that staff meet DDOE Adult Education certification requirements;
- How the program will deliver high quality professional development focused on program delivery and improvement to staff;
- How the program will coordinate with other entities including WIOA partners, postsecondary education and training entities, one-stop centers, community based organizations, nonprofit organizations for the development of career pathways;
- How the program will coordinate with other entities to support supplemental services needed by participants to successfully complete their studies;
- The program's history in maintaining a high quality information management system that can report measurable participant outcomes and monitor program progress;
- Is the program located in an area with a demonstrated need for additional English language acquisition and civics education programs based on valid and reliable data.

Adult Education and Literacy Activities (Section 203 of WIOA)

Adult education;

Literacy;

Workplace adult education and literacy activities;

Family literacy activities;

English language acquisition activities;

Integrated English literacy and civics education;

Workforce preparation activities; or
Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

Potential providers will be required to identify the types of services they are offering to provide. Providers may choose to deliver one or more types of services from the above listing. In the RFP, the respondent will have to reply to the 15 considerations for each of the different types of services chosen to determine capacity to delivery high quality and effective instruction.

All programs funded through Title II will be required to deliver work preparation or integrated education and training instruction based upon the unique needs of the individual participant including basic academic skills, critical thinking and digital literacy skills; and self-management skills.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

(c) Corrections Education and other Education of Institutionalized Individuals. Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

Adult education and literacy activities;
Special education, as determined by the eligible agency;
Secondary school credit;
Integrated education and training;
Career pathways;
Concurrent enrollment;
Peer tutoring; and
Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional

institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The RFP for WIOA services will include the stipulation that all providers offering correctional services must give priority to offenders whose short term release date is within five years of participation in the program.

(d) Integrated English Literacy and Civics Education Program. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

DDOE will determine the service area with the highest need for Integrated English Literacy and Civics Education services based on the number of individuals with English language acquisition needs according to American Community Survey/US Census and state data. A Request for Funding (RFP) will be issued for provision of services and programs will be funded based on the allocation received from USDOE.

Within the RFP application, each applicant will address how it proposes to prepare English Language Learners for unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and how services will support the workforce development system and the state's Workforce Development Board's strategic plan. RFP applicants will address issues such as: the use of technology to provide instruction; best practices for ELL instruction; continuous program improvement; outreach to instructors, students and employers;

Each respondent's application will be reviewed and scored based on these considerations and budgetary considerations. A rubric aligning minimum and maximum scores for each section with varying levels of responses for each section will be developed prior to the review of applications. Each application will be evaluated by three reviewers resulting in an average score for each application. Grants will be awarded on a competitive basis to those applications garnering the highest scores for the geographic areas in which they propose to provide services. Request for proposals will be based on multi-year funding with performance measured on a quarterly basis. Based on individual and system wide program performance, technical assistance will be offered to those not meeting performance targets. Programs exhibiting a consistent inability to meet performance targets will be defunded.

As a part of the application process, all respondents will also have to provide the following information:

1. Valid and reliable data reflecting past effectiveness in delivering literacy and workforce skills to English Language Learners;
2. How the program will support the DWDB's strategic plan while preparing participants for the entry into or promotion within the workplace and/or postsecondary education and/or training options;
3. How the program will offer a flexible schedule of service provision that will support successful completion of studies;
4. How the program will incorporate accelerated instruction and use of technology for academic instruction for learners who can benefit from these options;
5. How the program will provide reading, writing and mathematics instruction that is based on best practices, current scientifically valid research and effective educational practice geared to adult learners;
6. How the program will engage participants in knowing and exercising their rights and responsibilities as citizens;
7. How the program will ensure that staff meet DDOE Adult Education certification requirements;
8. How the program will deliver high quality professional development focused on program delivery and improvement to staff;
9. How the program will coordinate with other entities including WIOA partners, postsecondary education and training entities, one-stop centers, community based organizations, nonprofit organizations for the development of career pathways;
10. How the program will coordinate with other entities to support supplemental services needed by participants to successfully complete their studies;
11. The program's history in maintaining a high quality information management system that can report measurable participant outcomes and monitor program progress;
12. Valid data that the services will be provided in locations accessible to the targeted populations.

Describe how the Integrated English Literacy and Civics Education program will be delivered in combination with integrated education and training activities.

The Integrated English Literacy and Civics Education Program will provide instruction in reading, writing and speaking competencies, comprehension of the English language and citizenship skills to English language learners, including professionals with degrees and credentials from their native countries. Instruction will be delivered through a contextualized approach focusing on workforce preparation for a specific occupation or occupational cluster designated as 'in demand' by the Delaware Workforce Development Board's Strategic Plan. The goal of this program will be to prepare the English Language Learner for educational and/or career advancement.

Describe how the program is designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

The Integrated English Literacy and Civics Education Program will integrate into instruction Delaware specific information regarding employment opportunities for in-demand industries and occupations. The program will incorporate DOL-DET website and print resources into student activities. The program will also make use of the newly developed DOL WIOA partner referral service to support learners in attaining their educational and career goals.

(e) State Leadership. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

The State will use State Leadership Activities to develop and enhance the activities including but not limited to:

- alignment and implementation of adult education process with WIOA partners that support the Delaware's Workforce Development Board's strategic plan;
- development of high quality professional development to improve instruction for WIOA staff;
- development and dissemination of instructional and programmatic practices based on rigorous or scientifically valid research available in reading, writing, speaking, mathematics, English language acquisition programs, distance learning and staff training;
- provision of adult education and literacy providers with technical assistance to support WIOA requirements;
- monitoring and evaluation of services offered by adult education and literacy providers;
- improvement of system efficiencies through enhanced use of technology;
- support of a statewide literacy resource center;
- development of integrated education and training and career pathways content and models;
- enhancement of the transitional process to post-secondary education;
- integration of English language and literacy instruction with workforce preparation and skills training;
- promotion of adult education and literacy activities;
- identification of curriculum frameworks aligning to Delaware Department of Education's academic standards;
- enhancement and piloting of adult educator quality improvement and retention strategies;
- Development and enhancement of programs and services to meet the needs of adult learners with learning disabilities, English language learners and adults with low academic skills.

(f) Assessing Quality. Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Title II programs will rely on several data points to determine program quality, effectiveness and continuous improvement. These will include:

- Quarterly desk audits to monitor program progress towards performance targets based on MIS data input
- Technical assistance meetings with programs that are in danger of not meeting performance targets
- On site state and peer monitoring visits to ensure that programs are delivering services as described in the grant application and established in legislation
- Student surveys to evaluate service quality from a client perspective
- Staff surveys to evaluate delivery of professional development from an instructor perspective

ADULT BASIC EDUCATION AND LITERACY PROGRAMS CERTIFICATIONS AND ASSURANCES

States must provide written and signed certifications that:	
1.	The plan is submitted by the State agency that is eligible to submit the plan;
2.	The State agency has authority under State law to perform the functions of the State under the program;
3.	The State legally may carry out each provision of the plan;
4.	All provisions of the plan are consistent with State law;
5.	A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;
6.	The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;
7.	The agency that is submitting the plan has adopted or otherwise formally approved the plan; and
8.	The plan is the basis for State operation and administration of the program;
The State Plan must include assurances that:	
1.	The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions);
2.	The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;
3.	The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA; and
4.	Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

1. SF424B - Assurances – Non-Construction Programs
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
2. Grants.gov - Certification Regarding Lobbying
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)

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VOCATIONAL REHABILITATION

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan³ must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

- (a) **Input of State Rehabilitation Council.** All agencies, except for those that are independent consumer-controlled commissions, must describe the following:
- (1) input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;
 - (2) the Designated State unit's response to the Council's input and recommendations; and
 - (3) the designated State unit's explanations for rejecting any of the Council's input or recommendations.

ATTACHMENT 4.2(C) Summary of Input and Recommendations of the State Rehabilitation Council; Response of the Designated State Unit; and Explanations for Rejection of Input or Recommendations

The Division of Vocational Rehabilitation and the State Rehabilitation Council maintain open lines of communication. The DVR Director and Deputy Director participate in SRC meetings. The Director reports key activities to the SRC as a regular agenda item at each meeting. The SRC is kept abreast of the Workforce Innovation and Opportunity Act as it relates to new performance standards and the combined state plan with the DOL-DET and DWDB. The SRC frequently designates a representative to participate in the state budget process for DVR, attending the DOL Budget Hearings with the Office of Management and Budget and the Delaware Legislature's budget hearings before the Joint Finance Committee. The State Rehabilitation Council is invited to comment on the state plan as part of the annual plan development process. The SRC recommendations for DVR policy and program improvements to be reflected in the combined state plan are received during the annual Effectiveness Evaluation, and delineated below.

The SRC comments related to the effectiveness of DVR in reference to the goals and priorities identified in FY15 on a scale of 1=low and 5=high are as follows:

1. Provide quality employment outcomes for people with disabilities. 4.79

*Continue current efforts.

³ Sec. 102(b)(2)(D)(iii) of WIOA

- *I would like more information about rehabilitation rates?
- *I like the connection with industry to share standards and skills needed for employment.
- *I like the vision to serve model....it sounds person centered vs. compliance based.
- *Increased number of provided services is excellent.

2. Recruit new training programs that reflect opportunities in the labor market. 4.5

- *Continue efforts to recruit programs statewide to meet client needs, interests and abilities with a focus on programs offering certifications and diplomas.
- *Keep recruiting the smaller programs too! Small training programs are able to deliver services as efficiently as the larger programs.
- *Wonderful job training and working in the community. I like the diversity in employment training.
- *This information needs to be shared with schools when students update career cruising every year.
- *Great PETS summer programs. Can the data on students who applied to participate but were turned down due to a lack of sufficient slots be used in future grant applications? Use the data as proof of need?
- *VR's interest in exploring the pathways model will significantly improve the effectiveness of the trainings.
- *Increased number of services provided is excellent.

3. Provide transition services to more high school students with disabilities. 4.14

- *DVR does a great job at transition services and PETS. Continue to look for opportunities to serve students with unique, innovative programs to support students in career pathways.
- *Representative or DVR counselor attend the IEP meeting. Expand Project Search to Sussex County.
- *Wished Voc Rehab coordinated with Special Educators to host WIOA transition workshops during school day. Youth self-advocates need to be included.
- *Please see comment above re: data driving funding allocations. Transition is so very important and more than 7 transition counselors are necessary to allow every student a chance to transition into work/secondary education.
- *Transition services are restricted by the DOE's counselors in high school by lack of understanding of career path services for students vs college oriented advisement.
- *I wonder how many disabled students in the school systems could benefit from VR services. The identified 1000 is good. Increased numbers of services provided is very good.
- *Provide workshop and conference information and materials to counselors, school resource personnel through organizations such as DE NASW (National Association of Social Workers) and the Mental Health Association. Goal: 4 presentations per year.

4. Other comments.

1. SRC Recommendation:

The SRC would like to see VR work with higher education in pre-service teacher training programs on what is transition, skills students with disabilities need for involvement.

Agency Response: DVR agrees with this recommendation.

This comment reflects the need for teachers and VR counselors and VR transition staff to work more closely to support students with disabilities towards career focused employment. Typically school educators and guidance counselors are very adept at supporting students towards college. However, students who are interested in an alternative to a 4-year degree need to be equally supported and validated and encouraged. DVR has recently hired a full time transition specialist (in addition to our statewide Transition Coordinator) to work in schools, in conjunction with counselors and teachers, to educate teachers and diagnosticians around the importance of employment for everyone, including students with special needs.

2. SRC Recommendation:

Transition services are restricted by the DOE counselors in high school due to a lack of understanding of “Career Pathways” services for students vs. college oriented advisement.

Agency Response: DVR agrees with the goal of this recommendation.

DVR agrees with this observation and as described above. We are committed to bringing Career Pathways counseling into the schools via our Transition Specialist and Statewide Transition Coordinator. Fostering independence and self-sufficiency comes with maximizing employment goals. Assisting the student with mapping an individualized Career Pathway is a goal for every student with a disability regardless of whether or not the student is college bound. One of DVR’s initiatives is to increase credential attainment via expanding training programs and by linking students with achievable credentials relevant to individual’s selected Career Pathway.

3. SRC Recommendation:

DVR should be cognizant to not lose focus on serving adults with disabilities-especially adults with physical disabilities. WIOA focuses heavily on transition students & PETS but adults disabled after age 18-24 are equally as important.

Agency Response: DVR agrees with this recommendation.

DVR recognizes that adults with disabilities, including adults with acquired physical disabilities, will continue to require services. The majority of DVR’s counselors have served, and will continue to serve, adults with disabilities. As part of DVR’s initiative to bring Career Pathways focused counseling throughout the agency, DVR counselors will be trained about how to use Career Pathways with adults with acquired disabilities. The concept of multiple entrance and exit points in Career Pathways is particularly relevant as individuals with acquired physical disabilities frequently have transferable skills that will enable them to move elsewhere in the career cluster or to a non-entry-level position on another Career Pathway.

4. SRC Recommendation:

Continue to expand employment-based training for transition students and expand Project Search to Sussex County.

Agency Response: DVR agrees with this recommendation.

DVR recognizes the importance of employment-based training for all transition students. DVR has made the expansion of Project SEARCH, Start On Success, and summer internship programming the focus of its Innovation and Expansion programs. DVR is expanding Project SEARCH into Sussex County in FY 2016 with the Nanticoke Hospital as the employer at which point DVR will have three site locations, one in each county. DVR has also funded 11 eight week summer internship programs statewide that served over 100 students and operated at nearly 100% capacity across programming. DVR intends to continue these internship programs and to expand to accommodate more students.

5. SRC Recommendation:

Increase the number of transition counselors to serve more students.

Agency Response: DVR agrees with this recommendation.

Although DVR is not able to hire additional full time transition counselors due the list of approved personnel, DVR does hire contractual and casual seasonal employees wherever possible to serve students and to assist the seven transition counselors. In addition, some counselors that serve primarily adults also liaison to a school program.

(b) Request for Waiver of Statewideness. Delaware DVR does not request this waiver.

(c) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

- (1) Federal, State, and local agencies and programs;
- (2) State programs carried out under section 4 of the Assistive Technology Act of 1998;
- (3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;
- (4) Noneducational agencies serving out-of-school youth; and
- (5) State use contracting programs.

(c) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

- (6) Federal, State, and local agencies and programs;
- (7) State programs carried out under section 4 of the Assistive Technology Act of 1998;
- (8) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

- (9) Noneducational agencies serving out-of-school youth; and
- (10) State use contracting programs.

The Division of Vocational Rehabilitation (DVR) maintains relationships with other agencies, both public and private, that provide services to individuals with disabilities. DVR maintains cooperative agreements with public and private non-profit agencies such as programs that serve individuals with developmental disabilities, individuals with mental health and/or substance abuse disabilities, and community rehabilitation programs. Some of these agreements have been in effect for more than 20 years. The agreements provide for cooperation in key areas such as respective roles related to joint constituents, agency financial responsibilities including terms of reimbursement, liaison relationships to promote information flow, joint referral processes, and dispute resolution.

DVR maintains ongoing relationships with several councils throughout the state that have missions related to individuals with disabilities including the State Council for Persons with Disabilities (SCPD), the Developmental Disabilities Council (DDC), the Governor's Commission for Community Alternatives, the University of Delaware Center for Disability Studies, the Division of Substance Abuse and Mental Health, and the Governor's Committee on Equal Employment Opportunity (GCEEEO). These councils address issues of common concern to the disability community. DVR's Director participates in the Governors Employment First Taskforce, which is responsible to monitor implementation of Delaware's Employment First Legislation. DVR participates with the SCPD, a coordinating council for all disability-related councils throughout the State. DVR participates on the DDC including its Adult Issues committee. DVR participates in the Governor's Task Force on Community Inclusion, a collaboration of state agencies, organizations and entities involved with issues relating to disabilities. The goal of the task force is to develop strategies to implement the Olmstead principals, to assist people with disabilities to live more independently in the community, and to align the state's service delivery system with that goal. This task force has supported implementation of Medicaid for People with Disabilities (Medicaid Buy-in) in Delaware, increased public transportation, and has recently supported development of the Pathways Medicaid waiver program for people with disabilities.

As required by the Rehabilitation Act, DVR developed a Memorandum of Understanding with the public institutions of higher education in Delaware, specifically, Delaware Technical and Community College (DTCC), Delaware State University, and the University of Delaware. DVR and DTCC have collaborated with a separate Memorandum of Understanding to provide supported education services to DVR clients who are enrolled in remedial education programs at DTCC. The program provides additional training in study skills, time management, study techniques, and accommodations necessary for students to be successful in the school environment.

DVR supports the Delaware Young Adults Advisory Council, a developing program for individuals between the ages of 16 and 24 who are experiencing mental illness. The program is young-adult led and provides peer-to-peer interactions. The goal of the program is to empower young adults with mental illness to increase their input into and control over the services they receive.

DVR engages with the Technology Act through its interaction with the statewide system of Assistive Technology Resource Centers. DVR also has an active representative on the Assistive Technology Loan Advisory Board that is coordinated through the Easter Seals of Delaware and Maryland's Eastern Shore.

The AgrAbility Grant through the United States Department of Agriculture (USDA) has been a resource to DVR and rural Delawareans engaged in the State's agriculture labor sector. Although the AgrAbility Grant through USDA was not renewed for Delaware, resources exist with our partners at the University of Delaware, The Cooperative Extension Office, to provide expert advice to DVR and consumers engaged in agriculture employment in the State. Those services assist consumers in concert with contracted service providers of assistive technology to support and enhance employment outcomes.

Since 2011, DVR has had a memorandum of understanding with the Delaware Division of Social Services, Temporary Assistance for Needy Families with minor children under title IV-A of the Social Security Act (TANF) in order to:

- a. Determine the employment needs TANF recipients who have medical waivers through assessment and identifying services that foster employment and self-sufficiency.
- b. Create an unimpeded path of entry for eligible TANF recipients into DVR's programs directly from DSS and from other TANF funded employment and training providers.
- c. Create agreed upon communication pathways between the Divisions that maintains regular communication regarding shared clients.
- d. To provide funding to DVR to provide additional supports to TANF recipients as determined by family circumstances.

In October of 2012 the Division of Social Services, the Delaware Economic Development Office, and DVR entered into a MOU to create the Advancement through Pardon and Expungement (APEX) program to address barriers to employment for consumers with criminal histories. The APEX program assists consumers in the process of expungement and pardon of a criminal history to reduce the barriers of employment to seek high quality high demand employment. Youth who utilize the APEX program may regain access to financial support for postsecondary education. Those consumers who are eligible under the law for expungement and/or pardon are assisted throughout the process by APEX via form completion, filing, payment of finger printing and court documents and representation at court expungement hearings and/or Pardon Board Reviews.

In Delaware, the State Use Law requires that State agencies purchase goods and services from specific organizations that promote the employment and financial self-sufficiency of individuals with disabilities. DVR, following the State Use Law, procures goods and services through the Delaware Industries for the Blind and the Delaware Association of Rehabilitation Facilities.

(d) Coordination with Education Officials. Describe:

- (1) 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.
- (2) Information on the formal interagency agreement with the State educational agency with respect to:
 - (A) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;
 - (B) transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;
 - (C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;
 - (D) procedures for outreach to and identification of students with disabilities who need transition services.

The Division of Vocational Rehabilitation (DVR) has a strong relationship established with many transition stakeholders throughout the state. DVR collaborates with the Delaware Department of Education (DOE), including the Exceptional Children Resources and Career & Technical Education Work Groups as well as with the Local Education Agencies and Charter Schools. DVR continues to participate in the State and Regional Transition Councils, the Delaware Community of Practice on Transition and the DOE Cadre meetings.

The School to Work Transition Program at DVR consists of eight Transition Counselors and four Transition Assistants throughout the state. Each counselor is assigned to specific school districts, charters and non-public schools in order to ensure students with disabilities are receiving VR services prior to exiting from high school. VR Counselors work with the students, primarily in the schools, to develop their Individualized Plan for Employment and plan for services related to their post-high school employment goals and to provide students with career exploration and vocational counseling and guidance, including Pre-Employment Transition Services. In addition, VR Transition Counselors attend Individual Education Plan (IEP) meetings to explain services and make recommendations to assist the student, family and school staff with transition planning and career preparation.

For the past two years, DVR has been a regular participant in the monthly DOE Cadre Meetings in which 12 of the 19 school districts send teams ranging from Administrators, Special Education and Transition Coordinators, and middle and high school teachers from within their districts. In May 2015, DOE and DVR held a cadre meeting with the charter schools throughout the state with the purpose of establishing regular meetings in the upcoming year. At a minimum, the DVR Transition Coordinator attends each meeting to provide schools with information and support related to DVR services for students with disabilities. It is an opportunity for all DVR Transition staff to receive training and technical assistance provided by DOE and for Counselors to work with teams from their assigned schools to develop goals for collaboration, allowing VR

to be further integrated in the school processes, procedures and resources and enhancing transition services for students with disabilities at the state and local level.

Throughout the school year, DVR works closely with the local schools to develop and participate in student and parent information sessions, career and college fairs and general transition fairs. These events serve to inform current consumers of DVR and transition services as well as to provide outreach to younger students and families who may not know about or be receiving VR services yet.

The Division of Vocational Rehabilitation works closely with the DOE and other organizations on a variety of other initiatives to facilitate the transition process for students with disabilities. Some of these initiatives include the annual Transition Conference, Customized Employment Bootcamp, Project SEARCH and the Start on Success program (SOS).

DVR and DOE, in collaboration with the Delaware Division for the Visually Impaired (DVI) and the Delaware Division of Developmental Disabilities Services (DDDS), plan and financially support the statewide Transition Conference which continues to draw over 600 attendees, nearly half of whom are transition students. In the spring of 2015, DVR and DOE held the semi-annual Customized Employment Bootcamp for school personnel, DVR staff, community rehabilitation program (CRP) staff and other state agency personnel. This is a long standing training program focused on employment strategies for working with individuals with disabilities, especially high school students and those requiring supported employment services.

The Start on Success Program (SOS) is collaboration among a variety of partners including DVR, DOE, community businesses, local school districts and Humanim, a community rehabilitation program. The 2014-2015 school-year marked the second year of SOS which is successful employment assistance program targeting three main factors for finding and keeping employment: 1) Career Readiness, 2) Experience, and 3) Job Retention. The major focus is a four- month paid internship in a business where students learn on site experience through various work opportunities. Students are mentored by current employees at the business and supported by SOS staff from Humanim and the VR Counselor. Three school districts participated with a total of 26 students in the program and the businesses were expanded to 3 YMCA locations and the VA Hospital.

Project SEARCH is another example of a strong collaboration with DVR, DOE, local schools, businesses and a CRP. It was expanded beyond New Castle County (Christiana Hospital Site) during the 2014-2015 school year to include Kent County (Bayhealth Hospital Site). In addition, it went from being offered in one school district to being open to all districts within each of the 2 counties, increasing enrollment from 13 total graduates in 2015 to 22 enrolled for the current school year.

In order to reach more transition students at a younger age (summer prior to senior year or younger), DVR worked with many of the CRPs, training vendors, local businesses and a local university to develop summer programs specifically related to Pre-Employment Transition Services activities. Eleven programs were selected including paid or unpaid internships and job shadows, career preparation, skills training and college exploration. Over 100 students

participated in the programs, some of whom obtained employment as a result of their experience. DVR worked closely with the local schools to ensure students were informed of the opportunities prior to summer break. Some schools provided students with transportation to and from the programs to ensure they could participate in the opportunity. DVR is anticipating an expansion of the pilot for the 2015-2016 school year and summer.

There is continued collaboration between DVR and Delaware Technical Community College (DTCC) in the initiative to provide intensive educational supports for graduating transition students enrolled in remedial programs at DTCC. The supported education project provides workshops in Math, English and Reading to transition youth, along with some additional specialized study skills training. Over the years, the initiative has grown from one campus to all of the four DTCC campuses statewide, and DVR has started a pilot program in New Castle County by identifying a College VR Counselor who works primarily on the Wilmington and Stanton campuses. This initiative began in August 2015 in order to provide additional VR supports to college students and allow the high school transition counselors to begin working with transition students prior to their Senior year.

The Division of Vocational Rehabilitation (DVR) within the Department of Labor holds an interagency agreement with the Exceptional Children & Early Childhood Education Group, Delaware Department of Education (DDOE), Local Education Agencies (LEA) and Charter Schools. The agreement outlines the commitment of DVR and DDOE to ensure the transition of individuals who are potentially eligible for DVR services from the receipt of educational services to vocational rehabilitation services in a programmatically sound manner which reduces the disruption of services to the individual.

Delaware has a strong collaboration between DVR and Education. The DVR Transition Coordinator works closely with the DOE Education Associate to facilitate meetings, develop training, and plan for transition services statewide. There are many opportunities for DVR to interact with DOE and LEAs/Charters whether through meetings, training, email or phone calls. In addition, DVR often participates in outreach events through the schools and other state agencies to insure students and families are familiar with a variety of transition related services and resources including pre-employment students for potentially eligible transition students who have IEPs and 504 plans. Regular communication is encouraged and supported to insure proper outreach and connection to services that are critical to the successful transition of students with disabilities.

The cooperative agreement insures DVR is part of the School Transition Team and provides all entities with regular opportunities to share information, provide technical assistance and outreach to students and support students with their post-school goals. Due to the structure of the DVR transition program in which VR Counselors are assigned to schools, and in order to insure timely eligibility determinations and development of individualized plans for employment, there is regular interaction between DVR, transition students, and school personnel. DVR Transition Counselors work with the students, primarily in the schools, to develop their Individualized Plan for Employment and plan for services related to their post-high school employment goals and to provide students with career exploration and vocational counseling and guidance, including Pre-Employment Transition Services. Counselors have, at minimum, monthly meetings with students at the schools; they attend IEP meetings and have opportunities to communicate with

school personnel. DVR Transition Counselors attend Individual Education Plan (IEP) meetings to explain services and make recommendations to assist the student, family and school staff with transition planning and career preparation. School personnel assist Counselors with obtaining space within the school and accessing students during the school day. Information is easily shared among all the parties and allows for everyone involved to be aware of and supporting the student's plan and goals.

The Division of Vocational Rehabilitation works closely with the DOE and other organizations on a variety of other initiatives to facilitate the transition process for students with disabilities and provide pre-employment transition services. Some of these initiatives include the annual Transition Conference, Customized Employment Bootcamp, Project SEARCH and the Start on Success program (SOS). The monthly cadre meetings and regional transition meetings, in which all districts and VR Transition Staff are invited, are other opportunities to provide training and share information.

The cooperative agreement also outlines the financial responsibilities for both DVR and DOE. It emphasizes the adherence to the legal obligations of both agencies as delineated and required by each individual's plan and requires collaboration when planning to insure there is no duplication of services. Once again, the strong relationship between DVR and DOE has allowed for very successful sharing of resources to insure transition services are provided in an efficient and effective manner.

- (e) **Cooperative Agreements with Private Nonprofit Organizations.** Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

In July, 2013 DVR opened up solicitations for requests for proposals (RFPs) to provide vocational rehabilitation services for individuals with disabilities. The solicitation process was advertised through Delaware's electronic purchasing site, bids.gov. Proposals were solicited and awarded for the following services: job development, placement and retention services; employment preparation services, community based work assessment services, job coaching services, job coaching for individuals communicating with ASL, behavioral analysis and support services, supported employment services, assistive technology services, vocational training services, and other services. Prior to the issuing of the solicitations to bid, service descriptions were revised based upon evaluation of the effectiveness of services, and recommendations of best practices from DVR Counselors and Vendors.

Effective October 1, 2013, DVR established Purchase of Service Agreements (PSAs) with 43 community based service providers, private and non-profit programs to provide vocational rehabilitation services and training to people with disabilities in Delaware.

It was determined that certain consumer groups and certain geographic areas had additional service needs; therefore, in May 2014 a supplemental RFP for supported employment, and job placement services with ASL was advertised. Seven proposals were received with three specifically to serve counties with fewer providers for consumers. As a result of successful negotiations DVR increased community based service providers to 50 statewide. It has been

determined that an additional supplemental RFP be published in late 2015 or early 2016 to increase both competitive and supported employment services to meet the diverse needs of consumers and increase capacity. The RFP is intended to seek services that reflect the WIOA legislation with respect to Career Pathways and model service delivery to achieve that goal.

In the fall of 2012, DVR and the Delaware Department of Education collaborated with Goodwill of Delaware, Christiana Care Network, and Red Clay School District to pilot Project SEARCH in Delaware. After a long planning period, a second Project SEARCH site began in the fall of 2014 in Kent County Delaware, at Bayhealth Medical Center. DVR published a Request for Proposal for both SEARCH sites beginning in the fall of 2014. Contracts were awarded and services implemented in August of 2014. Community Integrated Services and Autism Delaware, Productive Opportunities for Work and Recreation (POW&R) jointly provide Project SEARCH programming for both Bayhealth Medical Center in Kent County and Christiana Care Network in New Castle County, collaborating with Dover and Red Clay school districts. The first Project SEARCH site, at the Christiana Medical Center Hospital just completed its third year of services. It is a highly successful, highly regarded program in Delaware. Project SEARCH is now operating at or near capacity; a positive increase of service delivery to transition youth in two of the three counties in Delaware with an aspirational goal of expansion in 2016 to Sussex County.

The Start on Success (SOS) Program, a model similar to SEARCH, is very successful in the State of Maryland. The program combines classroom training in job readiness and soft-skills, with skill training at an employer site, using onsite supports. After a review of the program and its successes, Delaware DVR decided to pilot Start on Success Program to Delaware. In FY 2013, DVR contacted Humanim, the service provider administering the SOS program in Maryland. A Cooperative Agreement was developed and in January 2014 Humanim implemented the SOS program in Delaware with the YMCA as the employer. The Program expanded to a second site at the Veterans Administration Hospital in Elsmere, Delaware in the fall of 2014.

In response to WIOA, DVR initiated Transition Youth Summer Pilot programs in the April 2015 through an informal RFP process highlighting the tenants of the Pre-Employment Transition Services legislation. Fourteen (14) proposals were received and eleven (11) contracts were awarded as a result. In June and July 2015 programming was implemented. Job training in customer service, culinary arts, retail sales and hospitality was provided, along with employability skills, within the context of paid summer internships for youth. An additional pre-college experience was afforded to participants. The summer pilot program targeted students with a disability, ages 14-21, enrolled in school, and who are likely to be potentially eligible for DVR services. This engaged students not previously served in integrated employment environments. The outcome of the pilot programs has been positive feedback from youth, their families, and providers along with host businesses. Based upon outcomes and impact DVR is exploring expansion of these services throughout the school year to enrolled students with a disability. DVR is exploring expansion of these services to meet the needs of out-of-school youth with a disability in 2016.

In an effort to maintain effective working relationships with these programs, DVR continues to collaborate with the Delaware Association of Rehabilitation Facilities (DeARF). Most of the

rehabilitation services providers in Delaware belong to this organization and use it to address common issues with DVR. The DVR Contract Administrator and other DVR representatives participate in the DelARF Vocational Committee Meetings to address issues and trends which impact DVR and service providers. The Committee discusses contractual and service-related issues, referred to it by the larger group of DelARF members, such as program performance, consumer choice and satisfaction, as well as staff education and turnover. To increase provider agency collaboration, program development, and quality improvement, DVR initiated Contractor Provider Quarterly Meetings to engage the whole of the provider community for skill building, quality assurance measures, and contract development to standardize and improve service delivery to consumers.

Under the Ticket-To-Work Initiative, DVR has contacted all Employment Networks (EN) that have agreed to serve Delaware. Currently, eight community rehabilitation facilities contracted through DVR are registered as ENs. The Delaware Department of Labor's Division of Employment and Training became registered as an EN in 2011 and began receiving Ticket to Work referrals.

- (f) **Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.** Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

In order to provide supported employment services throughout Delaware, DVR has cooperative agreements with the agency that serves individuals with significant mental illness, the Division of Substance Abuse and Mental Health (DSAMH), and with the agency that serves individuals with cognitive disabilities, the Division of Developmental Disabilities Services (DDDS). The agreements are monitored by workgroups that review the programs, identifying best practices and areas that need improvement.

DVR and DDDS collaborate to provide supported employment services to transition-age students and youth and to adults with cognitive/developmental disabilities. The Early Start to Supported Employment Model provides Supported Employment Services to students with developmental disabilities transitioning from school to work. The Department of Education, the Division of Developmental Disabilities Services and the Division of Vocational Rehabilitation have updated their cooperative agreements to reflect newly implemented evidence-based practices. DDDS provides extended services for individuals, both adult and youth participants, who have reached stabilization.

DVR and DSAMH collaborated on the implementation of the Evidence-Based Supported Employment Project. The goal of the collaboration is for mental health services organizations to provide integrated mental health and supported employment services. The project used a team approach to respond to the employment needs of individuals with the most significant mental health disabilities by creating a system of services and supports.

Since 2012, the Division of Substance Abuse and Mental Health (DSAMH) has built its mental health services upon an ACT/ICM Team model. A Request for Proposal was published and new providers were secured, offering multiple teams in each County. Two existing providers also made the transition to the new model. The model was refined further in 2014, eliminating ICM Teams and assigning those individuals to ACT Teams. DVR and DSAMH are continuing to work with the new and continuing providers to develop integrated mental health and supported employment services using ACT team model, throughout the state. While the program has experienced some participation and outcome setbacks during the transition to the ACT team model, both DVR and DSAMH are committed to moving forward and engaging more individuals with significant mental illness in employment. Per the cooperative agreement, DSAMH provides extended services to youth and adults who have obtained employment through supported employment and have reached employment stabilization.

- (g) Coordination with Employers.** Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:
- (1) VR services; and
 - (2) transition services, including pre-employment transition services, for students and youth with disabilities.

Since 1996, having the unique opportunity of being co-located within the Delaware Department of Labor has afforded the Delaware Division of Vocational Rehabilitation with enriched connections to workforce information, resources, and other advantages for serving individuals with disabilities. Career exploration, employer engagement, and assisting our job seeker population to go to work are at the forefront of DVR's strategic goals. Consequently, working with employers and employer engagement is not a new role for DVR staff but has become an enhanced focus.

In September 2007, the Delaware Division of Vocational Rehabilitation developed an in-house Business Relations Unit to help guide business practices. The unit consists of one Statewide Business Relations Manager, five full-time and 2 part-time Business Relations Specialists, all of whom have post-secondary degrees with concentrations in areas such as of marketing, communications, or human resource management. Unit team members consistently receive training in job development and placement, labor market information, marketing to business customers, employment readiness, soft skills training, the Americans with Disabilities Act and other areas required to bring proficiency to the job. The Business Relations Unit uses information from the Delaware Office of Occupational and Labor Market Information such as the Delaware Career Compass, the Delaware Monthly Labor Review and other labor market information as a guide for creating career opportunities for people with disabilities who want to go to work and for establishing linkages with business. Utilization of Delaware Job Links, the States free job matching and workforce information service for job seekers and business from the Division of Employment and Training, is also a resource used by the for serving its dual customers population. The Business Relations unit currently functions from a dual customer perspective and exists to:

- Assist the counselors in obtaining meaningful employment opportunities for all assigned job seekers who want to gain
- successful employment
- Identify and prepare the DVR job seekers in a timely manner in response to employer recruiting needs.
- Build solid relationships and engage business and industry in collaborative activities as a resource to meet their workforce demands and needs.
- Increase state agency knowledge and participation in the State of Delaware's Selective Placement and Agency Aide programs to help advance hiring opportunities for people with disabilities seeking employment in State government.
- Work closely with local workforce development agencies, schools and community-based organizations who seek to build relationships with employers by engaging in career fairs, parent nights and other activities.
- Facilitate statewide communication, training, marketing, resource sharing and other activities related to consumer placement and business development.
- Work closely with state and local Chambers, SHRM, rotaries, and other professional organizations to promote a structure for networking and sharing information.

Moving forward, the Division of Vocational Rehabilitation will continue to develop and enhance established partnerships with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services.

Utilizing the current practices in place the Division of Vocational Rehabilitation will also:

- Engage employers in activities as strategic partners and not use them only in an advisory capacity.
 - Use employers to help identify high demand industries and occupations in Delaware
 - Utilize their expertise to develop career options and credentialed programs for individuals with disabilities who want to work.
 - Promote and encourage their expertise in activities such as apprenticeships, OJT, internships, and other work-based learning opportunities where employer input is valued.
- Pursue careers, not just jobs, with individuals with disabilities who are interested in seeking employment.
 - Use Delaware labor market trend information to assist with developing career options.
 - Use the Talent Acquisition Portal as a way to highlight Delaware's workforce talent and connect job seekers with a larger network of employers from across the country.
- Make use of available tools and resources that address workforce needs and job seeker skill sets.
 - O'NET
 - Talent Acquisition Portal
 - Division of Employment and Training, Delaware Job-Link
 - Delaware Office of Occupation and Labor Market Information (OOLMI)
- Create learning opportunities for pre-employment transition students and transition youth by offering employment activities with business and industry.

- Job shadowing
- Mentoring programs
- Work place visits and tours
- Informational interviews
- Guest speakers and tours
- Career days
- Collaborate with business, community service providers, colleges, universities, and other organizations for skill development training.
 - Work with employers to identify skills gaps and collaborate with local training programs to customize training to meet the needs.
 - Seek business guidance for developing curriculum for training programs.
 - Encourage employer feedback regarding program services through activities such as open forums, surveys, and attendance at meetings in the business community.

○

(h) Interagency Cooperation. Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

- (1) the State Medicaid plan under title XIX of the Social Security Act;
- (2) the State agency responsible for providing services for individuals with developmental disabilities; and
- (3) the State agency responsible for providing mental health services.

1. The State of Delaware, Department of Health and Social Services, Division of Social Services was awarded a federal grant through SNAP, USDA (Supplemental Nutrition Assistance Program) to address the barriers to employment in a comprehensive approach to meeting the needs of consumers with wrap around services. DVR was invited to partner to strategically address the needs of participants as it relates to eliminating or reducing the impact of a criminal history on securing employment through the expansion of the Advancement through Pardon and Expungement (APEX) program services. The cooperative partnership is currently in development with implementation set for December 2015.

2. DVR continues to strengthen and expand its relationships with key state agencies that serve individuals with significant mental illness (Division of Substance Abuse and Mental Health) and cognitive disabilities (Division of Developmental Disabilities) in Delaware. Cooperative agreements exist between DVR, the Division of Developmental Disabilities Services (DDDS) and the Division of Substance Abuse and Mental Health (DSAMH). Inter-agency work groups that were established by the cooperative agreements continue to address important issues such as program integration, staff training, barrier removal, and serving our mutual consumers. The collaborative efforts of DDDS and DSAMH have enhanced extended services for persons with significant mental illness and cognitive disabilities throughout the state.

The Division of Vocational Rehabilitation and the Division of Developmental Disability Services continue to strengthen and develop supported employment services and increase the number of individuals placed in community jobs. The Early Start to Supported Employment Model provides Supported Employment Services to students with developmental disabilities

transitioning from school to work. The model has been refined since its inception in 2005, adding Customized Employment principles and working with providers to begin services earlier, in the year prior to the student's terminal year. The Department of Education, the Division of Developmental Disabilities and the Division of Vocational Rehabilitation have updated their cooperative agreements to reflect newly implemented evidence-based practices.

The Project SEARCH model- implemented in Delaware several years ago, through collaboration with Red Clay School District, the Delaware Department of Education, the Division of Vocational Rehabilitation, and Christiana Care Health Network- provides employment services to people who are eligible for long term support services through the Division for Developmental Disability Services. DDDS provides long term supports to eligible consumers who received job training and placement through project SEARCH.

3. The Division of Vocational Rehabilitation and the Division of Substance Abuse and Mental Health jointly administer the implementation of an Evidence-Based Supported Employment Project. The supported employment model was initiated in 2005, based upon the Dartmouth Evidence Based Supported Employment model. Mental health services organizations provided integrated mental health and supported employment services. The project used a team approach to respond to the employment needs of clients with significant mental illness by creating a system of services and supports.

In 2012, the Division of Substance Abuse and Mental Health (DSAMH) revised its mental health treatment design, and implemented an ACT/ICM Team model. A Request for Proposal was published and new providers were secured, offering multiple teams in each County. Two existing providers also made the transition to the new model. The model was refined further in 2014, eliminating ICM Teams and assigning those individuals to ACT Teams. DVR and DSAMH are continuing to work with the new and continuing providers to develop integrated mental health and supported employment services using ACT team model, throughout the state. There are 4 providers in the State working this ACT Team model; Connections, Horizon House, NHS Human Services, Mid-Atlantic Inc. (NHS); and Resources for Human Development (RHD).

- (i) **Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development.** Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:
 - (1) Data System on Personnel and Personnel Development
 - (A) Qualified Personnel Needs. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:
 - (i) the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;
 - (ii) the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

- (iii) projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.
 - (B) Personnel Development. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:
 - (i) a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;
 - (ii) the number of students enrolled at each of those institutions, broken down by type of program; and
 - (iii) the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.
- (2) Plan for Recruitment, Preparation and Retention of Qualified Personnel. Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.
- (3) Personnel Standards. Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:
 - (A) standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and
 - (B) the establishment and maintenance of education and experience requirements, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.
- (4) Staff Development. Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:
 - (A) a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

- (B) procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.
- (5) Personnel to Address Individual Communication Needs. Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.
- (6) Coordination of Personnel Development Under the Individuals with Disabilities Education Act. As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

Delaware DVR has a Social Services Administrator dedicated to coordinating training for Vocational Rehabilitation Staff. Throughout the year a series of activities are conducted to analyze the training needs. Staff training needs are assessed through conversation with staff and supervisors, online surveys and requests received from training evaluations. Based on these needs, trainings are scheduled to ensure the staff is adequately equipped with information and knowledge to perform their duties. DE DVR also supports Counselors that hold the professional credential applicable to the field, Certified Rehabilitation Counselor, in the areas of training needed and cost to maintain their certification. We also have some Counselors that hold specific credentials that are applicable to caseloads handling consumers with mental health diagnoses. The Agency also lends support for training to maintain those credentials and licensures as they relate to serving consumers with disabilities to gain employment. In FY 2015 DE DVR determined 2,501 individuals eligible for services and developed 2,075 Individualized Plans for Employment

Row	Job Title	Total positions	Current vacancies	Projected vacancies over the next 5 years
1	Administrative Specialists	17	4	5
2	Support staff- part time	6	1	0
3	Fiscal Staff	3	0	2
4	Vocational Rehabilitation Counselors	31	1	8
5	Vocational Rehabilitation District Administrators	4	0	1
6	Employment Services District Administrator	1	0	1
7	Employment Specialists	5	0	0
8	Sr. Social Services Administrator	2	0	1
9	Social Services Administrator	2	0	0
10	Social Services Technician	1	0	0
11	Management Analyst	1	0	1
12	Deputy Director	1	0	0
13	Division Director	1	0	1

(C) Personnel Development. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

- (iv) a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;
- (v) the number of students enrolled at each of those institutions, broken down by type of program; and
- (vi) the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Delaware does not have an institute of higher education with a vocational rehabilitation program; however, we do have one person at an in-state institution pursuing their undergraduate degree with intentions of pursuing a graduate degree in Rehabilitation Counseling. We maintain communication and close working relationships with our institutions in the Mid-Atlantic Region that do offer the master's program. In FY 2015 DE DVR employed a 2015 graduate & CRC from Rutgers University. We also utilize Masters in Rehabilitation Counseling programs outside of the region through RSA-supported distance learning. In FY 2015 we also have one VR Counselor that is completing additional coursework requirements to meet the eligibility criteria to take the CRC exam.

Row	Institutions	Currently enrolled	Employees sponsored by agency and/or RSA	FY 2015 Graduates sponsored by agency and/or RSA	FY 2015 Graduates without financial support
2. <i>P l a</i>					
1	Utah State University-Master's Program/18 credits	1	1	0	0
2	Rutgers University-Master's Program/18 credits	0	0	1	0
3	Wilmington University-Bachelor's degree	1	1	0	0

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ruitment, Preparation and Retention of Qualified Personnel. Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

The Social Services Administrator maintains a network of communication with the institutions of higher education that offer a master's program in Rehabilitation Counseling in the Mid-Atlantic Region. The Social Services Administrator represents the agency on the Advisory Committees at George Washington University and Rutgers University, and at the University of Maryland Eastern Shore, a historically black university. Job openings are sent through contacts at the universities. Delaware DVR regularly invites graduate students in these programs to complete their practicum and internship experiences with Delaware DVR.

The State of Delaware has a Selective Placement Program in which agencies can interview qualified individuals with disabilities without having to post a position. This program was developed to recruit more individuals with disabilities. The Division has provided training about

Selective Placement statewide to all Counselors and Employment Specialists, as well as community partners who have contracts to do job development and job placement services. Once hired, VRC's receive an On Boarding Plan that introduces the agency, provides a prescribed training plan that will be scheduled out over their first few months, aids in navigating their resources, and offers a checklist of various activities they will participate in by way of introduction to the Delaware DVR.

3. *Personnel Standards.* Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:
 - (A) standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and
 - (B) the establishment and maintenance of education and experience requirements, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

The Delaware Division of Vocational Rehabilitation has set the following as its personnel standard for rehabilitation counselor:

1. Possession of a Master's degree or higher in Rehabilitation Counseling, Social or Behavioral Science or related field OR Certified Rehabilitation Counselor (CRC) designation.
2. At least one year experience in vocational rehabilitation.
3. Six months experience in analyzing and interpreting medical, psychiatric, psychological, psycho-social, educational and vocational reports from medical, psychological, and other experts to determine eligibility or an individual's vocational rehabilitation needs.
4. Six months experience in case management which includes assessing, planning, developing, implementing, monitoring, and evaluating options and services to meet an individual's human service needs.
5. Six months experience in health or human services work which includes applying theories, principles, laws and practices of health or human services programs and services that assist with and improve life for individuals, families, or communities such as financial support, employment, unemployment, housing, health care, disease prevention, substance abuse, child protective services, physical/mental health treatment and prevention or rehabilitation.
6. Six months experience in interpreting vocational rehabilitation laws, rules, regulations, standards, policies and procedures

Currently, 28 of the 31 Vocational Rehabilitation Counselors have Master's Degrees in Rehabilitation or a related field. The 3 who do not hold a Master's degree have plans to retire within 1-3 years.

The HRD Specialist works with staff interested in pursuing additional coursework to become eligible to take the CRC exam. While it is not a requirement by the State to possess or be eligible to sit for the CRC, DE DVR does hold the Commission in high regards as the only certifying body directly related to field of helping people with disabilities achieves employment. The HRD Specialist encourages staff to pursue the additional coursework and provides information on RSA grants, information from our educational institutions and is willing to lend tuition assistance. To fill specialized positions with special linguistic requirements or positions in rural locations or in the complete absence of candidates who meet the established personnel standards, DVR recognizes that it may be necessary to hire individuals who will not meet the State requirements. In order to minimize the number of individuals not meeting State requirements, DVR has increased its marketing to universities with Masters in Rehabilitation Counseling programs by posting positions through their networks and conducting presentations to graduate seminars to recruit graduate interns. All of our Vocational Rehabilitation Counselors are required to attend at least 20 hours of training annually directly related to serving people and businesses in regards to supporting people with disabilities.

Every permanent position within DVR has an established job description which outlines the knowledge, skills, and abilities required for the position. DVR uses competency-based interviewing, a process for determining whether the job candidate has the specific knowledge, skills, and abilities in the job description, to fill open positions.

4. *Staff Development.* Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:
 - A. a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and
 - B. procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

The performance of all DVR staff is formally evaluated annually. Specific performance expectations relative to the mission of the Division and the duties of the position are listed on each staff member's performance plan. The performance plans of all Rehabilitation Counselors and Employment Specialists include the goal of completing a minimum of 20 hours of In-Service

Training. The 20 hours of In-Service Training requirement is consistent with the requirement of the Commission of Rehabilitation Counseling Committee for those with the CRC designation. During the Performance Review process, the staff member is evaluated based on his or her ability to meet the outlined expectations. When training is recommended to improve performance, it is noted on the performance plan and incorporated into the individual's training needs assessment.

The HRD Specialist collects and analyzes information on the training needs of all division personnel. The data and training needs are collected from a variety of sources; via face-to-face staff meetings, supervisory input, online surveys, and a review of all evaluations of trainings in which there is a designated place to specify additional training requests. The analysis is used to develop the training calendar for the upcoming year. The final year of the In-Service Training grant has to an end. The Division is committed to allocating the same amount of funds for staff development in the coming year.

In the past four quarters, training, information and resources have been provided to staff on a variety of topics, some of which include school-to-careers transition, job placement and related services, motivational interviewing, ethics, specific disabilities, and community resources. This is in addition to the onboarding training all new counselors receive pertaining to the Rehabilitation Act and other legislation, eligibility, comprehensive assessment, informed choice, customer service, fiscal components, and state specific information on specialty programs and our case management system. In the past, under the guidance of the Technical Assistance and Continuing Education Center through George Washington University (GW TACE), an online course in Assistive Technology was available for staff if in-person assistive technology training was not conducive to their schedule. As this option is no longer available, DVR plans to conduct in-person training in FY 2016 and in subsequent fiscal years.

The Division, with technical assistance from the Division of Employment and Training and the JDVRTAC, is working towards the development and structural growth to engage career pathways into our business process. This philosophical shift in services and business process will involve training our VR Counselors in WIOA and agency shared expectations.

There is also mass email distribution to staff, when publications and webinars are available and applicable to their work, through our national resource centers such as the Institute for Community Inclusion, Commission on Rehabilitation Counselor Certification, etc.

5. *Personnel to Address Individual Communication Needs.* Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Within the Division, two Counselor positions have been designated as Rehabilitation Counselors for clients who are Deaf or Hard of Hearing. One of the incumbents has a hearing impairment and is fluent in American Sign Language, making DVR services accessible to consumers who use manual communication. The other Counselor, currently vacant, is located in the Wilmington office. To fill this position, as well as an anticipated second vacancy due to retirement, DVR has

sent hiring information and qualifications related to serving individuals who are deaf or hard of hearing to Master's programs in the Mid-Atlantic region.

Within New Castle County, one position is designated for a bilingual, English and Spanish, Counselor in order to serve the Hispanic population. We currently have two Counselors in the state who speak both English and Spanish fluently. The division hires interpreters to work with clients when there is no available Counselor to serve the client at hand based on language barriers.

6. *Coordination of Personnel Development Under the Individuals with Disabilities Education Act.* As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

The DVR and the Delaware Department of Education (DOE) work closely to provide Transition services to high school students with disabilities. DVR has an assigned Counselor to every public, private and alternative school in the state. Counselors maintain regular business hours within their schools during the school year. The DVR Senior Social Services Administrator for Transition Services works closely with the DOE Educational Associate to coordinate transition programs throughout the state.

In the summer of 2015, 11 contracts were awarded to community providers to serve youth with disabilities for Pre-Employment Transition Services. The programs combined had the capacity to serve over 100 youth throughout the state.

The DVR Senior Social Services Administrator for Transition Services program is a member of the Mid-Atlantic Transition Council and the State Transition Council. The Transition Coordinator represents DVR on the Governor's Advisory Council for Exceptional Citizens and the adult transition services sub-committee. DVR and DOE have partnered with various agencies and organizations and the Delaware Community of Practice on Transition to hold an annual statewide transition conference.

The Statewide Transition Cadre holds quarterly meetings where DOE Administrators, school district administrators, local education agency personnel, DVR Counselors and DVR Administrators come together to collaborate, share ideas and work on enhancing services, post-school planning and outcomes for transition-age youth.

(j) Statewide Assessment.

- (1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:
 - (A) with the most significant disabilities, including their need for supported employment services;
 - (B) who are minorities;
 - (C) who have been unserved or underserved by the VR program;

- (D) who have been served through other components of the statewide workforce development system; and
 - (E) who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.
- (2) Identify the need to establish, develop, or improve community rehabilitation programs within the State; and
 - (3) Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act .

Overview

State Vocational Rehabilitation Agencies are required to conduct a Comprehensive Statewide Needs Assessment on a triennial basis. The purpose of the assessment is to determine the employment-related service needs of individuals in the state in order to develop a plan to address those needs. In 2014, the Delaware Division of Vocational Rehabilitation (DVR), in partnership with the Division's State Rehabilitation Council, conducted their assessment using data from the American Community Survey as well as data collected from the disability community and the agency staff.

The Rehabilitation Services Administration encourages State Vocational Rehabilitation Agencies to use both existing data and newly created data in carrying out the needs assessment. DVR has used existing data, primarily from the 2012 Delaware Disability Status Report (DDSR), the Delaware-specific information gathered as part of the American Community Survey. In conjunction with DVR's State Rehabilitation Council, DVR has created and implemented online surveys and held a Town Hall Meeting to obtain community and staff input.

Section 1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. Services for Individuals with the Most Significant Disabilities

According to the DDSR, among individuals who are of pre-employment age, ages 16-20, the most prevalent type of disability is Cognitive. The category includes both learning and psychological disabilities. The Cognitive category is also prevalent among working age adults. Many of the individuals with Cognitive disabilities are served through Supported Employment. Both the Consumer and the Staff surveys indicated a need for increased Supported Employment-related services. The need was also discussed at the Town Hall meeting.

DVR staff indicated a need to expand Supported Employment to serve additional populations other than individuals with intellectual and psychological disabilities who also have most significant disabilities. Individuals with physical disabilities are not currently served through supported employment. In order to meet this need, additional funding resources for long-term support would need to be identified. These services would need to be available statewide.

The consumer segment, including consumers, parents/guardians, and advocates, identifies Job Placement Assistance as their #1 barrier to employment, and DVR staff concur but to a lesser extent. Among the Consumer segment, the need for specific assistance such as resume development and job interview preparation are identified. The need for expanding the services that provide or teach these specific skills is indicated.

B. Individuals with Disabilities who are Minorities

The surveys and Town Hall Meeting did not uncover racially-based needs. As with the previous survey, individuals who are Hispanic did not respond. The reluctance to respond is likely to be culturally based.

According to the DDSR, 8.6% of the Delaware population is of Hispanic descent. In FY 2013, 4.47% of the individuals who were successfully rehabilitated, or 46 individuals, indicated that they were Hispanic. While it would seem that the Hispanic population is underserved, the DDSR reports that, out of an estimated 78,100 individuals of Hispanic descent live in Delaware, 5.7% (4,400) report having one or more disabilities. This compares to an overall disability rate of 13% of non-Hispanics who report a disability. The data does not indicate a cause for either the lower disability rate or for why a lower rate at which disability is reported. As the reported disability rate is significantly lower, less than half of the reported rate among non-Hispanic residents of Delaware, it is difficult to ascertain if the Hispanic individuals with disabilities are under-represented and to what extent.

A group of individuals who did report barriers to employment were those individuals who do not have transportation to attend training or employment. Public transportation is available less often in rural communities, but is a barrier statewide for individuals for whom employment is offered as shift-work or on weekends when service is reduced. The availability of para-transit, particularly for individuals who do not live near fixed-route public transportation, is limited and may be reduced in the future due to the cost of running the service.

Transportation to employment and to training is seen as a barrier by both DVR Staff and Consumers. Staff sees it as the #1 barrier. While DVR does have contracted services to assist consumers, the services are not well known, not universally available, or may be insufficient to meet the needs of DVR consumers. As a starting point, the availability of the current services needs to be promoted. Expansion of the current services or additional transportation may be indicated.

C. Individuals who have been Unserved or Underserved

Among working age individuals, the most commonly reported disability is Ambulatory. Using data from the DDSR, the number is 54.24% of those working-age individuals with disabilities report an ambulatory disability. Approximately 73.3% of this group is unemployed, but only 7.4% report that they are actively seeking employment. According to the DVR Rehabilitated Clients Report, in FY 2013, 10.87% of DVR's successful closures are categorized as having an Orthopedic Impairment. Looking at these numbers, it is evident that DVR could be serving a greater number of individuals with physical disabilities and that additional outreach is indicated.

D. Individuals with Disabilities served by Other Components of the Statewide Workforce Investment System

DVR is co-located at all four of the American Job Centers in Delaware. DVR staff refers clients to the Center's resources. The letter that notifies individuals that they are on the DVR Order of Selection waiting list includes information about the Centers. Both the Consumers and the DVR Staff have the perception that staff in the One-Stop /American Job Centers is not fully prepared to provide services to individuals with disabilities. Center staff refers individuals to DVR who may not need the more intensive services available through the VR process. Ongoing training and skill building for the Center staff appears to be indicated and in order to increase the comfort levels of both the staff members and the consumers.

E. Individuals who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

This section is new under WIOA as was not included in our last Comprehensive Statewide Needs Assessment. Accordingly, the topic was presented for discussion at a State Rehabilitation Council meeting, and written comments were received.

The SRC felt that the upper echelons of the education system are familiar with transition, recommended that more communication be offered to the frontline teachers. They should be provided with information about transition. Parents and school counselors also need additional information.

A recommendation was made that DVR reach out to as many students as possible through pre-employment transition services. As many students are not bound for college programs, the opportunities for job shadowing and planning for internships and apprenticeships are important.

DVR currently has transition counselors who liaison with the academic programs in juvenile detention programs. The SRC identified that Delaware has a problem with youth violence and recommended that DVR work closely with juvenile corrections. The need for ongoing support of social workers, psychologists, law enforcement professionals, religious organizations and community leaders in coordination with vocational rehabilitation was identified. It was also identified that DVR services are a source of prevention to students who are "on the fence."

Section 2.

The Need to Establish, Develop, or Improve Community Rehabilitation Programs within the State

Among the DVR staff, 44.4% indicated that he or she had made a referral to a Community Rehabilitation Program (CRP). Multiple responses were permitted. The most frequent reason for the referral was for job placement assistance (81.81%), followed by skills training (72.72%), counseling/work adjustment (59.09), and job seeking skills in that order (54.54%). One individual each indicated job coaching and drug/alcohol counseling.

When asked about barriers to referral to or utilization of a CRP program, again, with multiple responses permitted, the responses were:

Transportation	47.61%
Client did not want to attend	38.09%

Waiting list for services	23.80%
Type of program not available locally*	23.80%
Program not accessible to my client	19.04%
Other*	33.33%

* Two staff mentioned criminal history as a barrier to referral to the program/vocational goal desired by the consumer. Others indicated the CRP staff lacked skills to meet the needs of the consumer or that the consumers wanted specific specialized fields, such as clothing design or interior design, which were not available.

The DVR Contract Administrator is working to address the barriers identified in the survey by meeting with the staff of the DVR offices around the state to identify specific gaps in services available and populations served. An example of how the process is working, and will continue to work, is the recent RFP for providing increased services for individuals who are deaf which will increase the availability of job coaching and employment services to individuals who use sign language as their primary means of communication.

Section 3.

Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act .

This section is new under WIOA as was not included in our last Comprehensive Statewide Needs Assessment. Accordingly, the topic was presented for discussion at a State Rehabilitation Council meeting, and written comments were received.

DVR has had liaison counselors in all of the public and private/parochial school programs in Delaware, and served home-schooled students that are identified, for nearly 20 years. The annual Transition Conference, sponsored by a Community of Practice that includes DVR, the Department of Education, and the Division of Developmental Disabilities Services, was moved from the spring to the fall to provide students and parents with information earlier in the academic year. Yet, the need to provide information to students, parents, guidance counselors, and teachers earlier and more often was identified as a need. Some of the information sharing will occur through pre-employment transition services which will provide opportunities to students as young as 14. The SRC also mentioned that the need to publicize, promote, and inform students, parents, teachers, and counselors about the pre-employment transition services is also paramount.

DVR has begun to offer pre-employment transition services. The agency works with school districts in New Castle and Kent counties to support Project SEARCH. The SRC recommended a Sussex County option be pursued. DVR is also supporting Start on Success at two locations. In FY 2015, DVR offered an RFP to provide pre-employment transition services throughout the state. Over 100 students were served by 11 programs during the summer of 2015. The SRC recommended expanding services to offer opportunities for more students to participate.

The SRC noted that many of the transition services offered by school counselors focus on preparation for college. Students who are not college-bound need assistance in identifying career pathways and plans to achieve the required experiences and training both as part of their educational experience and through DVR services. DVR is training the DVR staff about career pathway-focused planning and working with the Delaware Department of Labor, Division of Employment and Training to increase access to the credential-bearing programs that lead to employment in Delaware. DVR is also working with the community rehabilitation programs to develop industry-recognized credentials as the end-product of training programs.

Section (k): Annual Estimates of Individuals to be Served and Costs of Services

According to US Census Bureau data from 2012, there are approximately 4,286 unemployed adults with disabilities in the state of Delaware. It is estimated that approximately 2,000 new applicants will be determined eligible in FY 2017.

Including people carrying over plans from prior years, DVR estimates that approximately 8,500 individuals will receive services through individualized plans for employment (IPEs) under Part A of Title I and/or Part B of Title VI in FY 2017. The estimated cost of providing services to these individuals is **\$9,489,760**.

Out of the 8,500 individuals who will receive services, approximately **120** are anticipated to receive services under Title VI-B.

The estimate of FY 2017 service costs for each category within the Order of Selection for Services is as follows:

Services	Number of Clients Served	Cost of
Category 1 – Most Significantly Disabled – Title I 4,617,380	4,190	\$
Category 1 – Most Significantly Disabled – Title VI 255,000	120	\$
Category 2 – Significantly Disabled 3,693,904	3,352	\$
Category 3 – Not Significantly Disabled <u>923,476</u>	<u>838</u>	<u>\$</u>
TOTALS 9,489,760	8,500	\$

(l) State Goals and Priorities. The designated State unit must:

- (1) Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.
- (2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.

(3) Ensure that the goals and priorities are based on an analysis of the following areas:

- (A) the most recent comprehensive statewide assessment, including any updates;
- (B) the State's performance under the performance accountability measures of section 116 of WIOA; and
- (C) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

Section 1.

Each year, the State Rehabilitation Council and the Division of Vocational Rehabilitation review, define, and update DVR's goal and priorities. In keeping with the Delaware's WIOA Combined State Plan timeline, the review of goals and priorities occurred at the October meeting of the SRC. The Goals and Priorities below were jointly developed by the State Rehabilitation Council and the Division of Vocational Rehabilitation.

Section 2.

Goal 1.

Provide quality employment outcome for people with disabilities.

Performance measures-

- a. Employment Outcomes (traditional, supported employment, transition)
- b. Average hourly wage adult, transition, supported employment)
- c. Employment in the second and fourth quarters following exit from the program
- d. Median wage in second quarter following exit from the program

Performance Goals-

- a. Employment Outcomes
 - 1. Increase total outcomes by 10 to 1,148
 - 2. Increase transition outcomes by 5 to 360
 - 3. Increase Supported Employment outcomes by 5 to 125
- b. Average Hourly Wage

1. Increase the overall average hourly wage by \$.10 to \$10.64
2. Increase the adult average hourly wage by \$.10 to \$11.25
3. Increase average hourly wage for transition students by \$.10 to \$10.10
4. Increase average hourly wage for supported employment by \$.05 to \$8.66
- c. Employment in the second and fourth quarters following exit from the program (meet or exceed target estimates)
- d. Median wage in second quarter following exit from the program (meet or exceed target estimates)

Goal 2.

Recruit new training programs that reflect opportunities in the labor market.

Performance Measures-

- a. Education and training options in high demand occupations based on labor market information.
- b. Education and training options that lead to business-recognized credentials and experiences.
- c. Credential rate for adults and transition participants
- d. Employer measure

Performance Goals-

- a. Use labor market information to identify the top five employment opportunities in each county. Identify the career path to each of these positions.
- b. Work with education and training programs to develop business-recognized credentials and experiences that will enable people with disabilities to enter the identified career paths at multiple points.
- c. Credential rate for adults and transition participants (meet or exceed the established measure)
- d. Employer measure (meet or exceed the established measure)

Goal 3.

Provide pre-employment transition services and transition career services to transition-aged individuals with disabilities.

Performance Measures

- a. Pre-employment transition service opportunities for transition students

- b. Increased number of career preparation choices that result in credentials or experiences that lead to employment on the career pathway selected.
- c. Employment/Training/Education rate in the second and fourth quarters following exit from the program

Performance Goals-

- a. Increase the number of pre-employment transition services, including opportunities such as Project SEARCH and Start on Success, to enable more transition students to participate (establish a baseline in the first full year following the availability of regulations)
- b. Employment/Training/Education rate in the second and fourth quarters following exit from the program (meet or exceed target estimates)
- c. Median wage in second quarter following exit from the program (meet or exceed target estimates)

Section 3.

- (A) WIOA expands the Comprehensive Statewide Needs Assessment, Section (j) Statewide Assessment, to include input related to transition services. DVR is not currently conducting a CSNA. Accordingly, the State Rehabilitation Council was asked to provide input into sections 1E and 3 of the assessment. Feedback was incorporated into Section (j) as well as into the goals and priorities outlined above.
- (B) Section 116 of WIOA, the common measures, was woven tightly into the goals and priorities above. The measures are included in the performance goals.
- (C) The State Rehabilitation Council, jointly with representation from DVR, participated in an effectiveness evaluation in order to review the goals and priorities established by the previous State Plan and to establish the goals and priorities above. They were presented with performance data from the previous year and participated in discussion. Following the discussion DVR received written input from the SRC members. Their written input was incorporated into the goals and priorities. Prior to submitting the goals and priorities outlined above, the draft goals and priorities were sent out to the SRC members for comments and recommendations.

(m) Order of Selection

- Identify the order to be followed in selecting eligible individuals to be provided vocational rehabilitation services.
- Identify the justification for the order.
- Identify the service and outcome goals.

- Identify the time within which these goals may be achieved for individuals in each priority category within the order.
- Describe how individuals with the most significant disabilities are selected for services before all other individuals with disabilities.

Attachment 4.11 (c)(3): Order of Selection

Due to limited resources, the Delaware Division of Vocational Rehabilitation believes it will be unable to provide services to all individuals who are eligible under the Rehabilitation Act of 1973, as Amended (the Act). According to section 101 (a) (5) of the Act, if a rehabilitation agency determines that it is unable to provide services for all eligible individuals, an Order of Selection is required in order to ensure that the agency has as its priority the provision of services to individuals with the most significant disabilities and that categories are established to define the priorities.

In FY 2017, we estimate the total cost of serving the number of clients with IPEs in place, absent an order of selection, will be **\$9,489,760**. Available funding will be \$6,204,447 from our Title I and Title VI grants including the required matching funds. The difference between the projected cost of services and the funding available reveals a deficit of **\$3,285,313**. The Rehabilitation Act requires DVR invoke an order of selection to prioritize services to those with the most significant needs when it is not able to serve everyone. Therefore, DVR determines that it must continue to implement an Order of Selection in FY 2017. See Appendix S

Description of Priority categories

Accordingly, DVR establishes the following categories for service provision:

Priority Category I, Individuals with the Most Significant Disabilities (MSD)

Eligible individuals with impairments that result in serious limitations of three or more functional capacities that require multiple vocational rehabilitation services over an extended period of time, six months or more.

Priority Category II, Individuals with Significant Disabilities (SD)

Eligible individuals with impairments that result in serious limitations in one or two functional capacities requiring multiple vocational rehabilitation services over an extended period of time, six months or more. An allowed SSDI beneficiary or SSI recipient is automatically considered to be, at least, an individual with a significant disability, and should be reviewed for possible Priority 1 status.

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Priority Category III, Individuals with Non-Significant Disabilities

Eligible individuals with a disability who do not meet the definition for MSD or SD.

The Division of Vocational Rehabilitation has updated its policy to state: An eligible individual who is employed at application, and requires specific services or equipment to maintain employment may receive services regardless of their priority category.

Priority of categories to receive VR services under the order

In order to focus services on the individuals with the most significant disabilities, DVR will serve individuals in the following order:

First: Priority Category I

Second: Priority Category II

Third: Priority Category III

As DVR identifies that the agency has sufficient resources to move individuals from the waiting list, individuals will be moved to active services first according to priority category and secondly according to date of application.

Service and outcome goals and the time within which the goals will be achieved.

Written notification is sent to all individuals who are placed on the waiting list for vocational rehabilitation services. The notification includes information about available services and resources the individual may contact for assistance in employment. Each letter identifies the nearest American Job Center, established per the Workforce Investment Act.

Priority Category	Number of individuals to be served	Outcome goals 26s	Outcome goals 28s	Time within which goals are to be achieved	Cost of services
1	4310	550	300	Fiscal Year 2017	\$ 4,872,380
2	3352	575	300	Fiscal Year 2017	\$3,693,904
3	838	50	30	Fiscal Year 2017	\$923,476
4					
5					
6					
7					
8					
9					
10					

N. Goals and Plans for Distribution of title VI Funds.

- (4) Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.
- (5) Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including :
 - (A) the provision of extended services for a period not to exceed 4 years; and
 - (B) how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Section 1.

The Division of Vocational Rehabilitation (DVR) funds supported employment services for consumers under Title VI, Part B of the Rehabilitation Act and allocates all funds for services. Program Funds are used to purchase supported employment assessments and services from the community rehabilitation programs under a Purchase of Services Agreement with DVR. In order to provide supported employment for all consumers who require services, Title I funds are used to supplement the Title VI, Part B allocation.

The Division of Vocational Rehabilitation has a long standing partnership with the DE Division of Developmental Disabilities Services (DDDS) in regard to providing supported employment (SE) services. Individuals with intellectual disabilities who need long term supports in order to obtain and maintain employment are referred to DVR and DDDS. The individual works with a community rehabilitation provider (CRP) of their choice to begin community-based supported employment assessments to identify a vocational goal and the necessary supports to be successful in employment. The CRP assists the individual with job placement and coaching for a total of 150 days or until the individual is stable on the job. At that time, DVR closes the case and DDDS continues to provide funding to the CRP for the long term supports in order for the individual to remain on the job. For individuals not eligible for DDDS services, but needing long term supports in order to be successful on a job, DVR assists the individual to identify other sources of long term funding or natural supports on the job.

The Division of Vocational Rehabilitation and the Division of Substance Abuse and Mental Health (DSAMH) jointly administer an Evidence-Based Supported Employment Program to individuals with mental illness. This supported employment program has struggled since DE transitioned their services to an ACT model, however leadership at both agencies continue to see it as a priority, and effort has been focused on identifying and training the staff on the ACT teams to provide the supported employment supports. As staff is learning the new model of providing services, supported employment supports have been difficult for them to incorporate into other responsibilities and many staff members are not trained on providing employment supports. Due to this transition, DVR has developed an agreement with additional service providers to ensure job development, placement, and supports are provided to individuals with mental illness who qualify for supported employment services. The DVR and DSAMH have also collaborated efforts and funds to assist providers in hiring employment staff that will assist the ACT teams in doing job development and placement for individuals with mental health disabilities.

The DVR Transition Coordinator provides technical assistance and administrative support for the supported employment program for individuals with DD/ID and the Social Service Administrator oversees supported employment for individuals with mental health disabilities.

Section 2.

Pursuant to section 603(d), DVR recognizes the requirement to reserve 50% of its supported employment allocation on transition-age consumers with the most significant disabilities and will achieve that requirement through the Early Start to Supported Employment program (ESSE). The Division of Vocational Rehabilitation, the Department of Education and the Division of Developmental Disabilities Services (DDDS) collaborate with the local education agencies, community rehabilitation providers, businesses, families and students with disabilities to implement ESSE. The ESSE philosophy is that all persons, regardless of disability, are able to be employed and be successful, active, participating members of their communities. The ESSE program starts two years prior to the student exiting high school through the identification of students and assistance and encouragement to apply for services under DVR and DDDS. The program offers students an opportunity to gain exposure to work in the community and assists them with learning and retaining employment related skills. It provides a more seamless transition from school to work and alleviates student and family stress during the transition to life after high school.

DVR leverages long-term extended services that are funded by the Division of Developmental Disabilities Services or, for transition students and youth with mental health disabilities, the Division of Substance Abuse and Mental Health. By leveraging the long-term supports through DDDS and DSAMH, DVR is able to expand supported employment services to youth with the most significant disabilities. DVR also uses Title I funds to supplement Title VI funds for supported employment. When extended services are not available through the support of DDDS or DSAMH, DVR will support extended services for a period not to exceed four (4) years. During the four years of DVR-supported extended services, alternate sources of extended services supports will be pursued, including the development of natural supports.

O State's Strategies. Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)): The methods to be used to expand and improve services to individuals with disabilities.

(1) Describe the methods to be used to expand and improve services to individuals with disabilities.

DVR will engage with a wide range of stakeholders in the community in order to expand and improve services including consumer organizations, public and non-profit agencies, community rehabilitation programs, education, and employers. By listening to input from stakeholders and building programs that have value and address the objectives of multiple members of the rehabilitation community, the impact of vocational rehabilitation is increased. Examples of collaboration include the Transition Community of Practice, the Early Start to Supported Employment, the Project SEARCH program, Supported Education, and the Start on Success

Program, as well as the numerous committees and programs to which DVR staff contributes and through which DVR reaches out to the community. DVR has specifically identified the expansion of business-focused training programs for transitioning students, specifically Project SEARCH and Start on Success, as its innovation and expansion project. Additional pre-employment transition services programs for transition students have been developed, and the process of refining and expanding the business-focused opportunities will continue.

(2) Identify how a broad range of assistive technology services and assistive technology devices will be provided to individuals with disabilities at each stage of the rehabilitation process; and describe how assistive technology services and devices will be provided to individuals with disabilities on a statewide basis.

The Division of Vocational Rehabilitation makes assistive technology goods and services available to individuals with disabilities at all stages of the rehabilitation process. DVR maintains collaborative relationships with organizations and entities that provide rehabilitation technology goods and services, including the Delaware Assistive Technology Initiative (DATI), Easter Seals Society of Delaware and Maryland Eastern Shore, and with other technology providers.

In October of 2013, DVR sponsored many members of the DVR staff in a full day of training on assistive technology that was offered by the Delaware Rehabilitation Association. The goal of the program was to increase staff awareness of AT options throughout the VR process and to increase informed choice. The program featured speakers with expertise on a range of Assistive Technology and Rehabilitation Engineering topics. DVR plans to offer additional training on AT during Fiscal Year 2016.

DVR and Easter Seals Society of Delaware and Maryland Eastern Shore jointly administer Financing Your Independence, the AT Loan Program and Telework Loan Program in Delaware. DVR has relationships with vendors who provide a wide array of assistive technology goods and services. Counselors who have clients with assistive technology issues collaborate with one of several vendors with specialized knowledge in rehabilitation technology when serving clients with specific AT needs. DVR has a check-off item on every Individualized Plan for Employment to prompt counselors to consider AT needs for every client in the planning process.

(3) Identify what outreach procedures will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities; and what outreach procedures will be used to identify and serve individuals with disabilities who have been unserved or underserved by the VR program.

DVR counselors maintain a broad array of referral sources to provide outreach services to people with disabilities in Delaware, including minorities and individuals with the most significant disabilities. DVR has been working with the Brain Injury Association in Delaware, BIAD, to make an effort to reach and serve individuals with physical disabilities which has been identified as an underserved population in the on-site review process. The largest DVR office is located in the city of Wilmington, which has the largest population of minority residents in the state. DVR has a Spanish speaking counselor and a Spanish speaking District Administrator who serve the Hispanic population and provide outreach to churches and community centers in the city. DVR has a strong collaborative relationship with the local school district transition coordinators and

Delaware Department of Education Special Education Coordinator. DVR receives referral information from all public and most private high schools in the state, including adjudicated youth, regarding transition students and reaches out to the students, often on an individual basis, to connect the students with DVR services. A substantial proportion of these students are minority students and students with significant disabilities. DVR Counselors, District Administrators, and Program Managers conduct outreach activities to advocacy organizations, other state agencies, non-profit service providers, individual and organizational health-care providers and mental health providers to offer DVR services to their clients.

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

DVR has a long history of providing transition services that begins with developing relationships with the Delaware Department of Education, as well as leadership within each of the local education agencies, and designating a liaison vocational rehabilitation counselor for each of the high school programs in the state. Even prior to the implementation of pre-employment transition services, DVR had implemented both Project SEARCH and Start on Success and had developed a supported employment program, Early Start on Supported Employment, that focused considerable resources on transition age individuals. DVR plans to continue to expand the models currently in place while expanding on the business-based opportunities for transition students. In the summer of 2015, DVR coordinated 11 pre-employment transition services programs, primarily in business sites, that gave over 100 students the opportunity to explore and experience work environments.

In FY 2016, DVR implemented a focus on career pathways for all DVR consumers. Implementation included agency-wide training on what career pathways are and how to include career pathways information in vocational rehabilitation counseling and guidance. DVR is also improving its vocational evaluation process to help consumers, including transition students and youth, identify short and long-term vocational goals. Career pathways and informed choice are key to assisting students and youth to identify steps in building the credentials to meet their goals. Programs at the postsecondary level, both at community rehabilitation facilities and postsecondary education institutions, are being given DVR support to develop and offer industry-recognized credentials that coordinate with career pathways in the local economies.

(5) If applicable, identify plans for establishing, developing, or improving community rehabilitation programs within the state.

DVR provides rehabilitation services and training to individuals with disabilities through contracts with community rehabilitation programs (CRPs) in Delaware. DVR follows a request for proposal (RFP) process and solicits proposals from all CRPs in the state to provide services on a two-year cycle. DVR and the community rehabilitation programs have strong collaborative relationships. Referrals for services flow both ways.

DVR holds quarterly meetings with the community rehabilitation programs to review accomplishments and identify ways to improve effectiveness. The division is helping the

community rehabilitation programs to understand anticipated changes that will be forthcoming under the WIOA regulations. In incorporating WIOA and the move towards implementing the use of career pathways, DVR is moving away from programs that offer certificates of completion towards programs that offer national industry-recognized credentials and is in the process of incorporating the requirement of industry-recognized credentials to the fullest extent possible. For occupations for which there are no nationally recognized credentials, DVR, in conjunction with businesses, education and training providers, and WIOA partners, towards the development of local, industry-recognized standards and credentials.

(6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

DVR is in the process of establishing memoranda of understanding with other workforce partners that will enable the division to calculate the common performance accountability measures under Title I, section 116 of WIOA.

DVR maintains processes to continually monitor progress and seek ways to improve performance. DVR maintains a quality assurance process, conducting quarterly reviews of cases to evaluate quality and timeliness of services, and conformance to the requirements of the Rehabilitation Act and regulations. The review instrument is patterned after an RSA review instrument and tailored to highlight the specific focus-area for that review but is also expanded to gather information on specific topics during many reviews. Counselors, program managers, and fiscal staff review randomly selected case records to evaluate quality casework standards. The results of the reviews are shared with the counselors, their supervisors, and the training administrator. They are used to evaluate the quality of services provided by DVR, and also to identify training needs, performance deficiencies, and policy issues.

DVR's efforts to improve services and training opportunities for people with disabilities as part of the revised RFP process are intended to improve agency performance in addressing the common measure requirements for establishing credential training programs. DVR is working with service providers to promote training programs that are more closely aligned with employer job requirements and to include internships as part of the training experience. DVR is collaborating with Delaware Technical and Community College to provide more educational/training supports and opportunities for transition youth to attend post-secondary educational programs at Delaware Tech.

DVR is collaborating with the mental health agency to implement an evidence-based supported employment program in Delaware for people with mental illness. The goal is continuous improvement in the service delivery capability among the community mental health agencies so that employment, placement, and employment supports are part of the services available in those agencies.

(7) Describe strategies for assisting other components of the statewide workforce investment system in assisting individuals with disabilities.

DVR is co-located in the four Delaware Department of Labor locations that house the American Job Centers for the State. DVR is working with the rest of the DE DOL to promote the vision and implementation of one-stop and no wrong door. Currently, DVR receives referrals from the Division of Employment and Training (DOL-DOL-DET) and assists DVR clients in accessing

the resources from the American Job Centers. DVR, through resources obtained in previously funded grant programs, has assisted DOL-DET in becoming physically and programmatically accessible to individuals with disabilities. DVR will continue to work with DOL-DET to provide training to their staff so that they are better prepared to assist individuals with disabilities.

In addition to working with resources within the Delaware Department of Labor, DVR has a strong relationship with the Delaware Department of Education and the statewide Delaware Technical & Community College. DVR and Delaware Tech have created the Supported Education to assist DVR-sponsored students to acquire academic and study skills that foster success in the educational process. The Workforce Development Board is represented on the State Rehabilitation Council by an active member of the DWDB Youth Council who is a former DVR client and strong advocate for vocational rehabilitation and individuals with disabilities.

(8) Describe how the agency's strategies will be used to:

- achieve goals and priorities by the State, consistent with the comprehensive needs assessment;
- **support innovation and expansion activities; and**
- **overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the state Vocational Rehabilitation Services Program and the state Supported Employment Services Program.**

(A) Strategies to Achieve Goals and Priorities.

As part of the Effectiveness Evaluation and in conjunction with the results of the Comprehensive Statewide Needs Assessment, DVR and the SRC discussed recommendation for way to address the goals and priorities. Ways in which DVR will continue to support the goals and priorities include:

1) Provide quality employment outcome for people with disabilities.

The priority relates to concerns that there is the need for employment in jobs with sufficient pay and employee benefits to become self-sufficient. According, DVR is responding by:

- Educating clients on career pathways and the development of short and long-term vocational goals.
- Working with postsecondary education and training providers to develop and implement credential-bearing that are geared to labor market information and career pathways.
- Increasing the number of individuals obtaining employment through Supported Employment and Self-Employment as part of the overall goal of increasing employment outcomes.
- Focusing on increasing the hourly wage of employed consumers as part of a focus to increase the quality of employment outcomes.
- Continue to provide benefits counseling to assist clients to understand the impact of employment on benefits and the positive effect of employment on independence and self-sufficiency.

- Assisting clients to understand the availability of healthcare benefits through the Affordable Care Act so that fear of the loss of health benefits will no longer be a disincentive to employment.
- Promoting financial independence and in conjunction with educating clients on the availability of healthcare, encourage individuals to earn as much as they can either through a single full-time job or two part-time jobs.

2) Support training programs that reflect opportunities in the labor market.

The priority relates to the employment services/employment needs as well as the need for information.

- Utilize employment trend information available from the Delaware Office of Occupational and Labor Market Information by 1) using the labor market information to advise community rehabilitation programs in the development of training programs, 2) seeking additional programs that offer training in fields where the employment outlook is positive, and 3) using labor market information during the counseling/informed choice process with DVR clients.
- Implement the use of career pathways developed by the Division of Employment and Training as a tool for career guidance.
- Continue to work with Community Rehabilitation Programs as part of the RFP process to use the labor market information to develop credential-bearing training programs that reflect labor market trends. Enable clients to make informed choices about their vocational training by providing information about the training programs through the updated Choices booklet.
- Work directly with employers and with Community Rehabilitation Programs to develop training programs that are held on-site at places of employment in the community.

3. Expand opportunities for students to transition from school to work.

Transition students and youth served by DVR have a wide range of disabilities and vocational needs. They require quality training programs that focus on careers available in the labor market in order to get employment.

- Support training for school to careers transition counselors to enable them to meet the unique needs of youth with disabilities.
- Work with the Department of Education and the Division of Developmental Disabilities Services to provide supported employment to common clients under the Early Start to Supported Employment program.
- Collaborate with the Delaware Technical & Community College (DTCC) to provide more training and educational opportunities for transition youth in this statewide, post-secondary educational organization. Use Supported Education to target youth with disabilities as clients who may benefit from the additional supports offered through the program in order to be successful in post-secondary education, basic education programs at DTCC. Include the provision of study skills training, tutoring

and other intensive supports on campus to students enrolled in DTCC in the remedial program.

- Participate in the Department of Education in the Community of Practice (CoP) initiative to work collaboratively with parents, students, advocates, and other agencies and service providers in a coordinated and collaborative effort.
- Through the DVR Specialist for Transition, collaborate extensively with the Department of Education and local school district representatives including the implementation of a Student Success Plan (SSP) and the Career Cruising self-assessment/career planning tool for all students, including students with disabilities in the Delaware public school system. Students who are actively using these programs may offer access to the DVR transition counselors to use the programs as a plan-development tool.
- As part of the CoP, co-sponsor “The Annual Community of Practice Transition Conference: Shared Work; Shared Vision” as a collaborative effort by the Delaware Department of Education, the Division on Career Development and Transition and members of the CoP (i.e.: Parent Information Center of Delaware, school district representatives throughout the state, and the Student Leadership Team). The conference is well attended by students, parents, educators, DVR transition counselors, transition specialists from many high schools, as well as other stakeholders involved in assisting youth with disabilities transition to post-secondary life.

(B) Innovation and Expansion

In FY 2014, DVR established the goal of expanding the availability of employer-based training for transition students. The anticipated goal at that time was to continue the implementation of Project SEARCH in New Castle County while expanding the services into Kent and Sussex Counties. The following progress has been attained:

- The Project SEARCH program in New Castle County has been maintained its relationship with the Red Clay School District since the fall of 2013. A cohort completed the program at the Christiana Medical Center in May of 2015, and a new group began in the fall of 2015.
- A second Project SEARCH site was initiated in Kent County. Project SEARCH is working with the Capital School District and the employer, Bayhealth. The first program cohort, initiated in the fall of 2014, has successfully completed the program, and a new cohort began in the fall of 2015.

DVR has expanded the goals of the Innovation and Expansion project to reflect the implementation of the Start on Success (SOS) program. Similar to Project SEARCH, SOS provides employer-based training opportunities for youth in transition. Thus far, the SOS sites are in New Castle County, but DVR will explore the expansion into Kent and Sussex Counties.

- In FY 2014, DVR implemented the SOS program as a partnership with the Christina School District and several YMCA locations in New Castle County. The training vendor is Humanim. DVR has continued to implement the program in FY 2015 and FY 2016.

DVR will continue the Project SEARCH and Start on Success models as the models implement business-based experience for transition youth. DVR anticipates expanding opportunities for business-based experiences through the implementation of pre-employment transition services

(C) Overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the state Vocational Rehabilitation Services Program and the state Supported Employment Services Program.

All locations of the Division of Vocational Rehabilitation are physically and programmatically accessible for all DVR consumers seeking services from both the State Vocational Rehabilitation Services Program and the State Supported Employment Services Program. Each location has accessible parking designated for individuals with disabilities. DVR locations have accessible entrances and restrooms. If DVR identifies a barrier to providing services to a specific individual, the agency moves quickly to accommodate that individual's need for physical or programmatic access. Examples of barrier removal may include changing the location of the meeting to accommodate transportation barriers, the format of the printed materials, or provision of interpreter services (sign or foreign language). DVR permits and encourages advocates, including parents and guardians, who, with the permission of the consumers, attend meetings with DVR in order to assist the individual with a developmental or intellectual disability to make decisions in their best interest.

DVR requires that its vendors also be physically and programmatically accessible and works with them to provide accommodations when barriers are identified.

P.. Evaluation and Reports of Progress: VR and Supported Employment Goals. Describe:

- (6) An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:
 - (A) Identify the strategies that contributed to the achievement of the goals.
 - (B) Describe the factors that impeded the achievement of the goals and priorities.
- (7) An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:
 - (A) Identify the strategies that contributed to the achievement of the goals.
 - (B) Describe the factors that impeded the achievement of the goals and priorities.
- (8) The VR program's performance on the performance accountability indicators under section 116 of WIOA.
- (9) How the funds reserved for innovation and expansion (I&E) activities were utilized.

Section 1.

Although a State Plan update was not required by July 1st of 2015, DVR conducted and documented a full Effectiveness Evaluation in February of 2015 to review the goals and priorities in the most recent, approved DVR State Plan. The documentation is as follows:

EFFECTIVENESS EVALUATION

Standards and Indicators

DVR provided information to SRC members on DVR performance administering the Vocational Rehabilitation Program, as measured by federal standards and indicators under the Workforce Investment Act. The performance on standards and indicators in FY2014 is as follows:

- DVR achieved 1046 outcomes in FY2014, an increase of 16 outcomes over the previous year. This was the highest number of outcomes ever for DVR, and clearly exceeded the RSA standard to equal or better the results from the prior year.
- The Rehabilitation rate in FY 2012 was 65.5%, over the RSA standard of 55.8%.
- 100% of the employment outcomes for FY 2014 were competitive employment in the community at or above the minimum wage. This exceeded the standard of 72.6%.
- Of all those individuals who were competitively employed in FY 2014 as the result of DVR services, 96% were individuals with significant disabilities. This exceeds the RSA standard of 62.4%.
- The average hourly wage increased to \$10.30 in FY2014, a decrease of 16 cents per hour over the previous year. The standard for hourly wage is that DVR clients' wages average 52% of the average wage for all wage earners in the State of Delaware. DVR did not meet this standard.
- The increased percentage of individuals who report their wages as the largest source of support between application and successful closure is 64.72%, above the standard of 53%.
- The service rate for all individuals with disabilities from minority backgrounds as a ratio to the service rate for all individuals with disabilities from non-minority backgrounds was 97%, exceeding the 80% standard.

Discussion

DVR exceeded the RSA standards as indicated in the WIA legislation for six of the seven measures and, accordingly met the overall RSA requirements; however, due to the high average wage of workers in Delaware, DVR did not meet Standard 1.5. Delaware, along with many other states in the region and northeastern United States, has not met Standard 1.5 in many years. Although there was a significant increase in the average hourly wage of Transition clients, there was a decrease in the average hourly wage of adult and supported employment outcomes. DVR has not yet instituted the Common Measures as outlined in WIOA and will be implementing them once they are fully defined in the pending regulations.

Employment Retention

DVR attempted to reach individuals who achieved a successful employment outcome in FY 2014, at least 90 days after closure, to ask them about job retention. A total of 462 individuals, or 44%, were successfully contacted. Of those reporting, 77.71% indicated that they were currently employed. Of those, 52.65% indicated that they were in the same job in which they had been employed when their case was closed by DVR. 47.35% of the individuals indicated that they were employed in different jobs. Of those who have stayed in the same job, 46.88%

indicated that their earnings had remained stable. 14% indicated an increase in earnings due to a raise in pay. 12.5% indicated a decrease in earnings due to decreased hours. (16.15% refused to answer this question). Of those changed jobs, 43.35% indicated that their earnings had remained stable. 15.61% indicated an increase in earnings due to a raise in pay. 6.94% indicated a decrease in earnings due to decreased hours. (20.81 refused to answer the question) Of those currently not employed, the primary reasons were “Quit” 32.67%, “Fired” 25.74%, “Disability” 18.81%, and “New Medical Problem” 10.89%.

Consumer Satisfaction

The 2014 Customer Satisfaction Survey was designed to seek out specific ways in which DVR services could improve. As such, the participants were asked to rate a service on a Likert scale from “Excellent” to “Poor.” For each item that was not rated “Excellent,” the participant was asked what DVR could have done differently that would have resulted in an excellent rating.

- The majority of participants, both rehabilitated and not rehabilitated, rated overall satisfaction with DVR as excellent with 63.76% and 52.24% respectfully. Combined with the 22.15% and 25.37% who rated services as good, the positive ratings are 85.91% (rehabilitated) and 77.61% (not rehabilitated).
- For individuals who were successfully rehabilitated, the positive counselor relationship was 89.62% (with 72.41% excellent rating) along with an 82.52% (60.84% excellent) rating of ability to choose services.
- For those who were closed not-rehabilitated, the counselor relationship received an 80% (52.14% excellent) positive rating with a 55.88% (44.12% excellent) positive rating for the ability to choose services.
- Comments about ways to improve services centered on common themes such as the need for better communication, less perception of being rushed, and better explanation of the available choices. Some participants who were not rehabilitated indicated very limited interaction with their counselors.
- Among those who were closed as rehabilitated, the positive rating was 91.79% (67.16% excellent). Reasons for a not-excellent rating centered on common themes such as the time it took to find a job and dissatisfaction with the job type, benefits, or hours.
- For individuals who were successfully rehabilitated, the positive counselor relationship was 89.62% (with 72.41% excellent rating) along with an 82.52% (60.84% excellent) rating of ability to choose services.
- For those who were closed not-rehabilitated, the counselor relationship received an 80% (52.14% excellent) positive rating with a 55.88% (44.12% excellent) positive rating for the ability to choose services.
- Comments about ways to improve services centered on common themes such as the need for better communication, less perception of being rushed, and better explanation of the available choices. Some participants who were not rehabilitated indicated very limited interaction with their counselors.
- Among those who were closed as rehabilitated, the positive rating was 91.79% (67.16% excellent). Reasons for a not-excellent rating centered on common themes such as the time it took to find a job and dissatisfaction with the job type, benefits, or hours.

Goals and Priorities

Participants in the Effectiveness evaluation were given the opportunity to review the previously approved goals and priorities. For each goal/priority, the participants were given some additional information related to that goal which is included below.

FY 2014 GOALS & PRIORITIES

1. Provide quality employment outcome for people with disabilities.

Performance measures-

1. Number of outcomes: Traditional; Self-employment; Supported employment
2. Average hourly wage: Adult; Transition; Supported Employment

Target Goals-

- a. Achieve 50 Supported Employment Outcomes from Evidence Based Program
- b. Achieve 40 Supported Employment Outcomes from DDDS/DVR SE Program

	FY14	FY13	Change
Employment Outcomes: Total	1,046	1030	+16
Self-Employment	4	2	+2
Supported employment	96	86	+10
Transition	322	263	+59

Total Hourly Rate	FY14	FY13	Change
All Clients	\$10.30	\$10.46	-\$0.16
Adult	\$10.85	\$11.14	-\$0.29
Transition	\$9.80	\$9.26	+\$0.54
Supported Employment	\$8.35	\$8.73	-\$0.38

Supported Employment Closures by referral source:

Supported Employment	50
Early Start	29
DSAMH	15
Other	2

2. Support training programs that reflect opportunities in the labor market.

Performance Measures-

1. Training choices for clients in areas of job availability
2. Outcomes per training program

Target Goals-

- a. Develop at least 1 new training program in Kent & Sussex County
- b. Develop at least 1 new training program in the healthcare industry
- c. Develop at least 1 new training program for people with Traumatic Brain Injury

- 1588 clients received training services
- 557 clients received post-secondary education services
- DVR provided OJT services for 90 individuals in FY 2014.

3. Expand opportunities for students to transition from school to work.

Performance Measures

1. Number of new students served
2. Number of transition outcomes

Target Goals-

- a. Increase number of new students served by at least 10
- b. Increase number of outcomes by at least 10
- c. Develop a social group program for students with autism downstate
- d. Increase number of students in Supported Education Program in DTCC Stanton Campus to 12

Number of new students served:

FY 2014: 857 (+48)
FY 2013: 809

Number of transition outcomes:

FY 2014: 322 (+59)

FY2013: 263

Section 2.

- A. Many students in the ESSE Program are in a vocationally focused, 18-21 program in which they will not be receiving a diploma, but a certificate of completion. The ESSE collaboration has offered earlier engagement of students into the supported employment process resulting in fewer students being placed in sheltered employment or day habilitation settings. In addition, more students are getting connected to adult service providers and receiving community-based employment services prior to exiting high school. For the students who obtain employment prior to leaving high school, they are able to either hold a part time job along with completing high school or exiting high school prior to 21 as their goals for employment have been achieved.

For adults with most-significant disabilities, DVR provides supported employment services for individuals who have developmental/cognitive disabilities and individuals who have mental illness. Adults with developmental/cognitive disabilities receive services from the same vendors as the youth participants. Adults with mental illness are served through the mental health ACT teams. DVR has liaison counselors who are present at the ACT team locations in order to coordinate services.

- B. There are still many families and students with cognitive disabilities who do not believe community-based employment is a viable option and choose not to pursue those services. Some school personnel do not make referrals to DDDS and DVR because they do not believe the students will be eligible for the services. In addition, some families are not engaging as early as possible which may hold up the process until after the student leaves high school. Over the course of the 10 full years ESSE has been in place, we see fewer of these barriers, however they still exist. For adults with cognitive disabilities, the barrier to success is the created by the lack of community service providers. DVR is pursuing additional service providers.

For individuals with significant mental illness, the Division of Substance Abuse and Mental Health's change in the service provision model has posed an impediment to success. Members of the new service team have not been familiar with supported employment. The training of the ACT team members is underway.

Section 3.

Section three requests feedback on DVR's performance on the performance evaluation indicators as outlined in WIOA, Title I, section 116. Regulations and Guidance have not yet been formally approved for the WIOA legislation. DVR is familiar with section 116, and the indicators are reflected in the DVR goals and priorities in Section (I), found in the Vocational Rehabilitation

section of the Delaware Combined State Plan. DVR has not yet measured its performance based on the performance evaluation indicators in section 116.

Section 4.

Innovation and Expansion:

Start of Success began in Delaware in the spring of 2014. Fourteen Students were selected from the Central School and Christiana High School and the partner business was the YMCA (Central and Western locations). For the 2014-2015 academic year, SOS was expanded to Brandywine School District where 14 additional students participated, totaling 28 students in New Castle County. The Brandywine YMCA and Veteran's Administration Hospital are two additional businesses where students are participating in internships. The goal is to expand statewide and discussions have begun to identify business and school partners in Kent and Sussex Counties.

In the fall of 2012, DVR and the Delaware Department of Education collaborated with Goodwill of Delaware, Christiana Care Network, and Red Clay School District to pilot Project SEARCH in Delaware. DVR published a Request for Proposal for both SEARCH sites beginning in the fall of 2014. Contracts were awarded and services implemented in August of 2014. Community Integrated Services and Autism Delaware, Productive Opportunities for Work and Recreation (POW&R) jointly provide Project SEARCH programming for both Bayhealth Medical Center in Kent County and Christiana Care Network in New Castle County, collaborating with Dover and Red Clay school districts. A second Project SEARCH site began in the fall of 2014 in Kent County Delaware, at Bayhealth Medical Center.

The first Project SEARCH site, at the Christiana Medical Center Hospital just completed its third year of services. It is a highly successful, highly regarded program in Delaware. Project SEARCH is now operating at or near capacity; a positive increase of service delivery to transition youth in two of the three counties in Delaware with an aspirational goal of expansion in 2016 to Sussex County. The Project SEARCH program in Delaware has been nationally recognized for the successful employment of participants.

The Specialisterne-Computer Aid, Inc. (CAI) partnership continues to provide unique training and employment opportunities in the information age to individuals on the autism spectrum. The transition from Specialisterne as the primary provider of service to CAI who has had its own learning curve to working with a broad spectrum of autistic youth and adults has been an evolution facilitated by Autism DE, POW&R (Productive Opportunities for Work & Recreation). CAI is fundamentally an employer learning how to engage, interact and train individuals with autism for prescribed government and private contracts within deadlines for production. The program has not expanded as far as an increase in training available statewide or in an alternative location. CAI has come to understand that term is broader than they originally understood. With the help and support of POW&R and DVR, CAI is developing an understanding of how to work effectively with participants across the autism spectrum which leads to successful training and employment for individuals with autism disabilities.

(q)Quality, Scope, and Extent of Supported Employment Services. Include the following:

- (1) The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.
- (2) The timing of transition to extended services.

Section 1.

The Division of Vocational Rehabilitation administers the Supported Employment Program under Title VI, Part B of the Rehabilitation Act. Supported Employment occurs in an integrated setting where individuals with the most significant disabilities receive minimum wage or above for work. In the absence of the services available as part of supported employment, many of the participants would not obtain or retain employment.

The Division is focused on providing quality services through the use of the following strategies:

*Quality Assurance Reviews of all supported employment programs operated by rehabilitation providers. A representative from the administrative unit and representatives from Vocational Rehabilitation Services meet with staff from the Community Rehabilitation Programs on a quarterly basis to review progress and resolve programmatic issues.

*Oversight monitoring in partnership with long term funding agencies. At least quarterly, representatives from the Division of Developmental Disabilities Services (DDDS) and the Division of Substance Abuse and Mental Health (DSAMH) meet with DVR program staff to address issues related to the smooth transition from DVR services to the extended services provided by the other divisions.

*DVR coordinates the Customized Employment Bootcamp training that is provided by George Tilson, Ed.D, formerly with TransCen, Inc., to provide job development and coaching training to front line staff at the community rehabilitation programs (CRP). The training program certifies staff providing services through the programs. The training was held once in 2015, training 20 CRP staff. Bi-monthly training work groups have been held with DVR, DDDS and CRP staff, along with Dr. Tilson, to determine training needs in Delaware and the capacity to increase the Bootcamp training. DVR is working with Dr. Tilson to develop a "Train the Trainer" component to the Bootcamp and offer it quarterly, increasing the capacity to 80-100 staff being trained per year. DVR works with the Department of Education, the Division of Developmental Disabilities Services, and the Division of Substance Abuse and Mental Health to fund and coordinate training through a SE Consortium of state agencies.

*The ongoing development of training programs to maintain and increase the expertise of all staff providing supported employment services. Staff from all of the State agencies, including DVR, participates in training programs to enhance their abilities to provide supported employment services.

The Division of Vocational Rehabilitation is currently under Order of Selection which prioritizes services to individuals with the most significant disabilities. DVR has been able to serve all individuals with most significant disabilities. To ensure that Supported Employment services are available to eligible individuals, DVR augments the Title VI, Part B funds with Title I funds.

The Division of Vocational Rehabilitation provides supported employment services for those populations considered having the most significant disabilities and for whom long term funding has been secured for extended services or in which natural supports can be developed on the job.

The division uses needs assessments and strategic plans to identify and address the needs of unserved and/or underserved populations. The need for supported employment services is evident in the comprehensive statewide needs assessment (CSNA). The CSNA also indicates the need for services for individuals with physical disabilities. DVR is exploring the long-term follow-along options that may make supported employment services for individuals with physical disabilities possible. DVR conducts a supported employment assessment for every client referred to the supported employment program to determine the client's need for the intensive services available through the program.

The Division of Vocational Rehabilitation works with the DDDS, local education agencies and the DSAMH to identify appropriate referrals for supported employment services. Primary indicators for supported employment are:

*Demonstrated inability to maintain employment utilizing traditional employment programs without extended follow-along services as the result of a most significant disability.

*Indication that, due to the significance of the disability, the individual is not likely to obtain and maintain employment in the absence of intensive services from DVR and extended services from DDDS, DSAMH or natural supports.

Individuals with the most significant mental health or developmental/intellectual disabilities who are identified as appropriate for supported employment services will have the following services available:

1. Assessment services to assist the individual in selecting an appropriate vocational goal consistent with the individual's unique strengths, resources, interests, priorities, concerns, abilities, capabilities and informed choice.
2. Job development and job placement in an integrated work environment based on the results of the assessment.
3. Intensive job coaching services on-site and/or off-site to enable the individual to become stabilized in his or her employment.
4. Upon stabilization, DVR and the agency identified to provide extended services commence the transition to extended services. DVR will be the lead service provider, facilitating communication with the individual, the employer, and the extended service provider for a minimum of 90 days following stabilization.
5. The individual will be eligible for post-employment services for those services unavailable through the extended service provider for a time period not to exceed four (4) years.

This process remains the same for transition students, however, for those who achieve employment while still in high school and reach stabilization and 90 days of successful employment prior to exiting, funding options will be discussed by DOE and/or the LEA, DDDS and DVR. Due to the well-established Early Start to Supported Employment program, all entities collaborate regularly as well as for individual situations and decisions are made based on

requirements and responsibilities of each agency involved in order to maintain employment supports for the student.

Section 2.

Supported employment services are available to clients for no more than 24 months by which time a client should achieve job stabilization. When circumstances, documented in the client's IPE, indicate that an extension of services will be necessary to enable an individual to retain employment, exceptions may allow the services to extend beyond the 24 month time limit. Clients are determined ready for follow-along services when job stabilization is achieved. Although the program is flexible in order to provide for the needs of individuals with the most significant disabilities, stabilization is generally achieved when the individual requires job coaching supports only 20% of the time that they are working. The client, DVR Counselor, job coach, case manager, and employer must agree that work performance is satisfactory and employment can be maintained with the level of Follow-Along Services available. When job stabilization is declared the DVR Counselor starts the ninety-day count for DVR closure.

The transition to extended services begins at job stabilization. In order to increase the availability of extended services and increase supported employment, most participants in supported employment are provided with extended services by a long-term funding agency that has contracted with the community rehabilitation program providing supported employment services. Only when funding for extended services is not available by a long-term funding agency does DVR fund the extended services, and then only for a period of up to four years. During the four year period, DVR looks for alternate funding to support the participant's extended services in order to preserve the supported employment funds. DVR does not limit financial support to supported employment to only those funds received specifically for supported employment.

During the transitional period, from job stabilization to closure, both DVR and the long-term funding agency work together to insure the client will retain employment. Closure from DVR services occurs only if there is agreement among the parties that the client is performing satisfactorily on the job, at which time funding is transitioned to the long-term agency.

VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES

CERTIFICATIONS

States must provide written and signed certifications that:	
1.	The Delaware Department of Labor, Division of Vocational Rehabilitation is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA, ⁴ and its supplement under title VI of the Rehabilitation Act ⁵ ;
2.	As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the Delaware Department of Labor, Division of Vocational Rehabilitation ⁶ agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan ⁷ , the Rehabilitation Act, and all applicable regulations ⁸ , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;
3.	As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan ⁹ , the Rehabilitation Act, and all applicable regulations ¹⁰ , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;
4.	The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;

⁴ Public Law 113-128.

⁵ Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.⁶ All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

⁶ All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

⁷ No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

⁸ Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

⁹ No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

¹⁰ Applicable regulations, in part, include the citations in footnote 6.

5.	The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.
6.	All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.
7.	The Director, Delaware Department of Labor, Division of Vocational Rehabilitation has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;
8.	The Director, Delaware Department of Labor, Division of Vocational Rehabilitation has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;
9.	The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The State Plan must provide assurances that:	
1.	Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2.	Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services

	program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.
3.	<p>Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:</p> <ul style="list-style-type: none"> (a) The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.. (b) The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected): <ul style="list-style-type: none"> (A) is an independent State commission. (B) has established a State Rehabilitation Council (c) Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act. The non-Federal share, as described in 34 CFR 361.60. (d) The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, (Yes/No) (e) The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act . Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, (Yes/No) (f) Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency is requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan. (g) The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (24)(B), and 606(b) of the Rehabilitation Act. (h) All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act . (i) The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act. (j) The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act. (k) The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

	(l) The submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4.	<p>Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:</p> <ul style="list-style-type: none"> (a) Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act. (b) Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act . (c) Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No) (d) Comply with all required available comparable services and benefits, determined to be available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act and. (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. (h) Comply with the requirements for the conduct of semiannual or annual review, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act, as required by section 101(a)(14) of the Rehabilitation Act. <ul style="list-style-type: none"> (i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs
5.	<p>Program Administration for the Supported Employment Title VI Supplement:</p> <ul style="list-style-type: none"> (a) The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act. (b) The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

6.	<p>(a) Financial Administration: The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.</p> <p>(b) The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.</p>
7.	<p>(a) Provision of Supported Employment Services: The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.</p> <p>(b) The designated State agency assures that:</p> <ul style="list-style-type: none"> i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

**E.E.DIVISION FOR THE VISUALLY IMPAIRED, VOCATIONAL REHABILITATION STATE
PLAN 2017 (July 1, 2016 – June 30, 2018)**

Draft

Last Revised 12-17/2015

- (b) The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan ¹¹ must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA: Input of State Rehabilitation Council. All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

- (10) input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions; the Designated State unit's response to the Council's input and recommendations; and the designated State unit's explanations for rejecting any of the Council's input or recommendations.

The Delaware Vocational Rehabilitation Advisory Council for the Division for the Visually Impaired (hereinafter referred to as SRC") is a voluntary Council comprised of individuals appointed by Governor Jack Markell. In accordance with statutory requirements, Council members represent: members of the community who are blind or visually impaired; individuals who are disabled; parents of children who are blind or visually impaired; recipients of vocational rehabilitation services from the Division of the Visually Impaired's VR program; a representative of the Client Assistance Program; representatives from business and industry; a vocational rehabilitation counselor; a representative of the state educational agency; and a representative of the State Workforce Investment Board.

The State Rehabilitation Council (SRC) met nine (9) times during calendar year 2015 and engaged in community and legislatively directed activities designed to increase awareness, empower, and energize the community of citizens in Delaware who are blind and visually impaired. The SRC commends DVI for its engagement with the SRC and the community of Delawareans who are blind and visually impaired. We look forward to further collaboration and engagement with DVI to ensure that the specific,

measurable, achievable, results-focused, time-bound goals set forth in the FY16-17 State Plan are met. The SRC offers the following recommendations with respect to DVI's proposed State Plan:

Review, Evaluate and Implement Improvements to Transition Services

Recommendations:

The SRC recommends that DVI increase its efforts to identify students who are blind and visually impaired who may be eligible to receive VR Transition Services. In particular, "out of school" youth, which we define as students between the ages of 14-24 who are not currently enrolled in school, lack a high school diploma, or are detached from work, should be targeted for assessment to determine eligibility for VR services. Similarly, students who may not receive direct services from Teachers for the Visually Impaired employed by DVI, such as students receiving their education under a Section 504 plan, should also be targeted for assessment to determine eligibility for VR services.

The SRC recommends that DVI immediately engage its partners from the Delaware Department of Education, and Local Education Agencies to finalize and implement the Memorandum of Understanding originally executed in 2004. Although the MOU underwent revisions over at least three years, beginning in or around 2013, those revisions have not been memorialized in a document officially executed by the three parties covered under the Agreement. The SRC believes that the content contained within the pending MOU is far too important to the education of students who are blind and visually impaired to wait until March 2016 to execute.

The SRC recommends that DVI, DOE, and LEA representatives with appropriate authority meet at least quarterly to identify and remedy issues and to formulate educational plans and activities related to the provision of pre-employment transition services to eligible individuals who are blind or visually impaired.

The SRC recommends that DVI assign to the transition program dedicated personnel qualified and/or certified to conduct Assistive Training Assessments, recommend appropriate Assistive Technology equipment, participate in Transition-related activities, including but not limited to providing consultative services to IEP teams, and deliver training related to maintenance, care, and use of Assistive Technology for consumers eligible to receive VR services.

The SRC recommends that DVI implement specific, outcomes-driven activities to ensure that 100% of individuals eligible for pre-employment transition services receive appropriate, timely assessments in the nine areas upon which the Expanded Core Curriculum focuses, to determine the need for such services beginning no later than December 31, 2016 and every program year thereafter.

Consistently Provide a High Level of Consumer Satisfaction.

The SRC recommends that DVI initiate a formal evaluation of its staffing needs in the VR unit, focusing in particular on the nexus between the increased activities and responsibilities outlined in this State Plan and the qualifications of current staff and time requirements associated with effectively delivering VR services under this Plan. We further recommend that DVI implement activities designed to ensure that qualified staff are available to deliver the complex and comprehensive services described in the State Plan. DVI should evaluate regularly its succession plan for the VR department to ensure that eligible consumers receive uninterrupted, quality services.

Increase the Quality of employment outcomes, and Quantity of Employment Outcomes by 20% annually each fiscal year from the prior completed fiscal year.

The SRC recommends that DVI increase the focus upon enhancing the quality of employment outcomes in Delaware. DVI should implement a plan to evaluate regularly and formally the Employment Projections statistics for Delaware and the nation to develop specific strategies designed to expose VR clients to career development information and training opportunities. DVI should report the information they identify and the plans they intend to implement in reliance on the data at least annually to the SRC.

Improve Marketing and Outreach to Potentially Eligible DVI Consumers.

The SRC recommends that DVI implement a plan to direct its marketing and outreach efforts toward non-traditional entities and individuals by December 31, 2016. Specifically, DVI should direct its marketing and outreach efforts toward Veteran's Administration Departments and personnel; faith-based organizations; programs designed to support and assist "out-of-school" youth; and other entities that may yield increased opportunities to provide services to individuals eligible to receive VR services.

The SRC recommends that DVI expand the use of its “robo-calling” system to not only reach all persons listed on the agency’s internal consumer registry, but to persons who may voluntarily register with DVI to receive information about ongoing programs and services. These voluntary individuals or entities may include potential vendors, other disability organizations, and family members of persons who are blind or visually impaired.

Develop Innovation and Expansion Activities.

The SRC recommends that DVI establish a plan to identify, on an ongoing basis, new or emerging assistive technology, vendors, and providers of training. DVI should engage such vendors and providers to train its VR staff, other personnel providing services to VR clients, and VR clients in settings that are conducive to learning and are accessible by VR clients and persons eligible for VR services.

The SRC recommends that DVI implement an accessible, online survey tool to facilitate collection of information related to the quality of its VR services on or before June 2016. The SRC further recommends that DVI provide to the SRC direct access to the online tool and database to facilitate the SRC’s ability to obtain and analyze data related to its VR oversight and advisory roles.

The SRC recommends that DVI sponsor training opportunities for VR eligible persons to gain access and exposure to developing assistive technology, and develop technology skills transferable to the employment environment. All such training opportunities should be held in locations that are conducive to learning and are accessible by VR clients dependent upon public transportation systems in Delaware.

The SRC recommends that DVI implement a formalized plan to provide regular, ongoing training to parents, individual educators, and local education agencies on preparation of blind and visually impaired students who may opt to take college preparatory or other standardized testing utilized to assess admissibility to higher education or other training programs (e.g., PSAT, ACT, SAT exams). The plan should include dissemination of recommended timelines and activities that students, educators, and VR personnel should adhere to or implement when preparing to engage in such testing activities.

DVI Response:

The Division for the Visually Impaired accepts the recommendations as set for the by the State Rehabilitation Council with the exception of the goal as follows: “The SRC recommends that DVI implement an accessible, online survey tool to facilitate collection of information related to the quality of its VR services on or before June 2016.” Given that the State Plan does not go into effect until July 2016 this goal is not set within the time period of the State Plan. This being said DVI will work with the SRC to achieve this goal within the current timeframe through our ongoing communication, meetings, and work groups.

(k) Request for Waiver of Statewideness. When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

- (1) a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;
- (2) the designated State unit will approve each proposed service before it is put into effect; and
- (3) requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

This agency is not requesting a waiver of statewideness.

(l) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

- (1) Federal, State, and local agencies and programs;
- (2) State programs carried out under section 4 of the Assistive Technology Act of 1998;
- (3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;
- (4) No educational agencies serving out-of-school youth; and
- (5) State use contracting programs.

To utilize various services as deemed necessary and appropriate to address the unique and individualized needs of our targeted population the Division for the Visually Impaired (DVI) works cooperatively with state agencies under the umbrella of Delaware Health and Social Services (DHSS) that are not carrying out activities through the statewide workforce investment system. Such agencies include: 1. Division of Social Services to address immediate needs for: Health Care Coverage, Food Supplement Program, Cash Assistance, Child Care Assistance, and Low Income Home Energy Assistance Program 2. Division of Developmental Disabilities Services for transition of our jointly served consumers to extended services following the

cessation of supported employment services under Title VI Part B funding, and consultation for development of Behavior Support Plans as necessary to reduce self-limiting and/or complex behaviors to facilitate positive supported employment outcomes. 3. Division of Medicaid and Medical Assistance to assist individuals with disabilities by allowing them to work without losing health benefits. Individuals with countable income below 275% of the Federal Poverty Level (FPL) may be eligible under this Medicaid for Workers with Disabilities program. 4. Division of Public Health for referral to community Health Centers for comprehensive family health services from prenatal and adolescent care to adult and geriatric medicine. 5. Division of services for Aging and Adults with Physical Disabilities as a comprehensive resource for Independent Living in areas such as money management, Medicare Part D for prescription assistance, Emergency Preparedness, Home Modifications, Medical Transportation, Attendant Services, and the Senior Community Service Employment Program. 6. The Division of Substance Abuse and Mental Health (DSAMH) to provide drug and alcohol treatment services for adults, primarily through contracts with private agencies for screening and evaluation; outpatient counseling; opioid treatment, including methadone maintenance; continuous treatment team programs for individuals with long-term, disabling alcohol and drug dependence disorders; less intensive case management services offered through the outpatient counseling agencies; detoxification; and residential services. The residential services include short-term/variable length-of-stay treatment (30 days or less), long-term treatment, and halfway houses.

DVI currently maintains a memorandum of understanding with the Delaware Division of Libraries, a state agency dedicated to providing leadership and support for the timely development of Delaware's libraries, to ensure convenient access to, and encourage use of current information resources and reading material by all Delawareans. The Division for the Visually Impaired and the Division of Libraries share a mission to enhance and promote values of service, access, and excellence for all constituents and work together to uphold the National Federation for the Blind's Newline Service and other accessible systems through the public library system that benefits Delawareans with disabilities. The Newline is a service provided by the National Federation of the Blind (NFB) where individuals with disabilities including visually impaired people can call in and access local and national media content including local newspapers, job advertisements, magazines, and periodicals.

DVI maintains an agreement regarding the establishment of the Accessible Instructional Materials (AIM) Collaborative between the Delaware Department of Education (DOE), the Delaware Department of Health and Social Services/Division for the Visually Impaired (DVI), and the University of Delaware/Center for Disabilities Studies (CDS). The parties collaborate in pursuit of a coordinated online request system and repository for the delivery of high quality AIM to all students with qualifying print disabilities in formats appropriate to their strengths and needs. DVI serves students who qualify for its services, and uses the centralized online material request system and repository in support of statewide accountability and optimized efficiency. DVI's Instructional Materials Center (IMC) fulfills AIM orders

for students within DVI's purview. Students with print disabilities outside the purview of DVI are served by the Delaware AIM Center under CDS.

(m) Coordination with Education Officials. Describe: provisions for sharing resources in cooperative studies and assessments, joint training activities, and other collaborative activities designed to improve the provision of services to American Indians who are individuals with disabilities.

(1) 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. **See Attachment 4.8(b)(2)**

(2) Information on the formal interagency agreement with the State educational agency with respect to:

- (A)** consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;
- (B)** transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;
- (C)** roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;
- (D)** procedures for outreach to and identification of students with disabilities who need transition services.

The Division for the Visually Impaired (DVI) Vocational Rehabilitation (VR) Program works with the Department of Education (DOE), and Local Education Agencies (LEAs) through the Interagency Agreement implemented on March 4, 2004 reviewed and accepted on September 19, 2007 by RSA to be in compliance with 34 CFR 361.22. This agreement was recently comprehensively revised to include the additional provisions under the Workforce Investment Opportunities Act (WIOA) and is pending circulation for signatures as of October 1, 2015. It is anticipated that the new MOU will complete the signature process for implementation no later than March 1, 2016. The revised agreement with DOE and LEAs includes specific roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services beginning no later than age fourteen for youth that qualify for services under an Individualized Education Program (IEP) or 504 Plan. It also includes the appeal process for families to grieve any decisions regarding services requests. The new agreement further delineates the differences in services being provided by the agency's

education unit in comparison with the vocational rehabilitation unit including pre-employment transition services.

DVI continues to maintain a transition program that is designed as an integrated network of activities, which facilitates the successful progression of students through high school into the adult employment arena. The program includes: vocational assessment; career exploration; vocation training; post-secondary education; employment within integrated work settings (including early start to supported employment); individualized adaptive living services from DVI including orientation and mobility training, low vision services, in home adaptive living skills training and assistive technology, etc. All of our student referrals continue to be made through the education unit of the agency, which provides educational programming to students in public and private schools through graduation or to the end of the school term during which the student reaches 21 years of age within DOE/EA. All of the students served by our Educational Services program are involved in the Special Education program in accordance with Section 614(d) of the Individuals with Disabilities Education Act (IDEA).

DVI-VR is working in collaboration with the education program to provide support and services to transition age youth. DVI-VR has expanded services as of the 2015/2016 school year to include WIOA Pre-employment Training Services: job exploration counseling; work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible; counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; workplace readiness training to develop social skills and independent living; instruction in self-advocacy, which may include peer mentoring; effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces; developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment; instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities; disseminating information about innovative, effective, and efficient approaches to achieve the goals of this section; coordinating activities with transition services provided by local educational agencies under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); evidence-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals; developing model transition demonstration projects; multistate or regional partnerships involving States, local educational agencies, designated State units, developmental disability agencies, private businesses, or other participants to achieve the goals of this section; and dissemination of information and strategies to improve the

transition to postsecondary activities of individuals who are members of traditionally unserved populations.

The DVI-VR counselor works collaboratively with all other DVI agency program staff for coordination of specific services focusing on career exploration and skill development in the areas of activities of daily living and rehab technology. In order to ensure consistent progress toward vocational goals, contacts by the VR Counselor are required throughout the calendar year with the students, their families, appropriate school personnel DVI Education staff, and various other sources contracted for student transition educational programming. The VR Transition Counselor also attends Individualized Educational Program (IEP) meetings and interagency interdisciplinary team meetings to gather information relative to the full scope of VR services required for transition from secondary education to self-sufficiency. Based on the information obtained from various sources to include the student, the students, family, school officials and others, DVI VR Casework mandates that an Individualized Plan for Employment (IPE) is developed a minimum of 90 days following the determination of eligibility. At this time, assistive technology, funding resources for the technology, timeframes for delivery of services, transportation assistance, low vision services, Orientation and Mobility, and all other pertinent VR services are provided as deemed necessary. If a needs assessment determines that specific equipment/technology must be provided, VR will loan (if it is in stock) the necessary equipment to an individual until such equipment can be ordered, setup and installed by the responsible parties. If funds or loaner equipment are not available, DVI will work with DOE and LEAs through the DVI Principal, who acts as the liaison between DVI and DOE, to transfer DOE purchased equipment to VR or provide a waiver that will enable the student to retain his/her DOE purchased equipment until replacement equipment is procured through VR.

(n) Cooperative Agreements with Private Nonprofit Organizations. Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

DVI's ongoing practice is to identify VR vendors in New Castle, Kent and Sussex Counties that provide services to include: Medical and Psychological/Psychiatric assessments and treatment, Job Placement, Job Coaching, Supported Employment, Vocational Training, Work Adjustment training, Community Based Work Assessments, Job Readiness Training, Language Translation, Tutoring and Assistive Technology support/assessments and training. These services are provided for DVI VR consumers in an effort to facilitate employment through a partnership with Department of Labor's general VR agency (DOL 116) via a cooperative memorandum of understanding and "share" contractual agreements with local non-profit service providers. DVI also contracts with providers that specialize or seek to specialize in community rehabilitation services for the blind.

In addition, DVI offers sensitivity and assistive technology awareness trainings for all private non-profit vocational rehabilitation service providers entering into cooperative agreements with DVI for contracted services if they are interested in servicing DVI customers.

Vocational Rehabilitation, Independent Living Services, Technology Center Education and Certified Orientation and Mobility staff partner with each other to provide comprehensive support designed to teach techniques and strategies that promote skill development and lead to employment when desired. This collaboration enables persons with severe vision loss to function comparably with their contemporaries at school, at work and in their communities. We regularly review and revisit consumers' needs and plans towards employment.

Contracts for employment related services with private non-profit vocational rehabilitation service providers include Community Accredited Rehabilitation Facilities such as Service Source, Goodwill, CHIMES, Elwyn, Fletcher Consulting, KSI and Easter Seals. When specific blindness services for Occupational Training or Rehabilitation Technology Services are warranted, DVI has the flexibility to seek approval from the Office of Management and Budget to enter into contractual agreements with private non-profit organizations that may be located outside the State of Delaware.

DVI is represented at Delaware Association for Rehabilitation Facilities (DeARF) meetings, and works strategically with the local community rehabilitation provider community to ensure that DVI consumers are also provided access to set-aside employment opportunities within the State of Delaware.

- (o) Attachment Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.** Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

The Division for the Visually Impaired (DVI) has Memorandum of Understanding agreements with the Division for Developmental Disabilities Services (DDDS), the Department of Education (DOE), the Department of Labor's Vocational Rehabilitation Division (DOL DVR) and with for the Department of Substance Abuse and Mental Health Services (DSAMH) to provide wrap around Supported Employment and coordinate extended services for folks with most significant disabilities in DVI.

Specific supported employment SE vocational rehabilitation services best practices are provided as per the Dartmouth Psychiatric Research Center Evidence Based Supported Employment model. All consumers who receive services under supported employment require long term supports or extended services, the majority of whom receive funding under a Medicaid waiver funded program through DDDS, DSAAPD or DSAMH. Under WIOA, DVI also provides extended services up to four years following

the exit of an individual if determined necessary under an Individualized Plan for Employment.

DDDS, DVR, and DOE entered into a formal agreement to work together with eligible students aged 14 and above, to transition successfully from school into employment, training/education or both. It is the goal of DVI VR to have every student who is a Supported Employment Candidate and active with DDDS to start Supported Employment Services by age 15 under the “Early Start” model. This is to insure that there is no gap in services between the last month of school and the beginning of Supported Employment services and/or actual employment obtained through Supported Employment service provision.

(p) Coordination with Employers. Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:
VR services; and transition services, including pre-employment transition services, for students and youth with disabilities.

The DVI business services resource guide is currently in final draft. Projected distributions of this resource guide will be distributed in January 2016.

DVI shall provide training and technical assistance to employers regarding the employment of individuals with disabilities, including disability awareness, and the requirements of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) and other employment-related laws.

DVI shall work with employers to: (A) provide opportunities for work-based learning experiences (including internships, short-term employment, apprenticeships, and fellowships), and opportunities for pre-employment transition services; (B) recruit qualified applicants who are individuals with disabilities; (C) Train employees who are individuals with disabilities; and (D) promote awareness of disability-related obstacles to continued employment. DVI shall develop and provide internships, short term employment, apprenticeships, and fellowships to at least 75% of all students enrolled in DVI's transition program prior to graduation from high school.

DVI shall provide consultation, technical assistance, and support to employers on workplace accommodations, assistive technology, and facilities and workplace access through collaboration with community partners and employers, across States and nationally, to enable the employers to recruit, job match, hire, and retain qualified individuals with disabilities who are recipients of vocational rehabilitation services or who are applicants for such services.

DVI shall assist employers with utilizing available financial support for hiring or accommodating individuals with disabilities, including but not limited to, a renewed

agreement with the Division of Employment and Training regarding utilization of the Work Opportunities Tax Credit for individuals with visual impairments.

Additional goals for FY 2016 & FY 2017 will also remain as previously reported to develop negotiated relationships with employers to craft customized supported employment opportunities in integrated settings that is consistent with the individual's unique skills, abilities, interests, and informed choice.

(q) Interagency Cooperation. Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

- (1) the State Medicaid plan under title XIX of the Social Security Act;
- (2) the State agency responsible for providing services for individuals with developmental disabilities; and
- (3) the State agency responsible for providing mental health services.

The Division for the Visually Impaired (DVI) has Memorandum of Understanding agreements with the Division for Developmental Disabilities Services (DDDS), the Department of Education (DOE), the Department of Labor's Vocational Rehabilitation Division (DOL DVR) and with for the Department of Substance Abuse and Mental Health Services (DSAMH) to provide wrap around Supported Employment and coordinate extended services for folks with most significant disabilities in DVI.

Specific supported employment SE vocational rehabilitation services best practices are provided as per the Dartmouth Psychiatric Research Center Evidence Based Supported Employment model. All consumers who receive services under supported employment require long term supports or extended services, the majority of whom receive funding under a Medicaid waiver funded program through DDDS, DSAAPD or DSAMH. Under WIOA, DVI also provides extended services up to four years following the exit of an individual if determined necessary under an Individualized Plan for Employment.

DDDS, DVR, and DOE entered into a formal agreement to work together with eligible students aged 14 and above, to transition successfully from school into employment, training/education or both. It is the goal of DVI VR to have every student who is a Supported Employment Candidate and active with DDDS to start Supported Employment Services by age 15 under the "Early Start" model. This is to insure that there is no gap in services between the last month of school and the beginning of Supported Employment services and/or actual employment obtained through Supported Employment service provision.

DVI is currently working with several other agencies within the Department of Health and Social Services, and has entered into a cooperative agreement with the Division of Medicaid and Medical Assistance (administering agency of State Medicaid plan under title XIX of the Social Security Act), Developmental Disabilities Services,

and Division of Services for Aging and Adults with Physical Disabilities in administering a comprehensive, cross-disability 1915i Medicaid state plan amendment program entitled Pathways to Employment. The Pathways program offers employment based services to those that are Medicaid/Target Population/Functionally eligible for the program. Pathways is a Medicaid program designed to provide greater extended employment options for individuals with disabilities, including those with visual impairments. This program: serves low income individuals aged 14 to 25, across disabilities, who have a desire to work in a competitive work environment; provide individually tailored services for individuals with visual impairments, physical disabilities, intellectual disabilities (including brain injury), and autism spectrum disorders.

Individuals with mental health support needs receive similar services through a different, comprehensive Medicaid authority: 1115 waiver entitled PROMISE through the Division of Substance Abuse and Mental Health; this program offers an array of services such as career exploration, on the job supports, transportation, personal care, orientation and mobility training, assistive technology, and other services to help individuals gain and maintain employment based on their specific needs and tailored to their interests; stretch limited State dollars by partnering with the federal government, increasing individual independence, and strengthening the State's workforce; and, provide a strong foundation for Delaware's ongoing efforts to ensure that transition aged individuals with disabilities have a clear path to employment. DVI actively partners and consults with DSAMH on the implementation of the PROMISE program to ensure that individuals with visual impairments, including mental health disabilities, are provided with employment services to the greatest extent available.

(r) Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development. Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

(1) Data System on Personnel and Personnel Development

(B) Qualified Personnel Needs. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

(iv) the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

(v) the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

- (vi) projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.
- (D) **Personnel Development.** Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:
 - (vii) a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;
 - (viii) the number of students enrolled at each of those institutions, broken down by type of program; and
 - (ix) the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.
- (2) *Plan for Recruitment, Preparation and Retention of Qualified Personnel.*
Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.
- (3) *Personnel Standards.* Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:
 - (A) standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and
 - (B) the establishment and maintenance of education and experience requirements, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.
- (4) *Staff Development.* Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:
 - (A) a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to

assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

- (B) procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

(5) *Personnel to Address Individual Communication Needs.* Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

(6) *Coordination of Personnel Development Under the Individuals with Disabilities Education Act.* As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

1A. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

- the number of personnel who are employed by the state agency in the provision of vocational rehabilitation services in relation to the number of individuals served, broken down by personnel category;
- the number of personnel currently needed by the state agency to provide vocational rehabilitation services, broken down by personnel category; and
- projections of the number of personnel, broken down by personnel category, who will be needed by the state agency to provide vocational rehabilitation services in the state in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

The development and maintenance of a system for collecting and analyzing data to meet service delivery needs on an annual basis has not changed. The agency Director, Deputy Director, Senior Fiscal Administrative Officer, and District Administrator continues to look at the numbers served, the severity of their disability, and the overall service needs on a monthly basis.

The trend in the number of individuals making application for VR services and those being identified “most significantly disabled” continues to increase in that these individuals have two or more functional limitations that present a substantial impediment to employment and they will require VR services for a period of 6 months or more.

Over the past three years DVI has seen some variation in the numbers served in the VR program. In FY 14, 249 persons were served with the majority being “most significantly disabled. In FY 15 the program served 257 persons, with 100% identified as most significantly disabled.

There are currently 13 staff positions dedicated to the direct provision of VR services. The VR Team is currently staffed statewide by (1) District Administrator, (3) Senior VR Counselors, (1) Casual/Seasonal Counselor, (3) Employment Services Specialists, (3) Administrative Specialists, (1) Teacher - Certified Orientation and Mobility Specialist, and (1) Vocational Rehabilitation Program Specialist. Presently, all of our full-time VR counselors have Master’s Degrees in a Counseling related field and (2) Staff have their CRCs.

Based on the increasing numbers served on an annual basis coupled with the complexity of secondary and tertiary disabilities we see the agency requiring 13 staff positions dedicated to the direct provision of VR services. The statewide staffing needed by the agency to handle the increased number of consumers being served in the next 5 years is (4) Senior VR Counselors (this includes 2 Senior VR Counselors for Transition Services), (3) Employment Services Specialists, (3) Administrative Specialists, (2) Teachers, Special Education Certified Orientation and Mobility Specialists, (1) VR District Administrator, (1) VR Program Specialist, and (1) VR Counselor I (seasonal/casual).

In addition to the VR direct service positions mentioned above, DVI has an assortment of ancillary positions that provide either technical, administrative, fiscal or supportive roles in VR service provision and which are partly funded with VR Basic Support funds. Below is a summary of the personnel data regarding all positions whose salaries are partially or totally funded by the VR Basic Support grant?

Row	Job Title	Total positions	Current vacancies	Projected vacancies over the next 5 years
1.	VR District Administrator	1	0	1
2.	VR Program Specialist	1	1	1
3.	BEP Director/Business Service Supervisor	2	0	0
4.	Teachers, Special Education Certified Orientation and Mobility Specialists,	1	0	0
5.	Sr. Accountant/Accounting Specialist	2	0	0
6.	Vocational Rehabilitation Senior Counselor	3	1	1

7.	Employment Services Specialist	3	0	0
8.	Part Time Vocational Rehabilitation Counselor	1	0	0
9.	Information Systems Support Specialist	1	0	0
10.	Mgr. of Comp/Telecom Network/etc.	1	0	0

1B. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

- a list of the institutions of higher education in the state that are preparing vocational rehabilitation professionals, by type of program;
- the number of students enrolled at each of those institutions, broken down by type of program; and
- the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Delaware continues to be without an institution of higher education with a program to prepare Vocational Rehabilitation professionals. DVI continues to support local university applications to implement such training programs. Currently, VR professionals are encouraged to pursue on-line training programs and local training opportunities.

Row	Institutions	Students enrolled	Employees sponsored by agency and/or RSA	Graduates sponsored by agency and/or RSA	Graduates from the previous year
1		0	0	0	0
2		0	0	0	0
3		0	0	0	0
4		0	0	0	0
5		0	0	0	0

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development (updated on an annual basis) and implementation of a plan to address the current and projected needs for qualified personnel including, the Coordination and facilitation of efforts between the designated state unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

DVI has partnership agreements with the University of Delaware, Salus University, University of Pittsburgh, the University of Maryland Eastern Shore, and Pennsylvania College of Optometry to provide internships for graduate students majoring in Rehabilitation Education and other closely related fields of study. These partnerships afford an intern the opportunity to participate in the work environment of VR Service delivery and the delivery of ancillary services in a role similar to rehabilitation counselor. Interns are assigned working mentors in the VR program, as well as working in partnership with other field services to gain the broad scope of knowledge needed to become a successful rehabilitation professional. Generally, after completion of a successful internship, the intern is considered to be a qualified candidate for employment and would be considered for hiring purposes if/when a vacancy exists.

We currently are providing staff opportunities to participate in local, regional trainings and online courses/webinars to insure their sustainability in the profession. Our agency has also developed a partnership with the Office of Management and Budget (OMB). OMB operates a Selective Placement Registry for the State of Delaware. This Registry lists qualified persons with disabilities from various backgrounds who have been pre-determined eligible to fill specific vacancies within state agencies. Agencies are free to select qualified individuals from this registry without going through the normal state recruitment process.

3. Personnel Standards

Describe the state agency's policies and procedures for the establishment and maintenance of personnel standards to ensure that designated state unit professional and paraprofessional personnel are adequately trained and prepared, including:

1. standards that are consistent with any national or state-approved or -recognized certification, licensing, registration, or, in the absence of these requirements, other comparable requirements (including state personnel requirements) that apply to the profession or discipline in which such personnel are providing vocational rehabilitation services; and
2. to the extent that existing standards are not based on the highest requirements in the state applicable to a particular profession or discipline, the steps the state is currently taking and the steps the State Plans to take in accordance with the written plan to retrain or hire

personnel within the designated state unit to meet standards that are based on the highest requirements in the state, including measures to notify designated state unit personnel, institutions of higher education, and other public agencies of these steps and the timelines for taking each step.

Be sure to include the following:

- specific strategies for retraining, recruiting, and hiring personnel;
- the specific time period by which all state unit personnel will meet the standards;
- procedures for evaluating the designated state unit's progress in hiring or retraining personnel to meet applicable personnel standards within the established time period;
- the identification of initial minimum qualifications that the designated state unit will require of newly hired personnel when the state unit is unable to hire new personnel who meet the established personnel standards;
- The identification of a plan for training newly hired personnel who do not meet the established standards to meet the applicable standards within the time period established for all state unit personnel to meet the established personnel standards.

The agency follows recruitment practices established by the state to recruit, prepare and retain qualified personnel. In addition, vacancies for the Division are shared with various advocacy group chairpersons so that their memberships are aware of any vacancies. DVI also shares job openings with program chairs of the respective Universities in the region that prepare professionals in rehabilitation counseling, orientation and mobility, assistive technology, and teachers of students with visual impairments. They are asked to encourage qualified members, specific to the vacant position, to apply when vacancies recruitments occur. One of DVI's Employment Services Specialists is a liaison to the State Human Resource Management office for Selective Placement. Presentations and site visits have been made to state agencies to create promote hiring of persons with disabilities via Selective Placement and to identify the types of reasonable accommodations to facilitate positive employment outcomes.

The minimum qualifications for an entry level VR Counselor I requires a Bachelor's degree or higher in Rehabilitation Counseling, Social or Behavioral Science or a related field. A Qualified Rehabilitation Counselor in Level II or the Senior level designated in the State Personnel system are required to possess or obtain a Master's Degree in Rehabilitation Counseling or a related field (such as but not limited to Sociology, Psychology, or Behavioral Science), and must include graduate level coursework in Theory & Techniques of Counseling.

DVI's current practice for the VR Counselors and applicants not already CRC certified, is to ensure the potential candidate aspires to achieve the educational requirements to be eligible to sit for the CRC exam. Following an offer of employment a performance plan is implemented and signed by the employee that includes a requirement for enrollment and participation in rehabilitation education graduate classes leading to eligibility to sit for the CRC exam within five (5) years from the date of hire.

Due to the absence of an in-state graduate program in Vocational Rehabilitation Counseling newly hired counselor(s) at the VR Counselor I and II levels are encouraged to take advantage of online distance learning opportunities with schools nationwide that offer graduate programs in Rehabilitation Counseling and coursework leading to certification eligibility. The VR Program Specialist gathers information regarding available online graduate programs in Rehabilitation Counseling to share with VR staff.

We have encouraged our staff to take advantage of the Vocational Rehabilitation Research Training Center (VR-RRTC) trainings due to the recent departure of the all the national TACE centers. Staff are provided with variety of opportunities to used interactive participant-driven platform to translate research, share information, and inform practice and policy development. Staff have the opportunity to participate in trainings and webinars disseminate curricula, and knowledge throughout the VR community.

The minimum qualifications for an orientation and mobility specialist is the Certified Orientation and Mobility Specialist (COMS) certification issued by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP). DVI currently requires this certification for practicing Orientation and Mobility Specialists within the agency.

The minimum qualifications for Trainer/Educator IIs is currently three years of experience in preparing and developing training or education courses which includes designing learning objectives, curricula and materials with a focus on assistive technology. In order to become fully CSNA compliant the agency is moving toward requiring the two agency staff in this area to achieve Assistive Technology Professional (ATP) certification through the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) no later than the end of FY 16.

4. Staff Development

Describe the state agency's policies, procedures, and activities to ensure that all personnel employed by the designated state unit receive appropriate and adequate training in terms of:

1. a system of staff development for professionals and paraprofessionals within the designated state unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology; and

2. **procedures for the acquisition and dissemination to designated state unit professionals and paraprofessionals significant knowledge from research and other sources.**

To ensure that all personnel employed by the agency receive appropriate and adequate training with respect to assessment, vocational counseling, job placement, and rehabilitation technology, trainings from outside vendors, In-Service Training for workshops via contracted vendors specializing in specific areas, participate in trainings and webinars by VR RRTC and by approving staff travel to attend meetings and conferences as well as webinars to keep staff abreast of “Best Practices.”

As outlined in the Division’s Staff Development Policy, as part of the annual Training Needs Assessment, the individual staff person meets with his/her supervisor to determine areas of training needed for career development. The VR Program Specialist (Staff Development Officer) compiles and summarizes this data and updates each person’s Career Development file.

In FY2015 the Department created a web-based training tracking system called the “E-Learning Center”. Each employee has a sign on and training that is tracked by the system. Managers and Supervisors can set up training plans and recommended training activities via this system. The new system is a management tool that enhances the ability for managers and supervisors track staff development.

Based upon the needs assessment, the Staff Development Officer works with staff and supervisors to see that each has the opportunity to receive the training that has been identified as needed to perform their job duties as efficiently and effectively as possible. Through the coordination of in house training seminars, access to the Delaware Department of Health & Social Services (DHSS) extensive training curriculum, the Human Resource Management Office’s Career Enhancement Program, and a multitude of outside training opportunities, specific needs can usually be met.

Also the agency has the ability to sponsor membership to the National Rehabilitation Association as well as agency memberships in the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), American Foundation for the Blind, National Federation for the Blind, and the National Rehabilitation Association (NRA) to pursue opportunities for professional growth.

5. Personnel to Address Individual Communication Needs

Describe how the designated state unit has personnel or obtains the services of other individuals who are able to communicate in the native language of applicants or eligible individuals who have limited English speaking ability or in appropriate modes of communication with applicants or eligible individuals.

Whenever an applicant for services needs an interpreter in order to communicate, DVI staff obtains the services of an appropriate interpreter from a list of local professional interpreting services with whom we have a contractual agreement

through the State of Delaware. All written materials are disseminated to consumers in the appropriate media: Braille, large print, tape or electronic file, as well as Spanish for various forms/brochures.

6. Coordination of Personnel Development under the Individuals with Disabilities Education Improvement Act

Describe the procedures and activities to coordinate the designated state unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Improvement Act.

DVI's teachers of students with visual impairments (TVIs) work in our local school districts throughout the state. Within six months of a student turning age 14, TVIs begin to refer their students to the DVI Vocational Rehabilitation Program to begin transition services. The students are assigned to DVI vocational rehabilitation counselors who works with the students in the schools and in their homes to garner parental support during the transitional phase from school to the world of work. The VR counselors also work to promote the concept of self-sufficiency, provides career counseling, and encourages and assists the student with obtaining part time employment while the student is in high school.

DVI personnel providing services to students with disabilities include Teachers of Students with Visual Impairments, Orientation and Mobility Specialists, Certified Rehabilitation Instructors, Technology Trainer/Educators, and Employment Services Specialists. All personnel requiring CEUs to maintain their specific certification or to keep abreast of trends impacting persons with disabilities are afforded the opportunity to participate in trainings for professional development. Staff Development Trainings are paid with state funding and training grants the agency may be able to secure through competitive selection. When travel funding is not available or restricted, the agency has made on-line CEU opportunities available for staff.

(s) Statewide Assessment.

- (1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:**
 - (A) with the most significant disabilities, including their need for supported employment services;**
 - (B) who are minorities;**
 - (C) who have been unserved or underserved by the VR program;**
 - (D) who have been served through other components of the statewide workforce development system; and**

- (E) who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.
- (2) Identify the need to establish, develop, or improve community rehabilitation programs within the State; and
- (3) Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act .

Following the guidelines established for a Comprehensive Statewide Needs Assessment (CSNA) and the Vocational Rehabilitation Needs Assessment Guide established by the Rehabilitation Services Administration, the Division for the Visually Impaired contracted with Analytic Insights for the completion of the Statewide Needs Assessment.

The following observations are based on consumer, staff and CRP feedback obtained via the last completed CSNA process:

- **The rehabilitation needs of individuals with disabilities, particularly those with most significant disabilities are being well-met by the Division, however, there is a need to improve the provision of supported employment services due to underutilization of supported employment funds.**
- **The needs of racial and ethnic minorities are well-addressed by the department, with no significant differences in satisfaction with department services between minority groups.**
- **Individuals with disabilities who have been unserved or underserved by VR may include Amish residents. There are approximately 1,500 Amish residents in the state, but there is an unknown number of Amish community members affected by blindness or visual impairment. DVI is planning to extend a successful campaign targeted toward Hispanic persons to the Amish community.**
- **Individuals with disabilities served through other components of the statewide workforce investment system also participate in DVI.**
- **Although the CSNA did not identify gaps for establishment, development, or improvement of community rehabilitation programs within the state, the agency recognizes the need to continue to work with our CRPs to further build their capacities to provide services to individuals who are blind and visually impaired which remains a continuous objective of the agency.**
- **Assistive Technology was found to be an important issue to consumers, and the most frequently cited difficulty in finding employment. The improved standards of utilizing the ATP credentialing for DVI under RESNA is in an effort to improve the assistive technology services provided by the agency over the course of the last two year.**

DVI has currently developed an agreement with the Division of Employment and Training, the sole contractor responsible for implementation of the Delaware

Workforce Development Board's Job Centers. Within this agreement DVI shall enroll all employment ready customers into the Delaware Job Link System to seek job matches, build resumes, and to improve upon the blending/braiding of systems/funding in Delaware with respect to workforce funding.

DVI has assessed that there are currently 90 students within DVI's education program age 14 or older that may require pre-employment transition services. DVI's goal by the end of program year 2017 is to serve 90% of these students with appropriate documentation in place and use of reserved Title I dollars (15% minimum).

(t) Annual Estimates. Describe:

- (1) The number of individuals in the State who are eligible for services.
- (2) The number of eligible individuals who will receive services under:
 - (A) The VR Program;
 - (B) The Supported Employment Program; and
 - (C) each priority category, if under an order of selection.
- (3) The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and
- (4) The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

2.3% of Delaware's population reports as having a visual disability. Delaware's working age population (21-64) is estimated at 532,200 individuals. Thus, 12,241 Delawareans may be eligible for DVI-VR services (Disability Statistics Compendium, 2013 U.S. Census Bureau, and American Community Survey).

We estimate during FY 17 and FY 18 VR will serve 250 individuals and of those 250 individuals 4% will be eligible for use of Part B Title VI funds.

DVI anticipates having sufficient resources and funding streams to serve all eligible individuals making application for VR services which will preclude DVI from implementing an order of selection wait list.

The table below represents the estimates for the number of eligible individuals for services, and the estimated cost of providing identified services utilizing Title I and Title VI funds.

Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Eligible	Title I	\$944,000	240	\$3,933
Eligible	Title VI	\$75,000	10	\$7,500

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Totals		\$1,019,000	250	\$4,076

(u) State Goals and Priorities. The designated State unit must:

- (1) Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.
- (2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.
- (3) Ensure that the goals and priorities are based on an analysis of the following areas:
 - (A) the most recent comprehensive statewide assessment, including any updates;
 - (B) the State's performance under the performance accountability measures of section 116 of WIOA; and
 - (C) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

As a result of ongoing regularly scheduled State Rehab Council (SRC) meetings in conjunction with the FY 2013 Comprehensive Statewide Needs Assessment it is jointly agreed between DVI and the SRC that the following constitute the goals and priorities of Delaware Blind State VR Program:

- (1) Increase the Quality of employment outcomes, and Quantity of Employment Outcomes by 20% annually each fiscal year from the prior completed fiscal year.**
- (2) Review, Evaluate and Implement Improvements to Transition Services.**
- (3) Improve Marketing and Outreach to Potentially Eligible DVI Consumers.**
- (4) Develop Innovation and Expansion Activities.**
- (5) Consistently Provide a High Level of Consumer Satisfaction.**

Goal 1: Increase the Quality of employment outcomes, and Quantity of Employment Outcomes by 20% annually each fiscal year from the prior completed fiscal year.

Performance Measure 1.1: Increase successful closures from FFY 2015 levels by 20% in each subsequent program year for this state plan. 90% of DVI consumers shall maintain employment at two quarters following exit from the VR program. 80% of DVI consumers shall maintain employment at four quarters following exit from the VR program.

Performance Measure 1.2: Demonstrate business partnerships through at least five new employer partnerships annually, whereby DVI consumers are employed within each program year.

Performance Measure 1.3: DVI consumers shall obtain a minimum median earnings level of \$11.00 per hour at two quarters following exit from the VR program.

Performance Measure 1.4: DVI shall continue a “business champions” program to highlight the successful partnerships established between the agency and local businesses by.

Performance Measure 1.5: 10% of DVI’s consumer placements shall be as entrepreneurs or business owners (defined as majority ownership) within each program year.

Goal 2: Review, evaluate and implement improvements to Transition Services.

Performance Measure 2.1: Implement program, policies, and procedures with 90% of applicable students with disabilities being served under pre-employment transition services no later than 12/31/2016. By 12/31/2017 and in each program year thereafter 95% of applicable students with disabilities will be served through pre-employment transition services.

Performance Measure 2.2: Continue to use the Visually Impaired Client Registry, and the September 30th Child Count to validate the identity and school enrollment status and location of all transition-aged youth eligible for transition services by October 1st of each year.

Performance Measure 2.3: Continue to enhance transition model for services by, which includes direct coordination with DVI’s education program and independent living services unit in establishing agency protocol for the provision of services under the expanded core curriculum, as well as incorporating the use of customized employment by all DVI team members for individuals with significant disabilities who would benefit from this service delivery strategy.

Performance Measure 2.4: DVI will execute the terms of a Memorandum of Understanding with the Delaware Department of Education, which details the roles and responsibilities of: (i) DVI staff; (ii) local education agencies; (iii) general VR transition personnel; (iv) and the Department of Education in providing transition-related services to students who are blind and visually impaired no later an March 1, 2016. DVI shall meet with DOE on a consistent basis to discuss mutual issues and terms of this agreement and to develop informational materials for staff use while working in the school districts.

Performance Measure 2.5: Continue to ensure that 100% of students that are expected to graduate within the next four school years are provided the opportunity

and support to enroll in DVI VR services no later than September 1 of each program year.

Performance Measure 2.6: Evaluate the current level of exposure to AT that transition students currently receive and ensure that 100% of students are referred for AT evaluations related to AT that is consistent to their IPE goals.

Performance Measure 2.7: DVI shall develop and provide internships, short term employment, apprenticeships, and fellowships to at least 75% of all students enrolled in DVI's transition program prior to graduation from high school.

Goal 3: Improve Marketing and Outreach to Potentially Eligible DVI Consumers.

Performance Measure 3.1: DVI will focus outreach efforts on the Delaware Medical Community with targeted outreach materials developed 04/01/17.

Performance Measure 3.2: DVI will continue to revise and publish a new that includes updated information on the agency along with links to social media for the agency.

Goal 4: Develop Innovation and Expansion Activities.

Performance Measure 4.1: DVI will develop and publish a standardized curriculum for all DVI staff in the foundations of eye conditions, eye anatomy, sensitivity training, accommodations, and assistive technology no later than 12/31/2016. All staff within the agency will have received this training with supporting documentation of their training no later than 12/31/2017.

Performance Measure 4.2: Increase pool of service providers by adding one new vendor each program year in Kent/Sussex Counties. All new providers shall offer specific industry focused training programs that are in high demand within the Delaware labor market pool, developed in coordination with local employers.

Goal 5: Consistently provide a high level of consumer satisfaction

Performance Measure 5.1: DVI will continue to share consumer satisfaction survey data every other month with the State Rehabilitation Council.

Performance Measure 5.2: Conduct 1 Town Hall Meeting annually in coordination with the State Rehabilitation Council.

Performance Measure 5.3: DVI shall continue to provide opportunities in self-advocacy skills development with a formalized program established by 12/31/16 and fully operationalized by 12/31/2017.

(v) Order of Selection. Describe:

- (1) The order to be followed in selecting eligible individuals to be provided VR services.
- (2) The justification for the order.
- (3) The service and outcome goals.
- (4) The time within which these goals may be achieved for individuals in each priority category within the order.
- (5) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

- (6) If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

This agency is not implementing an Order of Selection.

(w) Goals and Plans for Distribution of title VI Funds.

- (1) Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.
- (2) Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including :
 - (A) the provision of extended services for a period not to exceed 4 years; and
 - (B) how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

The DSU is estimating supported employment services will be provided to approximately 10 most significantly disabled individuals requiring supported employment services resulting from severe on developmental delays, traumatic brain injuries, and/or severe and persistent mental health impairments.

Title I funds will be utilized to supplement Title VI part B funds as deemed necessary to provide supplemental disability related support services that facilitate successful employment outcomes. Supplemental support services may include, but are not limited to, adjustment counseling, adaptive devices, transportation, interpreter services, personal attendant services, and maintenance.

To identify individuals requiring such intensive job support services, the state unit will engage in comprehensive community based assessments, including the use of customized employment strategies, to determine the nature and scope of the individual's rehabilitation needs prior to plan development. The VR Counselors' assessment will include a psychological evaluation, a functional skill assessment, three to five community work based assessments, and an evaluation of rehabilitation technology needs based on the individual's selected employment goal as necessary and appropriate.

A Memorandum of Understanding exists between DVI, DVR, DSAMH, DOE and DDDS to operationalize all SE services.

In accordance with the Rehabilitation Act of 1973, as amended, the provision of supported employment services allows for 24 months. Under special circumstances, in mutual agreement with the eligible individual, the contracted vendor, the VR Counselor, and the VR District Administrator, DVI may also provide extended services provision for up to an additional 48 months following closure in order to

achieve the employment outcome identified in the Individualized Plan for Employment (IPE).

(x) State's Strategies. Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

- (1) The methods to be used to expand and improve services to individuals with disabilities.
- (2) How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.
- (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.
- (4) The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).
- (5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.
- (6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.
- (7) Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.
- (8) How the agency's strategies will be used to:
 - (A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;
 - (B) support innovation and expansion activities; and
 - (C) overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

Describe the methods to be used to expand and improve services to individuals with disabilities.

To operate an effective vocational rehabilitation program for individuals with significant and most significant disabilities, the Division for the Visually Impaired (DVI) shall:

- (1) Increase the Quality of employment outcomes, and Quantity of Employment Outcomes by 20% from the prior fiscal year.**
- (2) Review, Evaluate and Implement Improvements to Transition Services.**
- (3) Improve Marketing and Outreach to Potentially Eligible DVI Consumers.**

- (4) Improve Assistive Technology Services through Innovation and Expansion.**
- (5) Consistently Provide a High Level of Consumer Satisfaction.**

The methods in order to achieve these goals are illustrated in greater detail in this section as stated below.

Identify how a broad range of assistive technology services and assistive technology devices will be provided to individuals with disabilities at each stage of the rehabilitation process; and describe how assistive technology services and devices will be provided to individuals with disabilities on a statewide basis.

To facilitate informed choice, DVI's computer labs located in each of the agency's offices offers a variety of rehab technology devices to afford VR consumers the opportunity to use and select devices to increase their functional capacities to engage in vocational training, educational training, and/or a work environment. Evaluation and training is provided by two DVI Trainer Educators at each stage of the rehabilitation process to the extent that training or technical assistance is necessary for an individual with a disability to achieve an employment outcome. DVI VR Consumers are also made aware of and referred to other community resources such as the Delaware Assistive Technology Initiative, and Easter Seals that also offer a variety of rehab technology devices to trial prior to purchase to ensure the device meets their specific need.

In FFY 2014 the agency adopted the SETT framework as a validated process for assessing clients' assistive technology needs. This model emphasizes the Student (or consumer), Environment, Tasks, and Tools as equally valid components in determining the AT needs of an individual with a visual impairment. While this was originally developed for transition aged youth, the agency has broadened its applicability to all consumers served by the agency in order to consistently and effectively meet their AT needs. In addition DVI has adopted the Assistive Technology Professional (ATP) credential under RESNA as a standard for occupational advancement with the trainer-educator unit of the agency.

Identify what outreach procedures will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities; and what outreach procedures will be used to identify and serve individuals with disabilities who have been unserved or underserved by the VR program.

In FFY 14 and 15 the agency made comprehensive revisions to all of the marketing materials, including the agency website. The materials developed are all required to be A. Accessible in large print and alternate formats if requested, and B. Select materials are being developed in Spanish versions to better meet the needs of this minority population. The agency continues to perform outreach to Delaware's minority populations through the faith based network, and a targeted outreach to Delaware's optometrists, ophthalmologists, senior centers, Lions Clubs, and 55 and older communities where potential customers may be found. In addition, the agency

established a presence on social media through Facebook and Linked In in FFY 2014 which has been maintained with significant growth and activity through FFY 2015. The agency adopted a “robo-calling” system in FFY 2015 to inform the some 3,000 plus registrants on the agencies’ registry of events, opportunities, and services on a continuous basis. The agency also implemented a constant contact email listserv to distribute quarterly newsletters and other information items through email to all registrants with the agency in FFY 2015.

If applicable, identify plans for establishing, developing, or improving community rehabilitation programs within the state.

DVI will run a request for proposals for innovation and expansion in the development of community rehabilitation programs that are interested in developing accessible training programs for the blind and visually impaired. The initial RFP will be issued no later than the first quarter of PY 17. The request for proposals will include the availability of funding for technical assistance, assistive technology provision/installation, and model development from the agency.

Describe strategies to improve the performance of the state with respect to the evaluation standards and performance indicators.

To improve the performance of DVI’s VR program with respect to the evaluation of standards and performance indicators under Section 116 of WIOA, DVI is currently developing new fields in our electronic case management system, VR casework manual policies, and forms to capture and track employment outcomes up to four quarters after exit, measurable skill gains, and post-secondary credentials to be reported accurately and in a timely manner. In terms of service provision these areas continue to align with the mission of the VR unit, though the extension of programming for pre-employment transition services, additional supports for individuals historically tracked toward sheltered employment, an extension of supported employment and extended services for persons with significant disabilities, will constitute shifts in funding for the agency. Given that the funding is shifting internally due to the new requirements, the agency is looking toward improved use and coordination with other core partners under WIOA to supplement these programmatic changes. For instance, individuals with visual impairments that are ready for employment will be enrolled under the Delaware Job Link system to improve their chances of local job matches and opportunities for blended funding of training funding across agencies.

Describe strategies for assisting other components of the statewide workforce investment system in assisting individuals with disabilities.

The Director for the Division for the Visually Impaired remains an appointed member of the statewide Workforce Development Board that administers the federal Department of Labor programs within the State of Delaware. As a member of the Board, the Director has input into the awarding of contracts and funds to

workforce training programs and in ensuring that the programs are accessible to all persons with disabilities, including those with legal blindness. In addition, cooperative agreements are in the process of being revised with other core WIOA partners including the Delaware Division of Employment and Training, the Department of Education, and the Division of Libraries.

As an agency we have taken steps to develop and offer sensitivity and awareness trainings for all private non-profit vocational rehabilitation service providers entering into cooperative agreements with DVI for contracted services. Vocational Rehabilitation Program Staff, Independent Living Services Program Staff, Technology Center Education Support Staff and Certified Orientation and Mobility partner to provide a day of comprehensive activities designed to teach techniques and strategies that promote skill development. These trainings demonstrate the capability of persons with severe vision loss to function on as much of an equal plane as their sighted peers in terms of acquiring skills training and employment within integrated settings. Contracts for employment related services with private non-profit vocational rehabilitation service providers typically include Accredited Rehabilitation Facilities such as Goodwill, CHIMES, Elwyn, and Easter Seals. When specific blindness services for Occupational Training or Rehabilitation Technology Services, DVI has the flexibility to seek approval from the Office of Management and Budget to enter into contractual agreements to procure specific client services from other private non-profit organizations that may be located outside the state of Delaware.

With respect to the provision of services by more than one VR Agency to an individual simultaneously, a cooperative agreement was updated between the director of the General VR Agency and DVI agency Director Mr. Daniel Madrid effective December, 2013 as follows:

“This agreement provides that DVI, in fulfilling the terms of this agreement, shall:

A. “Refer to DVR all persons who do not fall under the legal definition of blindness.

OR

B. Refer to DVR for case management purposes all persons who are classified as Severely Visually Impaired only when there exists a waiting list for DVI while under an Order of Selection.

AND

C. DVI will provide support as subject matter experts for cases referred to DVR where either the condition does not make the individual eligible for DVI services or for those cases referred to DVR while an Order of Selection waiting list exists. This support can be, but not limited to assessments, evaluation for assistive technology, training with assistive technology and orientation and mobility instruction. Reimbursement for services provided to DVR consumers provided by DVI personnel shall be assessed at the prevailing Medicaid rate for that service.

For purposes of this agreement in those cases where two or more disabling conditions are present, the primary disability will be the determining factor in which agency will assume case management authority. For those cases in which eligibility for VR services has been established by DVR and/or DVI and the case has been accepted (eligible for VR services) with a significant disability, a case conference will be convened, to include the District Administrators and to determine the most appropriate service delivery system. In those cases where agreement cannot be reached, the Directors of DVI and DVR will make the final determination.

Regardless of which agency retains the Vocational Rehabilitation case management authority, it is required under Delaware Code Title 31, Chapter 2108, that DVI be informed of all persons known to be Legally Blind or Severely Visually Impaired within the State in order that an accurate Registry of the Blind can be maintained."

DVI will use the following strategies with respect to achieving our goals and strategies, utilizing innovation and expansion funds, and overcoming identified barriers to participation in the VR program by our consumer base:

- A. DVI will continue to utilize and implement a performance based accountability system of management throughout the agency. This is based off of the Quality Programs for Students with Visual Impairments framework that has been utilized for three consecutive school years in the agency. The framework requires each program area to develop core indicators that demonstrate the progress of our clients, adopting standard practices/best practices that support improvement of these metrics, and setting goals and benchmarks that align with these areas as collectively driven by staff and management. The framework also allows for improved data driven decision making and engagement of community stakeholders through an aligned system of program metrics with a high level of data integrity.**
- B. DVI will prepare for an RFP process to utilize innovation and expansion funds in PY 2017, which may include the development of local community rehabilitation program(s) to better meet the needs of customers served in rural areas (Kent and Sussex Counties) in targeted industries within Delaware.**
- C. In order to better improve access to programs in Delaware, DVI shall continue to work with WIOA core partners and all other state agencies that serve persons with disabilities in advocating and providing direct technical assistance on accommodations and accessible solutions for their programs, locations, and staff.**

(y) Evaluation and Reports of Progress: VR and Supported Employment Goals. Describe:

- (1) An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:
 - (A) Identify the strategies that contributed to the achievement of the goals.
 - (B) Describe the factors that impeded the achievement of the goals and priorities.
- (2) An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:
 - (C) Identify the strategies that contributed to the achievement of the goals.
 - (D) Describe the factors that impeded the achievement of the goals and priorities.
- (3) The VR program's performance on the performance accountability indicators under section 116 of WIOA.
- (4) How the funds reserved for innovation and expansion (I&E) activities were utilized.

As a result of ongoing regularly scheduled State Rehab Council (SRC) meetings in conjunction with the FY 2013 Comprehensive Statewide Needs Assessment it is jointly agreed between DVI and the SRC that the following constituted the goals and priorities of Delaware Blind State VR Program in FFY 2015:

- (1) Increase the Quality of employment outcomes, and Quantity of Employment Outcomes by 20% from the prior fiscal year.**
- (2) Review, Evaluate and Implement Improvements to Transition Services.**
- (3) Improve Marketing and Outreach to Potentially Eligible DVI Consumers.**
- (4) Improve Assistive Technology Services through Innovation and Expansion.**
- (5) Consistently Provide a High Level of Consumer Satisfaction.**

Goal 1: Increase Quality and Quantity of Employment Outcomes by 20% from the prior fiscal year.

- Performance Measure 1.1: Increase successful closures from FY2014 levels by 20%.**
- Performance Measure 1.2: Demonstrate business partnerships through at least five new employer partnerships, whereby DVI consumers are employed within the fiscal year by 07/01/15. (SRC Goal)**
- Performance Measure 1.3: Implement business toolkit by December 31, 2014. The toolkit shall include information on the Work Opportunity Tax Credit, DVI's on the job training program/model, and accommodation resources for employing persons with visual impairments.**
- Performance Measure 1.4: DVI shall implement a "business champions" program to highlight the successful partnerships established between the agency and local businesses by 07/01/15. (SRC Goal)**
- Performance Measure 1.5: DVI shall revise and implement a new model for customers that are interested in self-employment/entrepreneurship no later than 12/31/2014. (SRC Goal)**

RSA performance Indicator 1.3. states that the average blind agencies achieves an average competitive employment rate of 35.4% and this is after exiting the program and receiving services.

In FY 2015 a total of 55 individuals received services from Delaware's DVI-VR and exited the program in competitive employment. During FY 2015 a total of 55.7% of these individuals (29 successful closures) exited and received services in competitive employment. 55.7 % successful closures in competitive employment is above the national average of 35.4% for Blind agencies.

In FY 2015 the average salary is \$498.80 @ 12.97 per hour. The national median salary for Blind Agencies is \$374.53 weekly @ \$9.36 per hour. DVI-VR's FY 2015 average salary was above the average national salary \$3.61.

DVI exceeded the federal goal by one successful closure. The federal goal was for DVI to increase their successful closures by one which would be 8% increase in the successful closure rate. DVI did not meet the 20 % goal that increase total number of successful closures by six which was recommended in the FY 2015 state plan.

Some of the factors that impeded the achievement of this goal were the change in the composition of the VR counselors' case load. There was an increased focus on transition age students and supported employment individuals. The transition policy was revised to include transition age students starting at age 14. As result of the change in policy there was an increase focus on this group.

DVI did not have any customers this year that the supported employment program dollars would have been applicable toward.

Over all, approximately, 74% of this was caseload is not ready to work. Common barriers to employment such as skill development, lack of work history, training, education, and the need to prepare for work were also incorporated in the delayed achievement of a successful closure goal as recommended in the state plan in FY 2015.

DVI is committed to quality outcomes for individuals that they served. Obtaining employment goals include career driven outcomes, benefits and sustainable employment.

DVI has increased the number of business partnerships in FY 2015. DVI has educated and provided business consultation on hiring individuals that are blind and visually impaired employers. The DVI staff has conducted trainings with various management teams throughout the state to educate and establish a relationship with hiring managers as an avenue of potential employment opportunities for our consumers.

The following are 5 business partners that employed at least one of our consumers during FY 2015.

- 1. JEVS Home Care**
- 2. Two Men & A Truck**
- 3. Intrust Foundation**
- 4. Mountaire**
- 5. Telamon-Infant/Toddler**

The following are new and old business partners that we are currently working with to provide services and support.

Current Business Partnerships

- Sheraton Wilmington South**
- Pepsi**

- Office Team
- Hyatt Hotel - receptionist
- Barclay Bank
- WDEL
- Capital One
- DuPont
- J P Morgan Chase
- Christiana Care
- Homewood Suites
- Wilmington Psychiatric Service
- AmeriHealth Caritas – Care Connector.
- Office Team
- New Castle County Government
- Lowe's
- Ross Department Store
- Home Depot
- Integrity Staffing
- Nanticoke
- Food Bank (Milford)
- Boys & Girls Club (Milford)
- Café Services
- Genesis Healthcare
- Nemours Hospital
- Westside Family Healthcare
- Wal-Mart
- Kmart
- Faulk Manor
- Food Lion
- Capital One
- Acme
- Shop Rite
- Giant Foods
- JEVS Home Care
- Two Men & A Truck
- Intrust Foundation
- Mountaire
- Telamon-Infant/Toddler
- Tiger Direct
- Harrison House
- Atlantic Shores Rehabilitation & Health
- Nephrology Associates, P.A.
- AutoZone (Milford)
- Metropolitan Wilmington Urban League)

- AARP
- Highmark Blue Cross
- Delaware Department of Transportation
- Walgreen's
- Big Lots
- Food Lion
- Sodexo – locally at Al DuPont Hospital
- Brookdale Retirement
- Regal Retirement Home
- Bernard Personnel
- Wilmington Hospital
- DE State Housing Authority
- Beebe Healthcare in Lewes
- WAWA

The marketing toolkit is in the process of being enhance. DVI is in the process of finalizing a business resource guide. The business resource guide will be finalized by February 2016. The current tool kit includes business service, business support and accommodation information. The goal of the business resource guide is to provide businesses with “how to manual “on working with individuals with disabilities. We have review several states business resource guides and have borrowed the best ideas to support the needs of the Delaware’s business community.

In FY 2015 a “business champions” program was implemented to highlight the successful partnerships established between DVI and business partners within the state of Delaware. The business consultants make constant contact with are business partners. They offer services such work place assessments, accommodation consultation, A.T. assessments and a pool of talent for the business community.

During the FY 2015, DVI and the SRC co-hosted the second annual Business Champion celebration. All of DVI’s business partners were invited to participate. Legislators, consumers, community partners and DVI staff were invited. Two of DVI’s business partners were recognized for their commitment and dedication to the blind and visually impaired community.

This event is used as a marketing tool for other businesses that are not aware of the talent, services and support provided to the business community.

During FY 2015 we revised the self-employment policy to include requirement to complete establish small business program such as the Library Business Center, Women Business Center, Department of Economic Development, SBA and other already established programs. Also, we recommend very strongly that individuals work with Service Corporation of Retired Executives (SCORE) for guidance and direction throughout the process. Currently, we have several already established business owners and several that are in the initial stages of developing their businesses.

Goal 2: Review, evaluate and implement improvements to Transition Services.

- **Performance Measure 2.1: Continue to engage the GWU TACE for evaluation of current Transition programs and services by 04/01/15.**

- **Performance Measure 2.2:** Use the Visually Impaired Client Registry, and the September 30th Child Count to validate the identity and school enrollment status and location of all transition-aged youth eligible for transition services by 10/31/14.
- **Performance Measure 2.3:** DVI shall implement its new transition model for services by 12/31/14, which includes direct coordination with DVI's education program in establishing agency protocol for the provision of services under the extended core curriculum. (SRC Goal)
- **Performance Measure 2.4:** DVI will finalize and execute the terms of a Memorandum of Understanding with the Delaware Department of Education, which details the roles and responsibilities of: (i) DVI staff; (ii) lead educational agencies; (iii) general VR transition personnel; (iv) and the Department of Education in providing transition-related services to students who are blind and visually impaired no later an October 31, 2014. DVI shall meet with DOE on a consistent basis to discuss mutual issues and terms of this agreement. At least two of these meetings shall occur prior to September 30, 2015.
- **Performance Measure 2.5:** Ensure that 100% of students that are expected to graduate within the next four school years are provided the opportunity and support to enroll in DVI VR services no later than September 1, 2015.
- **Performance Measure 2.6:** Evaluate the current level of exposure to AT that transition students currently receive and ensure that 100% of students are referred for AT evaluations related to AT that is consistent to their IPE goals.
- **Performance Measure 2.7:** Continue to employ the use of interns/public service projects such as Public Allies in order to assist with outreach to recruit schools and job shadowing/training opportunities for transition youth.

During FY 2015 DVI used alternative methods to evaluate and enhance Transition Services. The reauthorization of National TACE Centers did not occur. The TACE centers were replaced by Research and Technical Assistance Centers (RTAC). DVI has accessed the RTAC services to support development and enhancement of our transition services. They offer on-site/offsite consultation, webinars, and various other means of technical assistance. We also have attended conferences, accessed various webinars, obtained various resources, and participated in various outreach efforts in order to obtain information to enhance our transition services. Some examples of these efforts are listed below:

Webinar

- **Research and Technical Assistance Center (RTAC) on Vocational Rehabilitation Program Management**
- **Office of Disabilities Employment Policies ODEP**
- **RSA Federal Partners in Transition**
- **The Pennsylvania Department of Education, Bureau of Special Education**
- **Accessible Technology Coalition**

- ePolicyWorks
- IL-NET: ILRU / NCIL / APRIL - National Training and Technical Assistance Project
- Lead Center

Resources

- Parent Information Center in Delaware
- Youth Resource Connections (YRC)

Conference

- Delaware Transition Conference
- [Arizona's Fourteenth Annual Transition Conference](#)
- CSAVR conference (Miami, Florida & Bethesda, Maryland)
- National Council of State Agencies for the Blind (Miami, Florida & Bethesda, Maryland)
- Disabled and Proud Conference, New York

Outreach Events

- DVI Parent Transition Open House
- Christiana School District Parent Open House
- DOE Transition Cadre Meetings
- DVI VR Transition Students Open House

DVI has assess what was learned from the 2014 IEP Task Force and 2015 DVI Education Task Force to develop best practices to enhance our transition services.

As a result of the Education Task Force and the hiring of the new DVI Principal some internal systems to alert VR Counselors when IPEs are scheduled has been developed. Communication between the vocational rehabilitation and education staff has increased. VR Counselors are able to contact parents prior to meeting to let parents know about the services provided. The Principal is currently working closely with the VR District Administrator alert VR Counselors of IPE meetings. The education and VR staff are provided with an updated case list routinely so that they can identify shared consumer information. Information from the September 30th Child Count is validated to identity and school enrollment status and location of all transition-aged youth eligible for transition services.

Parent Information Center has provided VR Counselors with training on the IEP. The District Administrator will be developing training plans for each of the VR staff in 2016 to address core areas of training in which includes IPE development. DVI has provided each of their staff the opportunity to participate in online training opportunities in which annually they are responsible for 20 hours of professional development. Those staff that opt out of these online training are provided the opportunity to participate in local trainings by the state and other entities.

During the year the VR staff researched various programs that provided services to prepare students for the SAT, PSAT, and ACT testing. VR has established a relationship with a community provider “Back to Basic” for these services. Our plan is to work with the DOE and the school districts to insure that these options are available on the local level. We shall continue to work with education staff to partner in providing accommodations and consultation services for all students.

DVI is in the process of researching various assessments for transition students to determine vocational path for each of our transition age students. We continue to work with each school district or various individuals schools to acquire copies of their completed vocational assessment tool to use as a baseline for all VR transition students’ Individual Employment Plan (IPE).

The DVI Principal and District Administrator worked together to insure that 100% of all students that were qualified for VR services were referred in FY 2015. VR staff continues to work with potential graduates. Referrals for services and vocational guidance & directions are provided by the VR Counselors. Supported employment vocational tracks, post-secondary education, training and employment are some of the potential graduates’ options.

DVI revised procedures to include that all VR transition consumers are referred for AT services. AT services are determine early to insure that all transition students are well equipped to pursue their vocational goals.

DVI continues to partner with local universities and colleges to assist with transition services. In FY 2015 DVI had a Public Ally and University of Delaware intern. They both provided support in the area transition services outreach and enhancement of these services. This year we have a Delaware Technical and Community College intern. We are pursuing a partnership with Springfield College Human Service Department to obtain interns from their graduate and undergraduate program to assist with the implementation of the new Workforce Innovation Opportunity Act (WIOA) Pre-Employment Transition Services (PETS). We will also pursue interns from other local colleges and universities to enhance our transitions services.

Goal 3: Improve Marketing and Outreach to Potentially Eligible DVI Consumers.

- **Performance Measure 3.1:** DVI will partner directly with the Delaware Association for the Blind to coordinate outreach efforts to our mutual customers no later than 10/1/14.
- **Performance Measure 3.2:** DVI will develop and maintain a public outreach listserv that includes optometry practices, ophthalmologic practices, senior centers, short term disability providers, long term disability providers, 55+ older communities, and related associations and market directly to them no later than 12/31/14.
- **Performance Measure 3.3:** DVI will revise and publish a new website no later than 4/1/15 that includes updated information on the agency along with links to social media for the agency.

DVI has partnered with the Blindsight Delaware to coordinate outreach for mutual consumers at VRAC, White Cane Day Community Service Fair at Dover Downs Convention Center, October 14, 2015. Also, on May 5, 2015 Vision to Learn, Blind Sight Delaware, and DVI participated in Dover Days and provided an outreach opportunity for the community.

DVI has begun the process of developing an outreach listserve that includes optometry practices, ophthalmologic practices, senior centers, short term disability providers, long term disability providers, 55+ older communities, and related associations and market. The listserve is an on-going process that DVI will build on. An additional number of business partners have been added to the listserved as a result of the “DVI Champion’s Luncheon” in October 2015.

Goal 4: Develop Innovation and Expansion Activities in FY 15.

- **Performance Measure 4.1:** DVI will require semiannual training for VRC and other support staff in AT. (SRC Goal)
- **Performance Measure 4.2:** Increase pool of service providers by adding 2 new vendors by 06/30/2015 in Kent/Sussex Counties.
- **Performance Measure 4.3:** DVI will hire a certified work incentives coordinator for consumers with visual impairments no later than 6/30/2015. (SRC Goal)

DVI was not able to accomplish a semi-annual training for VR Counselors and other support staff. However, staff and consumers were invited to several AT workshops sponsored throughout the year by the DVI ILS and AT unit. The DVI-VR counselors and staff will be provided with a training plan in FY 2016 and 2017 which will include related AT training for DVI-VR staff.

DVI-VR increased its pool of service providers by one during FY2015. Schanzenbach Consulting Services is an AT consultant that provides an enhance presence in Kent and Sussex county for AT support for consumers in these counties. The goal for FY 2016 and 2017 is to continue to expand provider presence in the Kent and Sussex County. Some providers such as Delaware Technical Community College, Polytech High School, Humana Behavior Health and others have been targeted as potential partners.

DVI-VR did not hire a certified work incentives coordinator. DVI use existing community resources and DOL for this service.

Goal 5: Consistently provide a high level of consumer satisfaction

Performance Measure 5.1: DVI shall share consumer satisfaction survey data every other month with the State Rehabilitation Council through 9/30/2015.

Performance Measure 5.2: Conduct 2 Town Hall Meetings in coordination with the State Rehabilitation Council by 04/30/2015.

Performance Measure 5.3: DVI shall establish a new program with a qualified provider that focuses particularly on self-advocacy skills development by 12/31/14. (SRC Goal)

DVI collected consumer survey data for the 2nd, 3rd and 4th quarter of the year. DVI had a total of 13 respondents out of approximately 70 potential respondents for FY 2015. In the last fiscal year DVI experienced low responses to their consumer surveys. DVI's leadership team determine after feedback from some of their consumers that the length of the survey was too long. As a result of the consumer feedback DVI's leadership team revised the survey this year and reduced the number of questions.

Also, in order to address the low consumer response to the survey, DVI's leadership team worked on developing an on-line survey to address the need to increased consumer feedback. In FY 2015 the leadership team explored various entities to provide this service. DVI's leadership team currently is in the process of looking for a cost-neutral platform to address this need. DVI's leadership team will convene in FY 2016 to address this need.

2nd and 3rd Quarter Consumer Survey Data

A consumer telephone survey was conducted for individuals closed in the 2nd and 3rd quarter of FY 2015. Twenty-five individuals were contacted and three consumers participated in the survey. A summary of their responses were as follows:

- 100% of the respondents stated the VR met "timeliness of service" all the time.**
- 100% of the respondents stated that VR met "quality of services" all the time.**
- 67% of the respondents stated that the VR met "satisfaction of staff" all the time. The other 33% of respondents met "satisfaction of staff" most of the time.**
- 100% of the respondents stated that VR met "satisfaction with reports and communication with VR" all the time.**
- 100% of the respondents stated that VR met "overall satisfaction with the provider" all of the time.**

There were no comments from the respondents.

4th Quarter Consumer Survey Data

A consumer telephone survey was conducted for individuals closed in the 4th quarter of FY 2015. Forty-five individuals were contacted and ten consumers participated in the survey. A summary of their responses were as follows:

1. 60 % of the respondents stated the VR met “timeliness of services”. 30 % of the respondents stated that VR met the timeliness of services most or some of the time. 10% of the respondents stated that VR did not meet the timeliness of services.
2. 70% of the respondents stated that VR met “quality of services” all the time. 30% of the respondents stated that VR met “quality of services” most or some of the time.
3. 70% of the respondents stated that the VR met “satisfaction of staff” all the time. The other 30% of respondents stated that VR met “satisfaction of staff” most or some of the time.
4. 60% of the respondents stated that VR met “satisfaction with reports and communication with VR” most or some of the time. 40% of the respondents stated that VR met “satisfaction with reports and communication with VR” all the time.
5. 70% of the respondents stated that VR met “overall satisfaction with the provider” all of the time. The other 30 % stated that VR meet “overall satisfaction with the provider” some or most of the time.

The following were comments from the 3rd and 4th quarter respondents. (“Please provide specific recommendation for improvement.”) :

- Location too difficult to get better job/quality of placement.
- Leave post employment open longer.
- Marketing

Each category is rated on a scale from 1 - 5:

1= needs improvement,

2= below requirements,

3= meets requirements some of the time,

4 = meets requirements most of the time,

5 = meets requirements all of the time

We will use this data to enhance our quality of services and interactions with our consumers. Our goal is to continue to seek an appropriate means to acquire feedback from consumers and the community about our services.

DVI-VR routinely provided the SRC consumer satisfaction results for closed cases on a quarterly basis in FY 2015. In the last fiscal year DVI experienced low responses to their consumer surveys. DVI’s leadership team determine after feedback from some of their consumers that the length of the survey was too long. As a result of the consumer feedback DVI’s leadership team revised the survey this year and reduced the number of questions.

Also, in order to address the low consumer responses to the survey, DVI’s leadership team worked on developing an on-line survey to address the need to increase

consumer feedback. In FY 2015 the leadership team explored various entities to provide this service. DVI's leadership team currently is in the process of looking for a cost-neutral platform to address this need. DVI's leadership team will convene in FY 2016 to address this need.

The Rehabilitation Act of 1973, was amended by WIOA and signed into law on July 22, 2014

The Town Hall Meetings for FY2015 were delayed amended Rehabilitation Act of 1973 WIOA in order to clearly define the state's role in executing the amended act. DVI held a public hearing on the state plan on October 14, 14 2015 in NCC and Kent County.

The goal for FY 2015 was to develop negotiated relationships with employers to craft customized supported employment opportunities in integrated settings that is consistent with the individual's unique skills, abilities, interests, and informed choice. The DSU estimated that supported employment services would be provided to approximately 10 most significantly disabled individuals requiring supported employment services resulting from severe on developmental delays, traumatic brain injuries, and/or severe mental health impairments.

Section 116 Performance Accountability Measures:

- (I) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program:**
- (II) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program:**
- (III) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program:**
- (IV) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program; clause (iii) INDICATOR RELATING TO CREDENTIAL.— program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion under such clause only if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training**

program leading to a recognized postsecondary credential within 1 year after exit from the program:

(V) 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:

(VI) the indicators of effectiveness in serving employers established pursuant to clause (iv): (TBD)

The feedback on DVI-VR performance on the performance evaluation indicators as outlined in WIOA, Title I, section 116 is not possible to project. Regulations and Guidance have not yet been formally approved for the WIOA legislation. DVI is familiar with section 116, and the indicators are reflected in the DVI's goals and priorities in Section (I), Evaluation and Reports of Progress: VR and Supported Employment Goals of the Combined State Plan. DVI has not yet measured its performance based on the performance evaluation indicators in section 116. We will use past performance outcomes to project our success in section 116.

Provide a report on how the funds reserved for innovation and expansion (I&E) activities were utilized in FY 2015.

In FFY 2014 the agency adopted the SETT framework as a validated process for assessing clients' assistive technology needs. This model emphasizes the Student (or consumer), Environment, Tasks, and Tools as equally valid components in determining the AT needs of an individual with a visual impairment. While this was originally developed for transition aged youth, the agency has broadened its applicability to all consumers served by the agency in order to consistently and effectively meet their AT needs. In addition DVI has adopted the Assistive Technology Professional (ATP) credential under RESNA as a standard for occupational advancement with the trainer-educator unit of the agency.

In FFY 14 and 15 the agency made comprehensive revisions to all of the marketing materials, including the agency website. The materials developed are all required to be A. Accessible in large print and alternate formats if requested, and B. Select materials are being developed in Spanish versions to better meet the needs of this minority population. The agency continues to perform outreach to Delaware's minority populations through the faith based network, and a targeted outreach to Delaware's optometrists, ophthalmologists, senior centers, Lions Clubs, and 55 and older communities where potential customers may be found. In addition, the agency established a presence on social media through Facebook and Linked In in FFY 2014 which has been maintained with significant growth and activity through FFY 2015. The agency adopted a "robo-calling" system in FFY 2015 to inform the some 3,000 plus registrants on the agencies' registry of events, opportunities, and services on a

continuous basis. The agency also implemented a constant contact email listserv to distribute quarterly newsletters and other information items through email to all registrants with the agency in FFY 2015.

The Director for the Division for the Visually Impaired remains an appointed member of the statewide Workforce Development Board that administers the federal Department of Labor programs within the State of Delaware. As a member of the Board, the Director has input into the awarding of contracts and funds to workforce training programs and in ensuring that the programs are accessible to all persons with disabilities, including those with legal blindness. In addition, cooperative agreements are in the process of being revised with other core WIOA partners including the Delaware Division of Employment and Training, the Department of Education, and the Division of Libraries.

DVI-VR increased its pool of service providers by one during FY2015. Schanzenbach Consulting Services is an AT consultant that provides an enhanced presence in Kent and Sussex county for AT support for consumers in these counties.

During the year the VR staff researched various programs that provided services to prepare students for the SAT, PSAT, and ACT testing. VR has established a relationship with a community provider "Back to Basic" for these services. Our plan is to work with the DOE and the school districts to insure that these options are available on the local level. We shall continue to work with education staff to partner in providing accommodations and consultation services for all students.

The DVI Principal and District Administrator worked together to insure that 100% of all students that were qualified for VR services were referred in FY 2015. VR staff continues to work with potential graduates. Referrals for services and vocational guidance & directions are provided by the VR Counselors. Supported employment vocational tracks, post-secondary education, training and employment are some of the potential graduates' options.

DVI revised procedures to include that all VR transition consumers are referred for AT services. AT services are determined early to insure that all transition students are well equipped to pursue their vocational goals.

DVI continues to partner with local universities and colleges to assist with transition services. In FY 2015 DVI had a Public Ally and University of Delaware intern. They both provided support in the area transition services outreach and enhancement of these services. This year we have a Delaware Technical and Community College intern.

(z) Quality, Scope, and Extent of Supported Employment Services. Include the following:

- (1) The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.
- (2) The timing of transition to extended services.

The quality of contracted vendors for Supported Employment SE services will be assessed based on the level of integration our eligible individuals have with non-disabled individuals performing the associated tasks of similar duties [which can also be customized based on functional capacities] occurring in an integrated setting with similar wages paid to other employees performing like duties. The number of hours worked per week will be dependent upon the eligible individuals' functional capacities and in mutual agreement between the individual, the VR Counselor and as appropriate, the individuals representative. Additionally, all contracted vendors shall maintain a program of professional development for those employees within its organization who provide job placement services by participating in training opportunities for on-site trainers, employment specialists/job developers and SE managers. DVI will be supporting the ID/DD agency as well as DOL Vocational Rehabilitation in supporting the adoption of the Certified Employment Support Professional as a credentialing standard for supported employment direct support professionals.

The scope and extent of contracted supported employment services for individuals with intellectual and developmental disabilities shall include: 1. Assessment services to evaluate the needs, strengths, skills and job preferences through 3-5 community based work assessments, inclusive of the discovery process under customized employment. 2. Job readiness skills training to assist the eligible individual with understanding appropriate work behaviors for job retention, appropriate grooming for the workplace, developing a resume, completing a criminal background check. 3. Placement in a job that is commensurate with the eligible individuals' skills, interests, functional capacities, aptitude, and informed choice following a job analysis. 4. Provide a minimum of four weeks [up to a maximum of 24 months with supervisory approval] of intensive on-site job skills training to assist the eligible individual with new employee orientation, mastering the job tasks, establishing appropriate work habits, and meeting all required work standards of the job. 5. On-site assistance at a rate 20% of the time or less for a minimum of four weeks to address any problems or concerns to ensure stabilization for a positive employment outcome. 6. Follow-along services for 90 days post-stabilization for continued collaboration with the employer to address any issues arising that may potentially impact job retention. 7. Extended services for continued monitoring and crisis intervention as necessary for as long as the eligible

individual remains employed for up to 48 months if appropriate under and individualized plan for employment (IPE), or transitioned to other Medicaid waiver funded supports if deemed to be the most appropriate system of care for that individual with a disability.

In addition, a comparable supported employment services model for persons with severe and persistent mental illness and addiction is adopted by the Division for the Visually Impaired in coordination with DOL VR and the Division of Substance Abuse and Mental Health (DSAMH). The contracted services are administered through a contractual relationship between DOL VR and DSAMH with DVI maintaining access to the same service model, rates, and provider network. The long term follow along supports (extended services) may be supported by DVI for up to 48 months if appropriate under an individualized plan for employment (IPE), or transitioned to other Medicaid waiver funded supports if deemed to be the most appropriate system of care for that individual with a disability.

Post-employment services will be provided as necessary and appropriate for job retention.

VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES

CERTIFICATIONS

States must provide written and signed certifications that:	
1.	The <i>Department of Health and Social Services (DHSS) Division for the Visually Impaired (DVI)</i> is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA, ¹² and its supplement under title VI of the Rehabilitation Act ¹³ ;
2.	As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the <i>Department of Health and Social Services (DHSS)</i> [¹⁴ agrees to operate and administer the State VR Services Program in

¹² Public Law 113-128.

¹³ Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.¹⁴ All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

¹⁴ All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

	accordance with the VR services portion of the Unified or Combined State Plan ¹⁵ , the Rehabilitation Act, and all applicable regulations ¹⁶ , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;
3.	As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan ¹⁷ , the Rehabilitation Act, and all applicable regulations ¹⁸ , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;
4.	The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;
5.	The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes
6.	All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes
7.	The <i>Director, Division for the Visually Impaired (DVI)</i> has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;
8.	The <i>Director, Division for the Visually Impaired (DVI)</i> has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement

¹⁵ No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

¹⁶ Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

¹⁷ No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

¹⁸ Applicable regulations, in part, include the citations in footnote 6.

¹⁹ Public Law 113-128.

	for Supported Employment services;
9.	The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The State Plan must provide assurances that:	
1.	Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act. Yes
2.	Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140. Yes
3.	Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: (m) The establishment of the designated State agency and designated State unit, as required by section 101(a) (2) of the Rehabilitation Act... (n) The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected): (A) Is an independent State commission. (B) has established a State Rehabilitation Council. (Option B was selected)

	<p>(o) consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act. the non-Federal share, as described in 34 CFR 361.60.</p> <p>(p) the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds. Yes</p> <p>(q) The shared funding and administration of joint programs, in accordance with section 101(a) (2) (A) (ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, No</p> <p>(r) Statewideness and waivers of statewideness requirements, as set forth in section 101(a) (4) of the Rehabilitation Act. Is the designated State agency is requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (No) See Section 2 of this VR services portion of the Unified or Combined State Plan.</p> <p>(s) The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a) (11), (24) (B), and 606(b) of the Rehabilitation Act.</p> <p>(t) All required methods of administration, as required by section 101(a) (6) of the Rehabilitation Act.</p> <p>(u) The requirements for the comprehensive system of personnel development, as set forth in section 101(a) (7) of the Rehabilitation Act.</p> <p>(v) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.</p> <p>(w) The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.</p> <p>(x) The submission of reports as required by section 101(a) (10) of the Rehabilitation Act. Yes</p>
4.	<p>Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:</p> <p>(a) Comply with all requirements regarding information and referral services in accordance with sections 101(a) (5) (D) and (20) of the Rehabilitation Act. (Yes)</p> <p>(b) Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a) (12) of the Rehabilitation Act. (Yes)</p>

	<p>(c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes)</p> <p>(d) comply with all required available comparable services and benefits, determined to be available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act and.</p> <p>(e) Comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.</p> <p>(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. (Yes)</p> <p>(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. (Yes)</p> <p>(h) Comply with the requirements for the conduct of semiannual or annual review, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act, as required by section 101(a) (14) of the Rehabilitation Act. (Yes)DVI</p> <p style="padding-left: 40px;">(i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs Yes</p>
5.	<p>Program Administration for the Supported Employment Title VI Supplement:</p> <p>(c) The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act. (Yes)</p> <p>The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a) (10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act. (Yes)</p>
6.	<p>(c) Financial Administration: The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act. (Yes)</p>

	(d) The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act. (Yes)
7.	<p>(c) Provision of Supported Employment Services: The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act. (Yes)</p> <p>(d) The designated State agency assures that:</p> <ul style="list-style-type: none"> iii. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act iv. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b) (6) (C) and (E) of the Rehabilitation Act. (Yes)

VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES

CERTIFICATIONS

States must provide written and signed certifications that:	
1.	The Department of Health and Social Services (DHSS) Division for the Visually Impaired (DVI) is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA, ¹⁹ and its supplement under title VI of the Rehabilitation Act ²⁰ ;
2.	As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the Department of Health and Social Services (DHSS) [²¹ agrees to operate and administer the State VR Services Program in accordance with

¹⁹ Public Law 113-128.

²⁰ Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.²¹ All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

²¹ All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

	the VR services portion of the Unified or Combined State Plan ²² , the Rehabilitation Act, and all applicable regulations ²³ , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;
3.	As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan ²⁴ , the Rehabilitation Act, and all applicable regulations ²⁵ , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;
4.	The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;
5.	The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes
6.	All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes
7.	The Director, Division for the Visually Impaired (DVI) has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;
8.	The Director, Division for the Visually Impaired (DVI) has the authority to submit

²² No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

²³ Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

²⁴ No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

²⁵ Applicable regulations, in part, include the citations in footnote 6.

²⁶ States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

	the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;
9.	The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

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****Appendix 1: Performance Goals for the Core Programs**

Include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

	Project ed Baselin e	PY 2016 / FY 2017			PY 2017 / FY 2018		
		Proposed	Ne got iate d	Proposed Final Change in Performan ce	Proposed	Negotiat ed	Proposed Final Change in Performa nce
Employment (Second Quarter after Exit)							
Adults		44.25%			45.6%		
Dislocated Workers		47.9%			49.3%		
Youth		38.5%			39.6%		
Wagner- Peyser / Labor Exchange		46.9%			48.3%		
Adult Education		42%			43%		
***Rehabilit ative Services		80%/50%			70%/52%		
Employment (Fourth Quarter after Exit)							
Adults		42.25%			43.5%		
Dislocated Workers		45.9%			47.3%		
Youth		36.5%			37.6%		
Wagner- Peyser / Labor		44.9%			46.2%		

Exchange							
Adult Education		40%			41%		
Rehabilitative Services		15%/40%			16%/42%		
Median Earnings (Second Quarter after Exit)							
Adults		\$3,600			\$3,708		
Dislocated Workers		\$4,574			\$4,711		
Youth		\$1,520			\$1,566		
Wagner-Peyser / Labor Exchange		\$3,357			\$3,458		
Adult Education		\$3,263			\$3,361		
****Rehabilitative Services		\$11.25/\$10.54			\$11.50/\$10.60		
Credential Attainment Rate							
Adults		31%			31.9%		
Dislocated Workers		31%			31.9%		
Youth		56.25%			57.9%		
Wagner-Peyser / Labor Exchange							
Adult Education		44%			44.4%		
Rehabilitative Services		30%/30%			30%/32%		
Measureable Skill Gains							
Adults		40%			41.2%		

Dislocated Workers		40%			41.2%		
Youth		40%			41.2%		
Wagner-Peyser / Labor Exchange							
Adult Education		58.6%			59.2%		
Rehabilitative Services		60% 60%			60% 62%		
Effectiveness in Serving Employers							
Adults		50%			51.5%		
Dislocated Workers		50%			51.5%		
Youth		50%			51.5%		
Wagner-Peyser / Labor Exchange		50%			51.5%		
Adult Education		50%			51%		
Rehabilitative Services		90%/ 70%			90%/ 72%		
Combined Federal Partner Measures							
1							
2							
3							
etc.							
State / Governor Education and Workforce Measures							
1							

2							
3							
etc.							

**These numbers are estimations pending finalized regulations. It is more likely than not these will change prior to final submission.

*** Data is listed for DVI/DVR

**** In Dollars/hour

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VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program—and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.²⁶ If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of this document, where specified, as well as the program-specific requirements for that program. The requirements that a State must address for any of the Combined State Plan partner programs it includes in its Combined State Plan are available in a separate supplemental document, Supplement to the Workforce and Innovation Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers.

²⁶ States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

Job Corp Information for the Combined Plan

The Wilmington Job Corps Center (WJCC) is a partner agency **with** the Delaware Department of Labor, Division of Employment and Training (DOL-DET) and the Delaware Workforce Development Board (DWDB). WJCC maintains a physical presence in the Delaware Department of Labor Fox Valley One Stop Office located in Wilmington, Delaware.

In an effort to work collaboratively, the WJCC, DOL-DET, and the DWDB have entered into a Memorandum of Understanding (MOU). See Appendix D

The DOL-DET will expedite the Individual Training Account (ITA) approval process by automatically approving an ITA for Job Corp students who are interested in continuing training and have completed their secondary credential with Job Corp and/or completed occupational skills certification with Job Corp and 12 months of employment.

The WJCC will work collaboratively with the DWDB to establish and maintain the One Stop delivery system including One Stop infrastructure. The WJCC will give preference to WIOA youth participants for enrollment in Job Corp programs.

U. S. Department of Education
Office of Vocational and Adult Education

The Carl D. Perkins
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: Delaware

Eligible Agency Submitting Plan on Behalf of State: State Board of Education

Person at, or representing, the eligible agency responsible for
answering questions on this plan:


Signature:

Name:

Position:

Telephone:

Email:



Luke Rhine

Director, CTE and STEM Office

(302) 735.4015

luke.rhine@doe.k12.de.us

Type of State Plan Submission (check one):

- ☐ 5-Year Full Plan – FY 2009 – FY 2014
☒ 1-Year Plan Revision – FY 2016 – FY 2017

Special Features of State Plan Submission (check all that apply):

- ☒ Unified - Secondary and Postsecondary
☐ Unified - Postsecondary Only
☐ Title I only (All Title II funds have been consolidated under Title I)
☒ Title I and Title II

March 1, 2016

Edward R. Smith, Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U.S. Department of Education
Potomac Center Plaza
550 12th Street, SW, Room 11060
Washington, DC 20202-7241

Mr. Smith:

The Delaware Department of Education wishes to submit a one-year plan revision of the Perkins IV State plan for Career & Technical Education (CTE) for the 2016-2017 program year as part of Delaware's Combined State Plan under the Workforce Innovation and Opportunity Act. The submitted state plan has been amended to reflect a state-led effort in Career & Technical Education and alignment of secondary and post-secondary (CTE) programs to a larger career pathway system. In addition to the public hearings held on **Date 1, 2016** and **Date 2, 2016** the proposed State Plan was posted on the State Board of Education (SBE) and the Delaware Department of Education (DDOE) websites and notice of the public hearings was published in two newspapers of general circulation. Comments were collected through both formats and are reflected in the revised plan.

Additionally, the one-year plan revision was reviewed by a Sub-Committee of the Delaware SBE and presented for approval to the full SBE on **Date 3, 2016**. If you have any questions, please contact me via email at: luke.rhine@doe.k12.de.us or by telephone at: 302.735.4015.

Sincerely,



Luke Rhine
Director, CTE and STEM Office

PART A: STATE PLAN NARRATIVE

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Introduction

Delaware's State Board of Education (SBE) is submitting the revised one-year 2016-2017 State Plan for the Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270. The State Plan covers federal fiscal year 2016 and state fiscal year 2017 (July 1, 2016 through June 30, 2017). This plan is an agreement between the State of Delaware and the federal government to assure the administration of career and technical education programs is consistent with both the State's goals, policies and objectives, and with the federal laws and regulations.

The Delaware Department of Education has established policies and procedures as well as criteria and priorities that are used in approving state and local programs of study in career and technical education as part of a defined career pathway system. The Career & Technical Education and STEM Initiatives workgroup of the Delaware Department of Education's Teaching and Learning Branch provides technical assistance and services to local educational agencies, community colleges, correctional institutions, and other eligible recipients under the Act. As part of the Department's annual compliance monitoring system, the Teaching and Learning Branch conducts program compliance and performance evaluations to adequately assess progress toward achieving stated goals and objectives. This work is guided by three key principles and the belief that CTE programs of study:

1. Prepare students for career success and postsecondary education.
The terms "career ready" and "college ready" are synonymous. In order to earn a livable wage in today's economy, all students must possess a credential beyond a high school diploma and be prepared to continue their education in the form of two- and four-year college or university, certification programs, apprenticeship, formal job training, or military service. CTE programs of study align academic and technical knowledge at the secondary and postsecondary levels by creating multiple entry and exit points for students to pursue a career and continue their education.
2. Align with workforce needs and are developed in partnership with relevant stakeholders.
A dynamic workforce development system begins in the K-12 setting and involves established relationships with state agencies, service providers, business representatives, and institutions of higher education. The DDOE partners with a variety of stakeholders, including business associations and institutions of higher education, to continuously improve Delaware's career pathway system and to guide the development and implementation of CTE programs of study that establish a direct link between the public education system, postsecondary education, and changes in regional employment demand and supply.
3. Improve student achievement by connecting academic and career success measures.
Programs of study measure student achievement in academic and technical areas and promote employability skills. The DDOE, local education agencies, and postsecondary institutions collect and use these data to drive a process of continuous program improvement, including making decisions regarding the viability of existing programs. State and local outcome data serve as a means of benchmarking program of study performance, closing achievement gaps, and ensuring every student becomes career and college ready.

This plan communicates the scope of Delaware’s commitment to the continuous improvement of career and technical education programs within a statewide system of career preparation. In Delaware, the career pathway system begins in the public education system through the development and implementation of CTE programs of study and continues through adult education and occupational training programs which are administered by partnering state agencies, institutions of higher education, and other service providers. This includes opportunities for students and adults, including special populations and individuals with barriers to employment, to participate in academic and technical coursework, career counseling, and defined work-based learning experiences that engage employers. These activities help students and adults to achieve their education and career goals as well as enter or advance in a career.

Delaware encourages and supports programs for career and technical education through 19 school districts, charter schools, the community college and university system, apprenticeship programs, and various other eligible recipients. Programs for students and adults are provided to foster challenging academic standards, promote the development of activities that integrate academic and career and technical instruction, and increase flexibility in providing services and activities designed to develop, implement, and continuously improve career and technical education. Delaware’s career and technical education programs provide students and adults with opportunities to develop occupational interests and acquire skills throughout their secondary and postsecondary educational experiences that will lead to gainful employment and continuing education. Students and adults who complete a CTE program of study will attain a secondary school diploma or its equivalent and an industry recognized credential, certificate, or license which holds value at the professional level, postsecondary level, or in an associate or baccalaureate degree program.

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

1.1 Public Hearings

Public meetings were held **Date 1, 2016** and **Date 2, 2016** at the John G. Townsend Building Cabinet Room. The proposed State plan was posted on the State Board of Education (SBE) and the Delaware Department of Education (DDOE) websites and notice of the public meeting was published in accordance with state public meeting laws and requirements.

1.2 Summary and Response to Recommendations Made During the Public Comment Period [Sec. 122(a)(3)]

The proposed State plan was posted on the State Board of Education (SBE) and the Delaware Department of Education (DDOE) websites and notice of the public meeting was published in accordance with state public meeting laws and requirements. Comments were collected through both formats and are reflected in the revised plan.

1.3 Development of the State Plan [Sec. 122(b)(1)(A)-(B)]

The Delaware State Plan was developed as part of Delaware’s Combined State Plan under the Workforce Innovation & Opportunity Act. As such, staff from the Department of Education worked with other core partners in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic

counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; and the State Tech Prep coordinator; entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); representatives of labor organizations in the State; and State agencies such as the Delaware Department of Labor (DDOL) and the Delaware Economic Development Office (DEDO). The Governor of the State was consulted with respect to development of the State plan. The State Plan was vetted by a Sub-committee of the State Board of Education (SBE) and presented to the SBE on **Date 3, 2016** for approval.

1.4 Public and Private Participation in State and Local Decisions that Related to Development of the State Plan [Sec. 122(b)(2)]

The formulation and development of Delaware's State Plan included activities and procedures to ensure that participants and entities listed in item 1.3 participated in state and local decisions in relation to the development of the State Plan.

1.5 Consultation with Agencies Responsible for Secondary and Postsecondary Career and Technical Education [Sec. 122(e)(3)]

The portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, Tech Prep education, and secondary career and technical education was developed in consultation with representatives of all interested groups.

II. PROGRAM ADMINISTRATION

2.1 Term of the Plan

The Delaware State Board of Education (SBE) hereby submits this revised one-year plan for the period July 1, 2016 through June 30, 2017 for operation of programs under the Act. [Sec. 122(a)(1)]

2.2.1 Career and Technical Education Activities Designed to Meet or Exceed the State Adjusted Levels of Performance (Sec. 122(c)(1)(A)-(L))

The Career & Technical Education and STEM Initiatives workgroup provides leadership and technical assistance in an ongoing effort to meet or exceed the state's adjusted levels of performance. Delaware career and technical education programs at the secondary level must meet the career and technical education requirements under Title 14, Section 525 (Appendix A) and align with the career pathway requirement under Title 14, Section 505 (Appendix B) of the Delaware Administrative Code. Further, all programs must be approved by the State and appear on the state-approved course list for the applicable funding period. Secondary programs of study will meet state and/or nationally developed standards and apprentice related-training programs will follow applicable State apprentice training requirements under Title 19, Section 1100 of the Delaware Administrative Code. Community college programs must be approved by the Board of Trustees at the Delaware Technical Community College.

Delaware offers approximately 350 career and technical courses and programs that span from seventh grade through Associates Degrees, apprenticeship, and industry certification. Perkins funds are used to support programs for students' in grades 7-14 in 19 school districts, charter schools, the community college system, apprenticeship, correctional institutions, and other eligible recipients. These local educational agencies provide career and technical education programs aligned to the National Career Clusters model, which organizes instructional programs into sixteen career clusters and more specific occupational groupings or career pathways. This organizational structure helps to classify CTE programs of study and benchmark student outcome data to close achievement gaps. Additionally, the structure helps to align CTE programs of study to related occupations and relevant labor market information, ultimately connecting CTE programs to continuing education and career opportunities.

Delaware ensures the alignment of career and technical education (CTE) standards, academic standards, and the career ready practices through a state approval process for CTE programs of study. CTE programs are developed, implemented, and continuously improved in cooperation with business and industry partners, institutions of higher education, and the community to ensure academic and technical relevance. Defined pathways and programs of study allow students to demonstrate technical and academic skills and knowledge. Additional learning and leadership opportunities are available through participation in career and technical student organizations (CTSOs). These intra-curricular organizations are essential components of all quality CTE programs and include comprehensive leadership and skill training at local, state, and national competitive events, community service opportunities, and promotion of career planning.

At the secondary level, the DDOE has revised the process for CTE program development, implementation, and continuous improvement. All programs include an alignment to the Common Core State Standards, the Common Career Technical Core, other state and national standards, opportunities for students to demonstrate technical skill attainment, articulation/dual enrollment with related postsecondary credential and degree programs, and the identification of work-based learning experiences. As reported in the annual CAR report each LEA has completed and posted on their website at least one program of study.

Postsecondary CTE programs are developed based on the prerequisite expectations of business and industry partners and align technical and academic skills and knowledge. Further, postsecondary CTE programs provide students with opportunities to engage employers, participate in work-based learning experiences, and opportunities to apply academic and technical knowledge.

(a) Career and Technical Education Programs of Study:

Career and technical education (CTE) programs of study are developed and implemented in consultation with business, industry, educators, and other interested parties and are made available through the DDOE to LEAs, postsecondary institutions, advisory councils, students, parents, and other interested parties as a foundation for planning and completing future coursework for CTE and technical content areas that —

- i. Incorporate secondary education and postsecondary education elements;

- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- iii. Include the opportunity for secondary education students to participate in dual enrollment, concurrent enrollment, course articulation, or other ways to acquire postsecondary education credits; and
- iv. Lead to an industry recognized credential or certificate that holds value at the professional or postsecondary levels, or in an associate or baccalaureate degree.

(b) Development and Implementation of Programs of Study

Career and technical programs of study will be planned and approved according to Title 14, Sec. 525, 1.0 and 2.0 of the Delaware Administrative Code (Appendix A) and must align with the career pathway requirement under Title 14, Section 505 of the Delaware Administrative Code (Appendix B). State and local programs of study will be developed and provided during the grant year and made available through the DDOE to local education agencies, postsecondary institutions, advisory councils, students, parents, and other interested parties as a foundation for planning and completing future coursework for career and technical content areas.

(c) Development and Implementation of Articulation Agreements between Secondary Education and Postsecondary Education Institutions

Delaware CTE programs of study are required to have current articulation agreements between secondary and postsecondary education institutions at both two- and four-year degree institutions. The DDOE will work with eligible recipients to cooperatively enter into articulation agreements between secondary education and postsecondary education institutions including Delaware apprentice related-training programs.

(d) Secondary Level Career and Technical Programs of Study Offered by Eligible Recipients

LEAs will have documentation of current CTE programs of study in both hard copy and on the district and/or school web site. Documentation will be made accessible to the DDOE, teachers, guidance counselors, advisory committee members, parents, students and other interested parties. All LEAs receiving federal and state CTE funding have posted at least one program of study on their LEA web pages.

(e) Secondary and Postsecondary Career and Technical Education Programs and Expansion Efforts to Access Appropriate Technology in Career and Technical Education Programs

CTE programs are required to have active program advisory committees with membership drawn from the related area business and industry that the program is designed to serve. The expertise of area business and industry leaders shall be utilized in reviewing related CTE program curriculum and programs of study to ensure relevancy in student career preparation and

use of appropriate technology. In addition, professional development activities related to the access of technology will be provided at the state level.

(f) Criteria Used to Approve Eligible Recipients for Funds Under the Act

Secondary LEAs will submit applications for Perkins funding through the Delaware Education Success Planning and Evaluation System (<http://www.doe.k12.de.us/domain/314>) that clearly demonstrate how they will use assistance from the grant to promote continuous program improvement, academic achievement of CTE students, and increased levels of technical skill attainment and testing thereof, as well as to the development or implementation of appropriate CTE programs of study for current or emerging high skill, high wage, or high demand occupations. Applications for funding will be evaluated by the Career & Technical Education & STEM Initiatives workgroup as a part of the consolidated application program managers committee.

Postsecondary LEAs will submit applications as permitted under Section 133 of the Act, using a Request for Proposal process that incorporates the minimum postsecondary allocation for individual recipients as required under Section 132.

(g) Preparation of Career and Technical Education Students for a High School Diploma

LEAs at the secondary level will demonstrate through the Delaware Education Success Planning and Evaluation System process (<http://www.doe.k12.de.us/domain/314>), how their CTE courses are an essential component of CTE programs of study consisting of pre-planned and sequential courses required for graduation aligned to Title 14, Section 525 of the Delaware Administrative Code as well as Title 14, Section 505 of the Delaware Administrative Code which defines a three-credit career pathway as a graduation requirement. In addition, program curriculum must align with Delaware and/or national standards and stress teaching content in a contextual manner with applications of academic concepts included in the CTE content, to enable CTE students, including special populations, to gain a greater understanding of these academic concepts and to see the alignment of the academic courses that are required for graduation.

(h) Preparation of Career and Technical Education Students for Postsecondary Education or Entry into High Skill, High Wage, or High Demand Occupation in Current or Emerging Occupations and Awareness of Such Occupations

The review and analysis of labor market information (LMI) is required for CTE programs of study to be approved. The DDOE has partnered with the Delaware Department of Labor to make available labor market projections and related LMI to LEAs through the EDEPS website (<http://www.edeps.org/CppDeCluster.aspx>). Additionally, the DDOE has developed a policy tool and review document that can be used to analyze LMI. These tools are available on the DDOE website (<http://www.doe.k12.de.us/Page/435>) and are required for CTE program of study approval.

Programs at the secondary level will be an integral part of a program of study that provides students, including special populations, effective academic and technical preparation for entry into high-skill, high-wage, or high-demand occupations and/or related opportunities in postsecondary education. Instruction will reflect use of approved academic and CTE standards.

LEAs will have easily accessible publications listing currently approved CTE program of study available in hard copy and on the district and/or school website that clearly outline the opportunities for entry into high-skill, high-wage, or high-demand occupations and/or related postsecondary education with the related occupations for postsecondary completers. The DDOE has also implemented statewide Student Success Plans for all secondary students. These Student Success Plans engage students, their parents, counselors and other individuals in the process of developing an individual learning plan for each secondary student which will continue beyond high school. To assist schools with the implementation of these Student Success Plans, the State of Delaware has purchased career software, at no cost to the LEAs. The software allows the plan to be completed online while providing career exploration tools. It allows students to research occupations in which they may be interested, including average starting salaries, type of work, career ladders, and preparation necessary to be successful in securing such a position upon graduation. In addition the software allows the student to select a course of study to assist in reaching their postsecondary goals.

(i) Use of Funds to Improve or Develop New Secondary and Postsecondary Career and Technical Education Courses that Lead to Employment in High Skill, High Wage, or High-Demand Occupations

Through the Delaware Education Success Planning and Evaluation System (<http://www.doe.k12.de.us/domain/314>), LEAs will cite how funds will be used to improve existing CTE programs of study or to develop new CTE programs.

- i. Secondary CTE Programs will be aligned to Delaware and/or national CTE content standards. All students in CTE programs will receive instruction aligned with rigorous and challenging academic content standards based on the Delaware Recommended Curriculum (<http://www.doe.k12.de.us/domain/200>) and will be assessed in alignment with Delaware's Elementary and Secondary Education Act through the designated secondary assessment and accountability system (<http://www.doe.k12.de.us/domain/310>).
- ii. Postsecondary community college CTE courses will be developed to incorporate relevant and challenging content under guidelines set by the Board of Trustees of Delaware Technical Community College and the Vice President for Academic Affairs or his/her designee and the college's program advisory committees. Postsecondary apprenticeship CTE courses will be developed to incorporate relevant and challenging content standards under guidelines set by the Delaware Apprentice/Trade Education Council and the Council's skill standards review teams.

Postsecondary programs will lead directly to one or more of the following:

- Apprenticeship-Related Education Certificate
- Trade Extension Education Certificate
- Industry-Based Certificate
- Community College Diploma and Certificate
- Associate Degree

- Associate Degree programs will be articulated with Bachelor's Degree programs, where applicable.
- iii. Secondary and postsecondary courses will be part of a career pathway and documented through the Student Success Plan to lead students to employment in high skill, high wage, or high demand occupations.

(j) Communications on Best Practices Among Successful Recipients of Tech Prep Program Grants

Tech Prep Delaware will publish, distribute (to eligible recipients), and post on their website a newsletter which will include profiles of highly successful recipients as an example for others.

(k) Linking Secondary and Postsecondary Career and Technical Education Programs to Increase Student Academic and Career and Technical Achievement

The DDOE will work with their consortia, high school coordinators, and postsecondary partners to sustain and expand a system of articulated links between academic and career and technical education at the secondary and postsecondary level that increase student academic and career and technical achievement.

The Career & Technical Education and STEM Initiatives Workgroup of the Delaware Department of Education will continue to encourage the integration of rigorous academic content into hands-on, contextual curriculums of CTE programs as well as the integration of rigorous technical content to provide contextual learning projects and other experiences. In both formats, the workgroup will promote the use of a wide variety of differentiated learning experiences to accommodate the varied learning styles of CTE students. This strategy will be stressed to enable quality courses for CTE students to incorporate increased rigor.

(l) Evaluation of the Integration of Coherent and Rigorous Content Aligned with Challenging Academic Standards in Career and Technical Education Programs

Delaware State assessments will be used to report the results of integration efforts for secondary students as stated in the State's Elementary and Secondary Education Act plan. The graduate follow-up core indicators will be used to report the integration and overall program quality for secondary student success. The graduate placement and retention core indicators will be used to report the success of integration efforts as reflective of the quality of postsecondary programs.

2.3. Comprehensive Professional Development for Career and Technical Education Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors

The DDOE will provide professional development to effectively consolidate and deliver DDOE services to districts, schools, programs, and agencies to ensure all educators have access to effective professional development and technical assistance that will result in high-quality education.

Professional Learning is a cohesive ongoing series of rigorous, data-driven, targeted, research-based, collaborative, supported, sustained, and systemic opportunities that result in improved

student learning. All professional learning activities are aligned with Title 14, Section 1598 of the Delaware Administrative Code (Appendix C) and the Delaware Standards for Professional Learning.

(a) Promotion of Integrated Coherent and Rigorous Academic Content Standards and Career and Technical Education Curricula

The DDOE promote the alignment of academic and technical curriculum through the implementation of state and local CTE programs of study. Further, in state-model programs the DDOE will provide educators with focused and ongoing professional learning that is course and program specific as well as opportunities for educators to participate in professional learning communities to further expand knowledge and skills. Also, the DDOE requires that curriculum, instruction, and assessment be aligned to national and state standards and the use of program data for the continuous improvement of such program as well as the systematic and focused use of evidence-based instructional practices in alignment with Title 14, Section 502 of the Delaware Administrative Code (Appendix D).

(b) Increasing the Percentage of Teachers That Meet Teacher Certification or Licensing Requirements

The DDOE supports all teachers seeking to become certified as a career and technical education instructor. All CTE teachers are required to have knowledge of the content they teach and be highly skilled at using appropriate teaching strategies to meet the needs of various learners. This expectation demands that all students have equitable access to qualified teachers to meet challenging national and state content standards and academic achievement standards. The DDOE certification and license process supports this expectation through multiple opportunities for candidates to seek teaching certification which includes the Alternative Routes to Teacher Certification (ARTC) as well as opportunities to seek certification through Skills and Technical Sciences (STS) which is outlined in Title 14, Section 1559 of the Delaware Administrative Code (Appendix E).

(c) High Quality, Sustained, Intensive and Focused Professional Development

The DDOE is committed to providing professional learning opportunities and the alignment of instruction to national and state content standards. Ongoing and high quality professional learning experiences are provided to teachers that are specific to their program and academic/technical content areas as well as career guidance/counseling and other instructional strategies. Technical assistance is provided to LEA leaders based on their identified needs and CTE performance metrics through face-to-face and online interactions. Additionally, more direct technical assistance is provided to LEAs that have not met 90% of the agreed upon measure for each Perkins Core Indicator for one or more years.

(d) Encouraging Applied Learning

The DDOE promotes authentic learning as well as instruction based on student learning styles and needs. This includes access to real-world, career-based curriculum, assessment, and instruction in order to prepare students for postsecondary education and entry into the work force.

(e) Providing Knowledge and Skills for Improving Special Populations Instruction

The DDOE strives to create an effective learning environment that takes into account the cultures, strengths and limitations, as well as other factors affecting the student, family, and community surrounding a school. The DDOE ensures access for CTE programs through competitive funding structures and focused technical assistance for all LEAs.

(f) Promotes Integration with Professional Development Activities that the State Carries out under Title II

The DOE promotes the integration of professional learning to successfully implement CTE programs and ensures that the continuation of this work is a natural part of the process. The LEA will utilize the Delaware Education Success Planning and Evaluation System (<http://www.doe.k12.de.us/domain/314>) to coordinate this opportunity.

2.4 Recruitment and Retention Efforts

(a) Recruitment and Retention of Career and Technical Education Teachers, Faculty, and Career Guidance and Academic Counselors, including Individuals in Groups Underrepresented in the Teaching Profession:

The DDOE works closely with all school districts and charter schools in the state on the issues of teacher/counselor recruitment and retention. DOE staff assist and provide technical assistance to LEAs with teacher certification to hire certificated staff to fill their career and technical education vacancies with qualified candidates. The DDOE assists LEAs with recruitment of staff by providing free of charge access to the Join Delaware Schools website (<http://www.joindelawareschools.org/>). This website provides a centralized resource where school districts and charter schools to post all of their available job vacancies as well as review the resumes of potential applicants.

(b) Transition to Teaching from Business and Industry, including Small Business

The State of Delaware, through the University of Delaware, oversees an aggressive Alternative Routes to Teacher Certification (ARTC) which allows local LEAs to hire qualified professionals from business and industry who wish to transition into teaching positions. Through the cooperation of the Alternative Routes program and through the DDOE's Professional Accountability office and the CTE Education Associates, a program of coursework is developed to help transition these professionals into the teaching profession.

Once staff is recruited, licensed, and certified, the DDOE works vigorously to provide high quality professional development programs for career and technical education teachers and counselors. This professional development is delivered through a variety of mechanisms including onsite workshops and travel to professional conferences in order to learn the latest initiatives within industry.

2.5 Transition of Sub-baccalaureate Career and Technical Education Students into Baccalaureate Degree Programs at Institutions of Higher Education [Sec. 122(c)(4)]

The DDOE and its only statewide community college system, the Delaware Technical Community College (DTCC) recognize the importance of transitioning students enrolled in sub-

baccalaureate career and technical education programs into baccalaureate degree programs. DTCC works closely with the two publicly-supported universities and the one private university to forge a program of transferability of individual course credit within and among their respective institutions through their “Transfer of Credit Matrix”. DTCC’s “Connected Degree” initiative continues to establish full program-to-program articulation agreements with both publicly-supported and private colleges and universities.

2.6 Involvement of Parents, Academic and Career and Technical Education Teachers, Administrators, Faculty, Career Guidance and Academic Counselors, Local Business (including small businesses), and Labor Organizations in the Planning, Development, Implementation, and Evaluation of Career and Technical Education Programs [Sec. 122(c)(5)]

In addition to the individual program advisory councils, each district is required to have an active, district wide Perkins Advisory Committee, with broad representation of parents, students, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small business), and labor organizations. A minimum of at least two meetings per program year, with minutes and attendance records kept. A list of advisory committee members and the constituency they represent must be submitted with application for funding. This expectation is outlined in Title 14, Section 525 of Delaware Administrative Code (Appendix A).

2.7 Improvement of academic and technical skills [Sec. 122(c)(7)(A)-(C)]

(a) Integration of Academic and Technical Education

Delaware programs of study emphasize the integration of academic and technical content and include a sequence of courses that address Delaware’s academic and CTE content standards. These programs of study provide the effective academic and technical preparation necessary for students to enter into high-skill, high-wage, or high-demand occupations and/or related opportunities in postsecondary education. All Delaware students will be held to the graduation requirements as defined through Title 14, Section 505, Delaware Administrative Code (Appendix B). These requirements include completion of rigorous academic courses and a planned and sequential career pathway as defined in the Student Success Plans (SSP). Delaware students are required to complete the SSP encompassing a minimum of five years including one year beyond high school developed and updated at least annually by the student, the student’s advisor, at least one other staff member and the student’s parent(s) guardian(s) or relative caregiver. The student’s plan includes courses needed in preparation for immediate entry into the work force or opportunities in postsecondary education. The plan also includes the support services necessary for the student to graduate from high school.

Delaware will continue to support curriculum and professional development opportunities supporting the integration of academic and technical skills. Instruction will reflect the use of approved academic and CTE standards. Career and Technical Student Organizations (CTSOs) that support and provide opportunities for the demonstration of the integration of academic and technical knowledge and skills will continue to be supported by the State. Programs will be held accountable for meeting academic and technical skill performance targets.

(b) Understanding and experience in all aspects of industry

Delaware CTE programs of study are industry based and align with nationally recognized standards to provide an understanding of, and experience in, all aspects of an industry. The DDOE has partnered with the Delaware Department of Labor to establish the EDEPS website, which provides labor market projections aligned to the State's instructional model for CTE programs of study. These data help local education staff and students to better understand Delaware's labor market and more specific aspects of the industry including preferred educational levels and skills. This information is used as part of Delaware's CTE programs of study to define what students need to know and to be able to do while supporting student development in solving problems, gathering and using resources, and working collaboratively to assure success in a highly challenging academic and competitive global work environment. In addition, related, work-based learning experiences are supported upon the completion of state-approved programs.

(c) Challenging academic proficiencies

All Delaware students will be held to the rigorous graduation requirements as defined through Title 14, Section 505, Delaware Administrative Code (Appendix B). The DDOE will work with their consortia, high school coordinators, and postsecondary partners to sustain, and expand, a system of articulated links at the secondary and postsecondary levels to increase student academic and technical achievement and prepare students for postsecondary education and employment.

2.8. Technical assistance [Sec. 122(c)(15)]

Each eligible LEA has a DOE Career & Technical Education and STEM Initiatives Workgroup Education Associate assigned as their primary technical assistance representative. Other DDOE personnel will provide technical assistance, as needed. The workgroup will provide technical assistance as needed. The workgroup, supported by subject matter experts that represent all CTE content areas, will provide additional support by facilitating and providing training to CTE teachers, administrators, and counselors. Training will be focused on, but not limited to: curriculum alignment and program planning; implementation; and continuous improvement. Targeted technical assistance and support will be provided through the monitoring of Perkins performance measures.

2.9 How career and technical education relates to your State's and regions occupational opportunities. [Sec. 122(c)(16)]

Delaware has joined the Pathways to Prosperity network as part of a collection of states working collaboratively to support career pathways. The Governor's Office, the Department of Education, Department of Labor, Department of Economic Development, institutions of higher education, and business partners are part of the Delaware Pathway network. The network has helped the State to align education and training programs into distinguished career pathways, which includes CTE programs of study which align with high demand, high skill, or high wage occupations. The DDOE has partnered with the Department of Labor to review state and national labor market information from the U.S. Bureau of Labor Statistics as well as state labor market information from the Delaware Department of Labor's Office of Labor Market Information and local cooperative employment surveys. Business and industry representatives

serve on program advisory committees and will be further used to vet and demonstrate sufficient job opportunities for the total number of students to be enrolled in a CTE program of study..

The DDOE will maintain close ties with the Delaware Governor's Council on Apprenticeship and Training and the Delaware Department of Labor's Division of Industrial Affairs, Apprenticeship and Training Section. This includes active DDOE membership on the Governor's Council and regular meetings with the manager of the Apprentice and Training Section.

The DDOE has increased its emphasis on working with the Delaware Workforce Development Board to examine workforce trends, including new and emerging industries.

The DDOE has increased data quality and monitoring of post-graduation placements for secondary and postsecondary students. The DDOE has partnered with the Delaware Department of Labor to facilitate data-driven decision-making for improved pathway program management with respect unemployment and wage data.

2.10 Joint Planning and Coordination with other Federal Education Programs. [Sec. 122(c)(171)]

The Delaware Department of Education requires LEAs to apply for federal funding through a consolidated planning and application process. This process has been extended to include the monitoring of coordinated performance of LEAs under the Delaware Education Success Planning and Evaluation System (<http://www.doe.k12.de.us/domain/314>). The DDOE is part of the state's effort to align federal education and training programs as part of the Workforce Innovation and Opportunity Act. As such, the DDOE will meet with partnering state agencies to align federal education programs and performance metrics to ensure a continuum of service and evaluation.

2.11 Procedures to Ensure Coordination and Non-Duplication Among Programs

The DDOE will strengthen successful partnerships to increase the alignment between labor force supply systems and workforce employment demands. These partnerships include the Delaware Department of Labor, the Delaware Office of Labor Market Information, and the Delaware Workforce Development Board. The DDOE will continue to build strong connections between education and workforce programs that include career and technical education programs at the secondary and postsecondary levels to increase the retention of students and workers moving from secondary education to postsecondary education, including registered apprenticeship programs, and in the continuous relationship between work and learning. These partners will continue to work through the Delaware Workforce Development Board to ensure an alignment of services through secondary, postsecondary, adult, and occupational training programs.

B. 2.12 Other Department Requirements

(a.) Copies of local applications for secondary and postsecondary eligible recipients:

The purpose of the Delaware Education Success Planning and Evaluation System (<http://www.doe.k12.de.us/domain/314>) is to create a structure that increases the ability of the

state, districts and schools to better align actions with resources resulting in improved outcomes for all students.

The system is intended to improve communication among the organization's staff and constituents and provide a dynamic structure to put the strategic plan into action. The major components of this dynamic system are Planning, Resource Allocation, Evaluation, and Monitoring. Local applications for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act, will be available through the DDOE web site.

(b.) Delaware's governance structure for CTE

The State Board of Education (SBE) is the eligible agency responsible for the supervision of the administration of the state plan. The SBE has delegated the administration of the State Plan to the Delaware Department of Education (DDOE). The SBE has established a special committee of the Board that will involve stakeholders as outlined by the Perkins Act, to monitor, and review the DDOE's administration of the plan and provide feedback on the development of annual reports and plan updates. This committee will present annually to the SBE prior to the issuance of the annual report.

The Secretary of Education is an appointed member of the Delaware Governor's Cabinet. The Secretary of Education is the chief executive of the Delaware Department of Education working in partnership with the Delaware State Board of Education and the Professional Standards Board. A Deputy Secretary and Associate Secretaries are appointed by and report to the Secretary of Education. The Chief Academic Officer of the Teaching and Learning Branch oversees the Director of The Career and Technical Education and STEM Initiatives Workgroup who then oversees the workgroup Education Associates and professional staff. The Education Associates are assigned to monitor and provide technical assistance to all CTE programs. The DDOE organizational chart is provided as (Appendix F).

(c.) Postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA

As part of their efforts to streamline services in a one-stop environment that provides access to training opportunities, the State of Delaware is aligning education and training programs under the Workforce Innovation and Opportunity Act. The Department of Labor, Department of Education, the Department of Economic Development, and the Department of Health and Social Service have partnered to align supports and opportunities for all Delawareans. This work will align to the Delaware Workforce Development Board and their contractual relationship with the following providers of postsecondary career and technical education:

- i. Delaware Skills Center
- ii. Delaware Technical & Community College (all campus locations)
- iii. Polytech School District
- iv. Sussex Technical School District
- v. New Castle County Vocation-Technical School District

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

3.1 Equal Access

Special populations include but are not limited to individuals who are economically disadvantaged; non-English speaking; students with disabilities; preparing for careers that are nontraditional for their gender; single parents; displaced homemakers; migrants, etc. Members of special populations will be provided equal access to the full range of CTE programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and comprehensive career guidance and counseling services. Individuals who are members of special populations will be provided with equal access to activities assisted under Perkins IV through a number of proactive initiatives implemented by Delaware Department of Education, including:

Equal access and services to special populations are monitored as part of the Delaware Education Success Planning and Evaluation System (<http://www.doe.k12.de.us/domain/314>) to ensure that students in special populations are provided with appropriate service and access to career and technical education (CTE) programs. Reviews will increase the focus on outreach and recruitment activities, as well as program placement options to ensure equal access to CTE information for special populations.

A Special Populations review group, consisting of CTE Associates, associates from the DDOE Exceptional Children's and Curriculum Improvement groups, LEAs, and other stakeholders, examines best practices to assist students in special populations to meet or exceed state levels of performance.

The Special Populations review group promotes the following activities:

- Delaware's Employment First Initiative requiring that state agencies that provide services and support to persons with disabilities shall consider, as their first option, competitive employment in an integrated setting for persons with disabilities.
- Interagency collaboration for support and transition services to special populations. This group collaborates with Delaware's Community of Practice on Secondary Transition for students with disabilities, which is supported initially by a grant from the federal Office of Special Education and Rehabilitation Services (OSERS), Department of Labor Division of Vocational Rehabilitation, and Division on Developmental Disabilities Services.
- Coordination and collaboration of CTE instructors, special education, and ELL staff in secondary school programs.
- Professional development opportunities in statewide conferences and forums on effective practices.
- Data analysis is used to identify effective programs that serve special populations in the most integrated settings possible. Programs requiring assistance to provide access and demonstrate success will also be identified.

(a) Non-discrimination on basis of status as members of special populations

In accordance with the IDEA and the Civil Rights Acts of 1964 and 1968, Section 504 of the Rehabilitation Act of 1973, and subsequent federal legislation, Delaware prohibits discrimination against students, including students enrolled in career and technical education programs.

(b) Provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations

Individuals who are members of special populations are provided with support services designed to enable the special populations to meet or exceed adjusted levels of performance.

LEAs at the secondary level will assure the Delaware Department of Education that students from special populations have Student Success Plans designed to meet or exceed State adjusted levels of performance, and to prepare them for further learning and for high-skill/high-wage occupations. Student Success Plans (SSPs) are required for all students from 8th through 12th grades. The SSP is a five-year individualized plan developed by every student to identify post-school goals and to meet those goals through a variety of experiences during each student's high school years. It includes a series of career and learning styles assessments for each student, meetings with school advisors, development of a high school course of study, including career pathways and CTE coursework, and the identification of needed supports and other activities to reach those goals. The intent of the SSP is to encourage students to enroll in rigorous high school coursework that will lead to meet or exceed levels of performance and prepare them to enroll in postsecondary education/training programs and obtain high-skill/high-wage occupations.

3.2 Needs of students in alternative education programs, if you have such programs. [Sec. 122(c) (14)]

Delaware recognizes the need for a broad array of quality educational programs for life-long learners and for students who have not been successful within the regular school program. Often, in an instructional setting more appropriate to their needs, these students become highly successful at school and in the workplace. As the number and scope of alternative learning environments increase, more students will spend some portion of their academic careers outside of the traditional educational delivery system. While alternative education programs often work to return the student to the educational mainstream including the home school, where appropriate, many students will derive substantial educational benefits from the alternative school program and will therefore spend a significant portion of their educational careers in the alternative setting. Given this context, the State's role in the implementation of Perkins IV is to help ensure that students in alternative learning environments are not denied access to CTE. The State has developed strategies to address this concern.

3.3 Promotion of High-skill, High-wage, or High-demand Occupations and Non-traditional Fields [Sec. 122(c)(18)]

Delaware DOE staff developed links between high-quality technical and academic education in order to best prepare students for high-skill, high-wage, or high-demand occupations and non-traditional fields. Delaware CTE programs of study connect the theory of what is taught in core academic content areas to the authentic, real-world application to their application in the

workplace via career and technical classes. This is intended to encourage and facilitate communication and collaboration among educators.

The DDOE will, throughout Perkins IV, continue to assess how programs are designed to enable special populations to be prepared for high-skill/high-wage careers, and to ensure that the steps outlined by each eligible recipient are undertaken. The DDOE has partnered with LEAs, postsecondary recipients, and non-profit organizations to increase the number of non-traditional students who pursue and complete CTE programs. This effort is focused on serving LEAs with the greatest needs and putting a support system in place for all LEAs to engage and improve services to non-traditional students.

3.4 Individuals in State Correctional Institutions [Sec. 122(c)(19)]

Offenders who have enhanced their academic and technical skills during their incarceration are less likely to return to prison. As such, CTE services are provided to offenders while incarcerated to prepare them for the job search process upon release. Program services will include establishing CTE programs at facilities with no training programs; enhancing currently operating programs through materials and equipment upgrades and staff development opportunities; providing offenders with information on job search and job retention for use upon release; and developing referral systems that will assist offenders with job search upon their re-entry into the community.

3.5 Applicants will Ensure Equitable Access to, and Participation in, its Federally-Assisted Program for Students, Teachers, and other Program Beneficiaries with Special Needs as Contained in section 427(b) of the General Education Provisions Act as Amended.

Through the local plan and application, eligible recipients will be required to assure that:

- Individuals with disabilities who do not have Individual Educational Plans (IEPs) will be afforded the rights and protections established by Section 504 of the Rehabilitation Act, including making such programs accessible through supplementary services;
- The rights of students with disabilities will be protected based on the requirements of IDEA and Section 504 of the Rehabilitation Act of 1973 as amended;
- Career and technical education for students with disabilities will be provided in the least restrictive environment (Section 1412(5), IDEA);
- Representatives for career and technical education, when appropriate, will participate in the Individual Educational Plan process (Section 1414(d), IDEA); and
- Programs will be provided to prepare special populations for further learning and high skill, high wage, and high demand occupations.

In addition, all eligible recipients will be expected to report data reflecting student participation in career and technical education programs. This data is used to adequately measure the progress of all career and technical education students, including students who are members of special populations.

IV. ACCOUNTABILITY AND EVALUATION

4.1 Statutory Requirements

- (a.) Through a process of public hearings, the DDOE will obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency.
- (b.) A three-year average of actual performance indicators will be used to establish a State adjusted level of performance for each of the core indicators of performance for CTE students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance. Temporary modifications to the target performance measures will be permitted for specific recipients if they can justify the need for such modifications.
- (c.) Part C of this guide provides definitions and approaches that will be used for each of the core indicators of performance for CTE students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable.
- (d.) CTE Core performance indicators and additional indicators of performance will, to the greatest extent possible, be aligned to other performance indicators, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. For example, the graduation rates will be calculated in the same way that is calculated for Delaware under the ESEA procedures.
- (e.) Refer to Part C for Performance Levels
- (f.) LEAs that do not accept the State adjusted levels of performance under section 113(b)(3) of the Act would be required to submit a justification from the Chief School Officer of the LEA for proposing a reduced target. They would also be required to develop a plan for meeting the state adjusted performance targets.
- (g.) The LEA that requests in writing revisions to its local adjusted levels of performance due to unforeseen circumstances would have to document the effect of such circumstances on specific indicators. The LEA would also have to estimate the percentage by which the local adjusted levels would need to be reduced, and the number of years that this impact is expected to last. In some cases, a temporary modification to the target performance measures will be permitted for specific indicators if an LEA can justify the need for such modification.
- (h.) Delaware collects LEA data through a statewide pupil accounting system called eSchoolPLUS. This system is used for entering CTE course information and course scheduling for students at the school level. All demographic and academic information on a student is also

entered in eSchoolPLUS. The data is stored in a state database called DELSIS. Using a single database and SIF (Schools Interoperability Framework) technology DDOE is able to generate unique student identifiers and provide LEAs with real-time, complete and accurate data. LEAs are provided with data reporting and editing capability through Cognos Impromptu web reports. They are required to edit and verify Perkins data prior to a fixed submission date. Through this process, CTE participant and concentrator status is verified. Key demographic data (such as disability status) that are used to populate the Perkins CAR report are also verifiable.

(i.) All required reporting data fields for Perkins data are entered at the school level and quality controlled at the point of entry. This data is then used to populate the required EDEN data fields.

(j.) LEAs will submit applications for Perkins funding through the Delaware Education and Evaluation System (<http://www.doe.k12.de.us/domain/314>) using current disaggregated data to establish a minimum level of performance for each of the Perkins indicators. They would need to demonstrate how they will use assistance from the grant to promote continuous improvement in academic achievement, technical skill attainment and testing thereof, and/or to implement appropriate CTE pathways for current or emerging high skill, high wage, or high demand occupations. LEAs not meeting specific academic or skill attainment targets will be required to develop improvement plans, engage in technical assistance opportunities through the Delaware Department of Education, and/or be required to expend the equivalent of 20% of their total Perkins allocation, from any allowable and/or appropriate funding source, for time-bound initiatives that specifically addresses unmet targets.

(k.) Under the Delaware Education Success Planning and Evaluation System (<http://www.doe.k12.de.us/domain/314>), all LEAs with CTE programs would be evaluated annually. The evaluation along with data submitted for the annual Perkins Consolidated report will be used to evaluate the effectiveness of career and technical education programs and better integrate student services with other Federal programs to ensure non-duplication.

4.2 Other Department Requirements

(a.) **Proposed Perkins Performance Levels**

See Part C of the Delaware State Plan for definitions.

(b.) **Technical Skill Attainment.** Technical Skill Attainment is defined as an industry recognized certificate or credential earned through an approved CTE program of study which holds value at the professional level, postsecondary level, or in an associate or baccalaureate degree program. All CTE programs of study are required to identify and support the implementation of TSA measures for all concentrator students. Measures for TSA are identified based on employer demand and associated value at the postsecondary level. Measures are identified at the state or local level and are included in the CTE program of study approval process. All established programs will identify these measures through state monitoring and the local school district continuous improvement process. The DDOE will work with local school districts and charter schools to develop a list of approved technical skill attainment measures that add value for CTE students and programs and are available and appropriate to the specific CTE

program of study. In general, the following technical skill attainment measures will be applied to Delaware CTE programs of study and made available through the plan period:

- Industry developed and/or recognized certificates that add to a students' ability to seek competitive employment;
- Federal or state regulatory agency-developed assessment instruments leading to licensure that add to a students' ability to seek competitive employment;
- Third-party developed assessments that lead to a certificate and/or credential that holds value at the professional level, postsecondary level, and/or in an associate or baccalaureate degree program; and
- Credentials which hold value at the professional level, postsecondary level, or in an associate or baccalaureate degree program.

(c.) Technical Skill Assessment Phase-In

The DDOE will increase the number of CTE programs of study in which technical skill attainment measures are identified and reported. This includes revising the school accountability framework to include TSA as a measure for college and career readiness. This also includes the transition of Perkins compliance measures at the secondary level to emphasize TSA or 2S1.

V. TECH PREP PROGRAMS

Tech Prep Delaware (TPDE) was established in 1986 by the Delaware General Assembly after a House Resolution provided the funds to research secondary to postsecondary cooperative vocational programs at the national and state levels. These actions provided the framework to establish the Tech Prep Delaware Statewide Consortium. This program operated for four years using State funds exclusively.

The 1990 Perkins Act supported Tech Prep program activities and created a source of federal funds to expand the program to all Delaware public high schools and institutions of higher education. This dual funding stream (federal and state funds) continued until 2010, when Congress eliminated Title II Tech Prep Education funding set forth in the Perkins Act of 2006.

Since its inception, TPDE's primary mission is to provide a seamless curricular transition for students from secondary to postsecondary education to the labor market. This mission is accomplished by providing advanced credit articulation agreements between secondary Career and Technical Education (CTE) programs and postsecondary partners. Per the Epilogue language included in the annual State Operating Budget, the Delaware Tech Prep Consortium is formed to provide for overall CTE program development and management, coordination and technical assistance. To that end, TPDE will continue to provide statewide leadership in the development and maintenance of partnerships between secondary and postsecondary programs to provide advanced credit opportunities for Delaware students. These opportunities include "2+2 programs", "2+4 programs", and "bridges to apprenticeship" programs to provide a Tech Prep Education Program that will lead to a two year associates degree, a one-year diploma, a four year degree, advanced apprenticeship standing or industry certification. Since 1986 TPDE has expanded program partnerships to over 700 articulations. The scope of TPDE partnerships includes both in-state and out-of-state postsecondary institutions and the State of Delaware

Department of Labor Apprenticeship Program. TPDE will also provide support to the Delaware Department of Education in the implementation and expansion of Programs of Study.

The Consortium Board of Directors includes representation from the county-wide vocational technical school districts, comprehensive local school districts, the community college system, the Delaware Department of Education, the Delaware Advisory Council on Career and Technical Education, state and private institutions of higher education and business and industry. Polytech School District is the financial agent for the Consortium. The Consortium will adopt rules and regulations consistent with state regulations and any federal legislation that may apply. Although TPDE is no longer funded with federal funds, Delaware continues to support the TPDE program through state funding.

VI. FINANCIAL REQUIREMENTS

6.1 Statutory Requirements

The DOE will comply with the applicable requirements of Titles I, II, and III of the Act. Additionally all fiscal procedures for the DOE, LEAs, and contractors will adhere to applicable state and federal regulations. The DOE will ensure recipients of funding are informed of the governing laws and regulations, which also include EDGAR 34 CFR parts 74, 74, 76, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99, OMB Circular A-87 Revised, and OMB Circular A-21.

Delaware's accounting framework is structured based on Generally Accepted Accounting Principles (GAAP) using appropriations and funds to track and manage anticipated revenues and expenditures. GAAP standards are used to establish measurement and classification criteria for meaningful financial reporting. Each year, Delaware prepares the Comprehensive Annual Financial Report (CAFR) as its official record of financial activities for the State, based on national GAAP standards and guidelines.

Delaware uses the budgetary/cash basis of accounting to manage its day-to-day operations. Under the cash basis of accounting, revenues are recognized when cash is received by the State; expenditures or expenses are recognized when cash is disbursed. The State tracks expenditures by appropriation using a number of different appropriation types. Each appropriation type is identified in the State's finance and accounting system by a unique code. The State's appropriations represent spending authority granted by the Legislature. State agencies are not permitted to spend beyond their annual appropriated amounts. The DOE and LEAs utilize the same financial system.

Financial records and supporting documents will be kept on file in a State of Delaware office or contracted location per the Delaware Public Archives General Records Retention Schedule. The retention schedule can be reviewed at:

http://archives.delaware.gov/govsvcs/general_records_retention_schedules/index.shtml.

The Delaware State Auditor's Office is responsible for an independent audit of the DDOE operations and the 19 school districts that receive State and Federal funds. Such audits are made yearly as part of the State of Delaware A-133 Single Audit will be conducted in accordance with the generally accepted auditing standards, "Government Auditing Standards," issued by the

Comptroller General of the United States, and OMB Circular A-128, “Audits of State and Local Government” (the Single Audit Act of 1984). Copies of such audits are available in the office of DOE, Dover, Delaware, and/or the office of the Auditor General, State of Delaware as well as on the web at: http://auditor.delaware.gov/Audits/financial_compliance.shtml.

6.2 Funding will be issued to DOE and LEAs per the following distribution model:

- 5% of the total grant amount will be retained by DOE administrative purposes.
- 10% of the total grant amount will be retained at DOE for leadership activities.
- Of the remaining 85%:
 - DOE will retain no more than 10% for Reserve funds. DOE may use some of the funds for program enhancements and a portion will be issued competitively to LEAs. LEAs will use the funds for the purpose of developing or enhancing existing CTE pathways.
 - The remainder of the funding will be divided between secondary (85%) and postsecondary programs (15%).

Any LEA receiving an allocation that is not sufficient to conduct a program which meets the requirements of Section 135 of the Act is encouraged to form a consortium. Each consortia represents a new, separate LEA. The individual members of the consortium will contribute their Section 131 allocations, which will then be pooled and re-allocated based on a consortium agreed upon criteria. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under the Carl D. Perkins Act.

Each consortium will have one fiscal agent and the fiscal agent will submit one application through the consolidated application and will address Section 3.9 of the Consolidated Application on behalf of all consortia members. LEAs participating in a consortium will notify DDOE via email by May 30 of each year of their intent to enter a consortium. For the current year the letter of intent to enter a consortium will be due May 30, 2015. The email must include the names of all participating LEAs. Members of a consortium will create a Memorandum of Understanding (MOU) which will include the signatures of all LEAs within the Consortia and the amount of funds allocated to each LEA in the Consortia. The MOU will be submitted when the Consortium applies for funds through the Consolidated. The Consortia application will have the same grant submission and review dates as the Consolidated Application.

6.3 Federal Funding Criteria for Postsecondary and Adult Programs - [Section 132]

Under the provisions of Section 132(a) of the Act awarding grants to eligible recipients for the purpose of operating postsecondary and adult programs based upon an amount that bears the same relationship to the amount of funds available under this section as the number of Pell Grant recipients enrolled in programs meeting the requirements of Section 132 offered by such institutions in the preceding fiscal year bears to the number of such recipients enrolled in such programs within the State in the current year does not result in a distribution of funds to eligible

institutions within the State that have the highest numbers of economically disadvantaged individuals. This formula would, in fact, exclude eligible institutions that serve the State as providers of apprenticeship programs and institutions that provide CTE programs of adult education through the James H. Groves Adult High School program. The James H. Groves Adult program serves almost exclusively economically disadvantaged students that do not receive assistance from Pell Grants. Despite the fact these individuals are eligible for such assistance, the delivery system (including local educational agencies) for this adult program does not qualify as a provider of Pell assistance.

Therefore, institutions eligible to receive funds for postsecondary and adult programs in the State include:

- An institution of higher education.
- A local (secondary) education agency serving adults.
- An area CTE school serving adults that offers or will offer a program that meets the requirements identified under the description of use of funds for postsecondary and adult programs.

Furthermore, funds are to be used to provide CTE programs that:

- Are of such size, scope, and quality as to be effective,
- Integrate academic and CTE in such programs through coherent sequences of courses so that those students achieve both academic and occupational competencies, and
- Provide equitable participation in such programs for the special populations consistent with the assurance and requirements of the Act.

In order to meet the scope of such CTE programs, the State will not provide grants for local plans that are less than \$50,000. In the event funds available for distribution from this allotment are not requested during any given fiscal year of the State Plan, remaining amounts from the allotment shall be redistributed to eligible institutions with approved plans. These approved plans will be renegotiated to properly use redistributed funds. Each eligible institution receiving funds under this section shall use no more than five percent of such funds for administrative costs.

Funds may not be used to supplant available State or local salary sources but may be used to supplement new program initiatives. All funds available from this allotment will be provided to eligible institutions on a competitive basis.

6.4 Basic Grant Percentage Allotments and Allocation Summary - [Section 112]

Under the Act, at least 85 percent of all funds must be allocated to eligible recipients (see definitions for description) for basic programs. An amount not more than 10 percent of the allotment will be available for State programs and leadership, which will include at least \$60,000 to be used for services that prepare individuals for non- traditional training and employment, and an amount equal to not more than 1% of the amount allocated to the state under section 111 shall be available to serve individuals in state institutions such as State

correctional institutions or institutions that serve individuals with disabilities; and \$250,000 for the administration of this State Plan.

Delaware will exercise the reserve option under Section 112 (c) under the following conditions:

- Up to 10 % of the allocation under Section 131 of the Act will be held in reserve for competitive grants to LEAs (Appendix G).
- To be eligible to apply for funds through the reserve for competitive grants, LEAs must meet one of the following criteria:
 - Rural areas;
 - Areas with high numbers of career and technical students; and
 - Areas with high percentage of career and technical students.

The actual amount of the reserve fund to be used will vary from year to year. If all of the 10% is not used it will be returned to the competitive grant reserve for future allocation.

6.5 Other Department Requirements

(a.) Detailed Project Budget


See Part B of Delaware State Plan for project budget.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

7.1 EDGAR Certifications

1. The plan is being submitted by the eligible State agency, the Delaware State Board of Education. The authority is given under Title 14 Section 104 of the Delaware Code. The Delaware State Board of Education as the eligible agency will supervise the administration of the plan. [34 CFR 76.104(a)(1)]
2. The Delaware State Board of Education has authority under state law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
5. The State Officer- the Director of K12 Initiatives and Educator Engagement has the authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 87.104(a)(5)]
6. The State Officer- the Director of K12 Initiatives and Educator Engagement has the authority to submit the plan.

7. The Delaware State Board of Education has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(6)]
8. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

Signature of Authorized Certifying Official: 	Title: President, Delaware State Board of Education
Submitting Organization: Delaware State Board of Education	Date Submitted Date 4, 2016

7.2 Other Assurances

1. The plan will be submitted to the Delaware State Clearinghouse Committee for the State Intergovernmental Review Process. [Executive Order 12372; 34CFR 79]
2. A copy of a completed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters and drug-free workplace requirements is attached.
3. A completed and signed Assurance for Non-Constructions Programs Form is attached.
4. DDOE assures that we comply with the requirements of the Act and the provisions of the State plan, including the provision of the financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. DDOE assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. DDOE assures that the minimum allocation as required in section 131(c)(1) will be waived in any case which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and

technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the act. [Section 131(c)(2)]

7. DDOE assures that the amount of funds expended from non-Federal sources for costs DDOE incurs for the administration of programs under this Act will not be less than the amount provided by DDOE from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323 (a)]
8. DDOE assures that DDOE and the eligible recipients use the funds under this Act for in-service and career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec.317 (a)]
9. DDOE assures that, except where prohibited by State or local law, that an eligible recipient may, upon written request, use funds, made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec 317(b)(1)]
10. DDOE assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

PART A: STATE PLAN APPENDICES

- Title 14, Sec. 525, 1.0 and 2.0 of the Delaware Administrative Code (Appendix A)
- Title 14, Section 505 of the Delaware Administrative Code (Appendix B)
- Title14, Section 1598 of the Delaware Administrative Code (Appendix C)
- Title 14, Section 502 of the Delaware Administrative Code (Appendix D)
- Title 14, Section 1559 of the Delaware Administrative Code (Appendix E)
- DDOE Organizational Chart (Appendix F)
- Reserve Fund for Competitive Grants to LEAs (Appendix G)

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PART B: BUDGET FORMS

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PERKINS IV BUDGET TABLE - PROGRAM YEAR 10
(For Federal Funds to Become Available Beginning on July 1, 2016)

C. I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$4,718,450
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	\$4,718,450
D. Local Formula Distribution (not less than 85%)	\$4,011,255
1. Reserve (not more than 10% of Line D, as applicable)	\$401,125
a. Secondary Program	\$401,125
b. Postsecondary Programs	\$0
E. Available for Formula allocations (Line D minus Line D.1)	\$3,610,130
a. Secondary Programs	\$3,068,610
b. Postsecondary Programs	\$541,520
F. State Leadership (not more than 10%)	\$457,195
a. Nontraditional Training and Employment	\$60,000.00
b. Corrections or Institutions	\$20,000.00
G. State Administration (not more than 5%)	\$250,000.00
H. State Match (from non-federal funds)	\$250,000.00

D. II. TITLE II: TECH PREP PROGRAMS (Incomplete)

A. Total Title II Allocation to the State	\$0
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0
C. Amount of Title II Funds to Be Made Available For Tech-Prep (Line A less Line B)	\$0

D. Tech-Prep Funds Earmarked for Consortia	\$0
a. Percent for Consortia (Line D divided by Line C)	[95%]
b. Number of Consortia	\$0
E. Tech-Prep Administration	\$0

PART C: ACCOUNTABILITY FORMS

I. PERKINS ACCOUNTABILITY DEFINITIONS

1.1.Secondary Accountability Definitions

Participant:

A student who has successfully completed one or more courses in any CTE program.

Concentrator:

A student who has successfully completed fifty percent of the credits required to complete a state-approved CTE program of study.

Completer:

A student who has successfully completed a state-approved CTE program of study.

1.2.Postsecondary/Adult Accountability Definitions

Participants:

A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Concentrator:

A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Completer:

A postsecondary/adult student who receives an industry-recognized credential, a certificate, or a degree during the reporting year.

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

2.1 Secondary Performance Levels

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline PY 2013-14	Year 8 PY 2014-15	Year 9 PY 2015-16
1S1 Academic Achievement – ELA 113(b)(2)(A)(i)	<p><u>Numerator:</u> Number of current year <u>12th grade CTE concentrators</u> who were proficient on the ESEA standardized <u>ELA assessment</u>.</p> <p><u>Denominator:</u> Number of current year 12th grade CTE concentrators who took the ESEA standardized <u>ELA assessment</u>.</p>	State and Local Administrative Records	A: 76.44%	L: 70.00%	L: 70.00%
1S2 Academic Achievement – Math 113(b)(2)(A)(i)	<p><u>Numerator:</u> Number of current year <u>12th grade CTE concentrators</u> who were proficient on the ESEA standardized <u>Math assessment</u>.</p> <p><u>Denominator:</u> Number of current year 12th grade CTE concentrators who took the ESEA standardized <u>Math assessment</u>.</p>	State and Local Administrative Records	A: 78.45%	L: 70.20%	L: 70.20%

<p>2S1 Technical Skill Attainment 113(b)(2)(A)(i) i)</p>	<p><u>Numerator:</u> Number of <u>CTE concentrators</u> who demonstrated related technical skill attainment in a state-approved CTE program of study and <u>left secondary education</u> during the reporting year.</p> <p><u>Denominator:</u> Number of <u>CTE concentrators</u> who <u>left secondary education</u> during the reporting year.</p>	<p>State and Local Administ rative Records</p>	<p>A: 95.77%</p>	<p>L: 97.00%</p>	<p>L: 96.00%</p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline PY 2013-14	Year 8 PY 2014-15	Year 9 PY 2015-16
3S1 Secondary School Completion E. 113(b)(2)(A)(ii)(I-III)	<p><u>Numerator:</u> Number of <u>CTE concentrators</u> who successfully <u>completed</u> a state-approved CTE program of study and <u>left secondary education</u> by the end of the reporting year.</p> <p><u>Denominator:</u> Number of <u>CTE concentrators</u> who <u>left secondary education</u> during the reporting year.</p>	State and Local Administrative Records	A: 95.77%	L: 94.00%	L: 94.00%
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p><u>Numerator:</u> Number of current year <u>12th grade CTE concentrators</u> who were included as graduated by the end of the reporting year in the State's ESEA computation of graduation rate (diploma and certificate holders).</p> <p><u>Denominator:</u> Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	State and Local Administrative Records	A: 99.59%	L: 96.00%	L: 96.00%

5S1 Secondary Placement 113(b)(2)(A)(v)	<p><u>Numerator:</u> Number of <u>CTE concentrators</u> who graduated in the previous reporting year and were placed in <u>postsecondary education, employment, or the military</u> in the last quarter (<u>Oct - Dec</u>) of the year they graduated.</p> <p><u>Denominator:</u> Number of <u>CTE concentrators</u> who graduated in the previous reporting year.</p>	State and Local Administrative Records	A: 56.15%	L: 61.00%	L: 56.15%
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline PY 2013-14	Year 8 PY 2014-15	Year 9 PY 2015-16
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p><u>Numerator:</u> Number of <u>under-represented gender CTE participants</u> in a CTE program of study that leads to <u>employment in nontraditional fields</u> during the reporting year.</p> <p><u>Denominator:</u> Number of <u>CTE participants</u> in a CTE program of study that leads to <u>employment in nontraditional fields</u> during the reporting year.</p>	State and Local Administrative Records	A: 34.96%	L: 36.00%	L: 35.00%
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p><u>Numerator:</u> Number of <u>under-represented gender CTE completers</u> in a CTE program of study that leads to <u>employment in nontraditional fields*</u> and left secondary education during the reporting year.</p> <p><u>Denominator:</u> Number of <u>CTE completers</u> in a CTE program of study that leads to <u>employment in nontraditional fields*</u> and left secondary education during the reporting year.</p>	State and Local Administrative Records	A: 27.46%	L: 28.00%	L: 28.00%

2.2 Postsecondary/Adult Performance Levels

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline PY 2013-14	Year 8 PY 2014-15	Year 9 PY 2015-16
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p><u>Numerator:</u> Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><u>Denominator:</u> Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	State and Local Administrative Records	A: 93.00 %	L: 91.00 %	L: 91.00 %

2P1 Credential, Certificate, or Degree 113(b)(2)(B) (ii)	<p><u>Numerator:</u> Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p><u>Denominator:</u> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State and Local Administrative Records	A: 81.63 %	L: 80.00 %	L: 80.00 %
3P1 Student Retention or Transfer 113(b)(2)(B) (iii)	<p><u>Numerator:</u> Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p><u>Denominator:</u> Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	State and Local Administrative Records	A: 64.74 %	L: 72.00 %	L: 72.00 %

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline PY 2013-14	Year 8 PY 2014-15	Year 9 PY 2015-16
4P1 Student Placement 113(b)(2)(B)(iv)	<p><u>Numerator:</u> Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><u>Denominator:</u> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State and Local Administrative Records	A: 84.66 %	L: 85.00 %	L: 85.00 %

5P1 Nontraditional Participation 113(b)(2)(B) (v)	<p>Numerator: Number of <u>CTE participants</u> from <u>underrepresented gender groups</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	A: 19.29 %	L: 20.00 %	L: 20.00 %
5P2 Nontraditional Completion 113(b)(2)(B) (v)	<p>Numerator: Number of <u>CTE concentrators</u> from <u>underrepresented gender groups</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	A: 19.89 %	L: 18.00 %	L: 18.00 %

TRADE ADJUSTMENT ASSISTANCE

(Taken from doc. titled Supplement_to_Workforce_Innovation_and_Opportunity_Act_-_Program_Specific pg. 21)

(OMB Control no. NEW)

The Trade Adjustment Assistance (TAA) program is a Federal program that offers a variety of benefits and services to workers whose employment has been adversely impacted by foreign trade. Through a number of benefits and services, the TAA program provides trade-affected workers with opportunities to obtain the support, resources, skills, and credentials they need to return to the workforce in a good job. These include employment and case management services, training, job search allowances, relocation allowances, reemployment and alternative TAA wage subsidies for older workers, and income support in the form of Trade Readjustment Allowances (TRA).

(a). The TAA program is a required partner in the one-stop delivery system, established under section 121 of the Workforce Innovation and Opportunity Act (WIOA). Therefore, given that the TAA program is part of the broader workforce system and a key goal for the TAA program is to ensure that trade-affected workers are able to successfully return to work, ETA strongly encourages States to integrate their TAA program activities in concert with other workforce system core and partner programs that may also address the needs of trade-affected workers. WIOA Sec. 103(3)(A)(B). Consistent with the Governor-Secretary Agreement, the States agree to use funds obligated under the TAA Annual Cooperative Financial Agreement (CFA), to carry out the TAA program, including:

- 1) Ensuring integration of the TAA program into its one-stop delivery system;
- 2) Using the centers in this system or network as the main point of participant intake and delivery of TAA program benefits and services; and
- 3) Ensuring the terms of the Memoranda of Understanding (MOU) with the Local Workforce Investment Boards, as established under WIOA section 121(c) will apply to the assistance provided by other one-stop partners to TAA participants. (Trade Act Sec. 239 (a) as amended by WIOA section 512 (hh))

Describe the State's process for operating the TAA program that ensures coordination and integration with WIOA core and partner programs. Provide examples, if available, of how the co-location of Wagner-Peyser in one-stop centers and the addition of Temporary Assistance for Needy Families (TANF), have improved access to these services for trade-affected workers.

In Delaware the Department of Labor, Division of Employment and Training (DOL-DET) with the help of Division of Unemployment Insurance (DUI) operate the TAA program. In terms of coordination and integration with WIOA core and partner programs, DOL-DET operates the employment and case management services, training, job search allowances, and relocation allowances while DUI processes the reemployment and alternative TAA wage subsidies for older workers and income support in the form of Trade Readjustment Allowances (TRA).

This partnership requires communication and coordination. Furthermore, DOL-DET is the operator and service delivery provider for Wagner-Peyser WIOA Adult, and WIOA Dislocated Worker, among other workforce programs. With the exception of Adult education, all core programs were already co-located under WIA which makes integration of TAA only natural. Put simply, TAA workers are processed similar to any other jobseeker.

In terms of the process for operating the TAA program, services often begin prior to a TAA certification. This is because of two main reasons. First, in Delaware, all UI claimants are required to register with DOL-DET and receive Wagner-Peyser services. Therefore if there is a layoff and workers file for unemployment, they will automatically register and receive for Wagner-Peyser funded services. Second is through rapid response

sessions. Through the WARN or other employer contact, DOL-DET staff will provide information typically in a group format to adversely affected workers. This can look different depending on the workers and employers needs but always has the goal of ensuring that adversely affected workers and employers are aware of the services available to them and how to access them.

If at the time of rapid response activity a TAA certification exists, rapid response staff will cover TAA relevant services. Most of the time, this is not the case and certification occurs after rapid response activities have taken place if they have at all. After DOL-DET is aware of certification, outreach begins to inform workers of their requirements and services under TAA. This is done jointly with DUI (rapid response sessions are too). If they have not already, workers are encouraged to register with DOL-DET for Wagner-Peyser services where they can receive virtual career services such as job referrals, conduct job searches, and build and post resumes. All TAA services require a Wagner-Peyser registration. While workers can access TAA, Wagner-Peyser, WIOA Dislocated Worker (supportive services) at any American Job Center in the state, workers are encouraged to work with a dedicated TAA specialized case manager housed in DOL-DET's specialized AJC for mass layoffs and trade clients. This is strategically located in New Castle County where 60% of the population resides and is close to PA where many TAA workers worked. This is possible given Delaware's small size and small TAA workers. This case manager (who was a TAA worker) also maintains a small case load of WIOA Adult and WIOA Dislocated Worker and is therefore well versed in multiple programs.

Since all workers are required to register in Wagner-Peyser, many find work quickly and are not in need of additional services. For those who want to change careers, increase their skills, or are not finding work as easily, they begin to receive case managed intensive and training services allowable under TAA and WIOA dislocated worker. All TAA policies mirror DOL-DET's WIOA Dislocated Worker and Wagner-Peyser policies when appropriate and may have an additional TAA specific item. This makes it easy for staff to ensure full integration of services maximizing the services workers receive.

b. States must develop and manage resources (including electronic case management systems) to integrate data, including co-enrollment data, provided through different agencies administering benefits and services to trade-affected workers in order to ensure consistent program administration and fiscal integrity, as well as reliable fiscal and performance reporting. (WIOA section 103(b)(3))

Describe how the State will use TAA funding for infrastructure, other shared costs, and the promotion of the development of integrated intake, case management and reporting systems.

Delaware JobLink (DJL) is used by DOL-DET as the case management, federal reporting, participant and fiscal tracking, and labor exchange system that provides career services and labor market and trainer information. DJL is the system used for TAA, WIOA Dislocated Worker, WIOA Adult, WIOA Youth, TANF Employment and Training, and Wagner-Peyser. TAA as part of DJL is already an integrated intake, case management and reporting system. Other partners such as DUI and Division of Vocational Rehabilitation use pieces of DJL. All One Stop partners register their clients as jobseekers. In addition, DUI and DOL-DET exchange data through a nightly interface. In terms of reporting, DUI and DOL-DET work closely to share appropriate information required for reporting. TAA funding will support an appropriate share of the overall costs of DJL.

c. Except for States covered by the regulatory exemption 20 CFR 618.890 (c) or to perform non-inherently governmental functions, States must engage only State government personnel to perform TAA-funded functions undertaken to carry out the TAA program, and must apply to such personnel the standards for a merit system of personnel administration applicable to personnel covered under 5 CFR part 900, subpart F. (20 CFR 618.890)

Describe how TAA program-funded benefits and services are approved by merit-staffed employees in accordance with 20 CFR 618.890.

As stated before, Delaware has a specialized AJC with a dedicated TAA case manager. This case manager is a state merit system employee. The manager who approves all TAA cases out of this specialized AJC is a state merit system employee. If workers go to any of the AJC for services, there are staff designated to provide them services, all of which are state merit employees.

Trade Adjustment Assistance (TAA) Program Assurances

The Trade Adjustment Assistance (TAA) program is a Required Partner in the one-stop system, established under section 121 of the Workforce Innovation and Opportunity Act (WIOA). However, to receive TAA program funds, States must adhere to the signed Governor-Secretary Agreement, in addition to the terms and conditions provided in the Trade Adjustment Assistance (TAA) Annual Cooperative Financial Agreement (CFA) and the Unemployment Insurance (UI) Annual Funding Agreement, executed each fiscal year between the State and ETA.

The CFA, which is incorporated by reference into the Governor-Secretary Agreement, explains program requirements, limitations on the use of funds, assurances and other important grant provisions that States must follow to receive TAA program funding for Training and Other Activities (which includes training, employment and case management services, and allowances for job search and relocation and State administration of these benefits and services).

At the beginning of each fiscal year, ETA provides each Cooperating State Agency (CSA) with a CFA for that year, which the CSA is required to execute and submit to ETA's Office of Grants Management. The Unemployment Insurance (UI) Annual Funding Agreement is the mechanism for funding the State administration of TRA and older worker wage subsidies through the State agency that administers the unemployment insurance laws for the State.

Trade Adjustment Assistance (TAA) Program Assurances

The State Plan must include assurances that:	
1.	On an annual basis, the CSA will execute TAA Cooperative Financial Agreements and UI Funding Agreements for each fiscal year during the four-year State planning cycle.

JOBS FOR VETERANS STATE GRANTS

(OMB Control Number: 1225-0086)

The Jobs for Veterans' State Grants (JVSG) are mandatory, formula-based staffing grants to (including DC, PR, VI and Guam). The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year (not program year) basis, however, performance metrics are collected and reported (VETS-200 Series Reports) quarterly (using four "rolling quarters") on a Program Year basis (as with the ETA-9002 Series). Currently, VETS JVSG operates on a five-year (FY 2015-2019), multi-year grant approval cycle modified and funded annually.

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

(a) How the State intends to provide employment, training and job placement services to veterans and eligible persons under the JVSG;

(b) **Planned Deployment of Grant Funded Staff**

The State of Delaware is a single service delivery area. The Governor has designated the DOL-DET as the statewide American Job Center Operator. As such, the Division operates four (4) comprehensive American Job Centers. The centers are strategically located throughout the state and provide the full-range of USDOL/ETA funded workforce development program services including Wagner-Peyser Act Employment and Reemployment Services; Workforce Investment Act Dislocated Worker, Adult, and Youth Program services; Trade Act Assistance; Work Opportunities Tax Credit determinations; and State funded Blue Collar Training Program opportunities. Partner services provided by the Division of Unemployment Insurance, the Division of Vocational Rehabilitation, the Older Worker Program, and the Department of Education are also available through the American Job Centers.

In order to effectively and efficiently facilitate the provision services to eligible veterans and eligible persons, a full-time DVOP is assigned to each of our American Job Centers (Wilmington, Newark, Dover, and Georgetown).

Within the parameters of the current, and any future State of Delaware hiring freeze, DOL-DET will make every effort to keep each grant position filled and to expeditiously fill any vacancies. DOL-DET is required to follow the formal guidance of the State Office of Budget and Management (OMB) regarding all personnel matters, policies and procedures in its entirety.

(c) The duties assigned to DVOP specialists and LVER staff by the State; specifically implementing DVOP and LVER duties or roles and responsibilities as outlined in 38 U.S.C. § 4103A and 4104. These duties must be consistent with current guidance.

DVOP Specialists

Using a case management approach, as taught by the National Veterans' Training Institute, DVOP specialists will focus staff-assisted intensive services to meet the needs of veterans with Significant Barrier to Employments (SBE).

Individuals in these categories are considered to have an SBE if they fall into one of the below categories:

1. A special disabled or disabled veteran, as those terms are defined in 38U.S.C § 4211(1) and (3); Special disabled and disabled veterans are those:
 - Who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans' Affairs; or,
 - Were discharged or released from active duty because of a service connected disability;
2. Homeless, as defined in Section 103(a) of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302(a));
3. A recently-separated service member, as defined in 38 U.S.C § 4211(6), who at any point in the previous 12 months has been unemployed for 27 or more consecutive weeks;
4. An offender, as defined by WIA Section 101(27), who has been released from incarceration within the last 12 months;
5. Lacking a high school diploma or equivalent certificate; or
6. Low-income (as defined by WIA at Sec. 101(25) (B)).

In addition to the above six categories, in accordance with VPL 04-14 and TEGL 20-13, DVOP specialists will provide services to any veteran ages 18-24.

DVOP specialists will continue to provide employment services to veterans enrolled in or who have completed training or education, under the Department of Veterans Affairs (VA) Vocational Rehabilitation and Employment (VR&E) Program, and veterans who have significant barriers to employment. Veterans within these targeted groups seeking services at AJCs will be encouraged to engage with DVOP staff. Veterans within these targeted groups participating in AJC services will also be encouraged to engage with DVOP specialists whenever their circumstances or barriers impede their success in gaining employment.

DVOP specialists are fully integrated into the AJC service delivery system and their clients have complete access, on a priority basis, to all core, intensive, and training services. DVOP specialists are cross trained in all programs and services available at the AJC, and through their case management efforts facilitate the provision of services to eligible veterans and eligible persons as they move from core services to intensive and, when necessary, training services.

Local Veterans' Employment Representatives (LVER) duties:

- Conduct outreach to employers in the area to assist veterans in gaining employment, including conducting seminars for employers and, in conjunction with employers, conducting job search workshops and establishing job search groups;
- Facilitate employment, training, and placement services furnished to veterans in a State under the applicable State employment service delivery systems.

- Meet with veteran jobseekers recommended by other AJC staff for referral to specific employment opportunities.
- If available, “greet” veterans who come into an AJC, but solely for the purpose of explaining the services that are offered at the AJC and introducing a veteran to the appropriate staff member that will help them

(d) The manner in which DVOP specialists and LVER staff are integrated into the State’s employment service delivery system or one-stop delivery system partner network;

DVOPs and LVERs are fully housed at local AJCs. Each AJC has a minimum of one DVOP and each county has an LVER assigned to it. DVOPs and LVERs report directly to the Area Office Manager who is responsible for the operations of the local AJC.

Each Through their outreach efforts to employers, LVER staff will develop hiring opportunities for veterans by making employers aware of LVER Services as well as promoting the benefits of hiring and retaining veterans. As we continue to improve our web-based, talent/job bank, Delaware JobLink (DJL), LVERs will continue to play a key role in recruiting employers to utilize our system. We will coordinate these outreach activities with LVER staff in order to target their efforts to Federal contractors and subcontractors. LVER staff shall increase employer contacts annually. Subsequently LVER staff shall enter the employer contacts in the Delaware Job Link job order system. We expect these efforts to result in more viable job orders, increased employment placement of veterans, and possible certification opportunities for veterans and placement of veterans in apprenticeships.

The duties of the LVER staff will include: planning and participating in job and career fairs; conducting employer outreach, conducting job searches, workshops and job search groups with employers; coordinate employment and training opportunities for veterans with unions, apprenticeship programs, business organizations; inform Federal contractors of the process to recruit and hire qualified veterans; and coordinate/participate in other business outreach efforts.

In coordination with the AJC, Area Operations Manager; LVER staff will also monitor the provision of services to veterans through the Center, and assist in preparation of the quarterly Managers Report on Services to Veterans.

DVOP specialists will continue to provide employment services to veterans enrolled in or who have completed training or education, under the Department of Veterans Affairs (VA) Vocational Rehabilitation and Employment (VR&E) Program, and veterans who have significant barriers to employment. Veterans within these targeted groups seeking services at AJCs will be encouraged to engage with DVOP staff. Veterans within these targeted groups participating in AJC services will also be encouraged to engage with DVOP specialists whenever their circumstances or barriers impede their success in gaining employment.

DVOP specialists are fully integrated into the AJC service delivery system and their clients have complete access, on a priority basis, to all core, intensive, and training services. DVOP specialists are cross trained in all programs and services available at the AJC, and through their case management efforts facilitate the provision of services to eligible veterans and eligible persons as they move from core services to intensive and, when necessary, training services.

(e) The Incentive Award program implemented using the 1% grant allocation set aside for this purpose, as applicable;

The State is not requesting the 1% funding for Performance Incentive Awards as the awards are not consistent with established State of Delaware employee recognition policy.

(f) The populations of veterans to be served, including any additional populations designated by the Secretary as eligible for services, and any additional populations specifically targeted by the State

Workforce Agency for services from one-stop delivery system partners (e.g., Native American veterans; veterans in remote rural counties or parishes);

A special disabled or disabled veteran, as those terms are defined in 38 U.S.C § 4211(1) and (3); Special disabled and disabled veterans are those:

- who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans' Affairs; or,
- were discharged or released from active duty because of a service connected disability;
- Homeless, as defined in Section 103(a) of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302(a));
- A recently-separated service member, as defined in 38 U.S.C § 4211(6), who at any point in the previous 12 months has been unemployed for 27 or more consecutive weeks;
- An offender, as defined by WIA Section 101(27), who has been released from incarceration within the last 12 months;
- Lacking a high school diploma or equivalent certificate; or
- Low-income (as defined by WIA at Sec. 101(25) (B)).

In addition to the above six categories, in accordance with;

- VPL 04-14 and TEGL 20-13, DVOP specialists may provide services to any veteran ages 18-24.
- VPL 08-14, DVOP specialists may provide services to
 - transitioning members of the Armed Forces who have been identified as in need of intensive services;
 - members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities or warrior transition units; and
 - the spouses or other family caregivers of such wounded, ill, or injured members.

(g) How the State implements and monitors the administration of priority of service to covered persons;

Information and assistance will be provided by DOL-DET, AJC staff regarding available employment programs, training opportunities, services, eligibility requirements, and veteran's priority. The Delaware JobLink registration process determines veterans' eligibility, and an American Flag identifies veterans' resumes listed on JobLink for employers. Veterans are encouraged to avail themselves of these opportunities. For more information on program eligibility and Veteran Priority details visit or contact your local AJC. AJC staff are available to explain mandatory program eligibility and veterans' priority. A list of offices is available in JobLink.

DOL has developed and implemented applicable Labor Exchange/Service Delivery Operational Policies, #6 -Veterans Priority Services, dated 8/31/10, revised 02/25/15 and # 3- Jobs for Veterans Act/Employment Services Case Management, revised 02/25/15 to direct and govern agency process and procedures. All employment service staff, including management have been trained on these policies. These policies have been catalogued on the DOL-DET virtual data warehouse drive, identified as letter V. All DOL-DET policy is reviewed and updated annually and or as required. Please see attached copies of referenced policies numbers 3 and 6.

Additional staff development by DOL-DET Director and Administrator will be conducted during planned quarterly meetings and as needed with impacted service delivery staff to include DVOP and LVERS. Random performance outcome measure monitoring will occur to ensure personnel is in compliance.

- (h) How the State provides or intends to provide and measure, through both the DVOP and one-stop delivery system partner staff: (1) job and job training individualized career services, (2) employment placement services, and (3) job-driven training and subsequent placement service program for eligible veterans and eligible persons;

DVOP specialists are fully integrated into the AJC service delivery system and their clients have complete access, on a priority basis, to all core, intensive, and training services. DVOP specialists are cross trained in all programs and services available at the AJC, and through their case management efforts facilitate the provision of services to eligible veterans and eligible persons as they move from core services to intensive and, when necessary, training services.

- (i) The hire date along with mandatory training completion dates for all DVOP specialists and LVER staff; and,

See Attached Vets 501 Staffing Directory. See appendix T

- (j) Such additional information as the Secretary may require.

REINTEGRATION OF EX-OFFENDERS PROGRAM (RExO)

(OMB Control Number: 1205-0NEW)

When Reentry Employment Opportunities (REO), also known as Reintegration of Ex-Offenders Program (authorized by Section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532)), is included in the Combined State Plan, the State and REO grantee(s) will describe efforts to coordinate services for justice-involved individuals with other employment and training activities as part of a larger employment strategy.

As part of the Combined State Plan, the State should:

- (a) describe how the State and the REO grantee(s) will coordinate services and activities for justice-involved individuals to successfully attain employment and transition into their communities with Statewide and local WIOA workforce development systems; and may
- (b) provide examples of innovative employment and training programs and activities conducted by Faith-based and community organizations (FBCOs), State reentry councils, and justice organizations in coordination with education and training providers, one-stop centers and other supportive services, which improve employment outcomes for justice-involved individuals.

PRA BURDENS TABLE

OMB Control Number	Topic	Estimated Total Burden	Citation for Requirement to Respond
Common Form Elements			
1205-0NEW	Common Requirements and Program-Specific requirements for: The Adult Program, the Dislocated Worker Program, the Youth Program, the Wagner-Peyser Act Program, the Adult Education and Literacy Program, and the Vocational Rehabilitation Program	3,268 hours	WIOA sec. 102 and 103
1205-0NEW	Two Special Combined State Plan Questions: Section I of document “WIOA State Plan Type” and Section IV of document “Coordination.”	10 hours	WIOA sec. 102(b)(2)(C)(viii)
Supplemental Collections for Combined Plan Partners’ Program-Specific Elements			
1830-0029	Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270) State Plan Guide	2,240 hours	Sections 122(a)(1) and 201(c) of the Carl D. Perkins Career and Technical Education Act of 2006 (Act), 20 U.S.C. 2301 et seq. as amended by P.L. 109-270, and WIOA sec. 103
0970-0145	Temporary Assistance for Needy Families (TANF) State Plan Guidance	594 hours	42 U.S.C. 602, and WIOA sec. 103
0584-0083	Supplemental Nutrition Assistance Program Operating Guidelines, Forms, and Waivers, Program and Budget Summary Statement	1431 hours ²⁷	7 CFR 271-274.1, and WIOA sec. 103
1205-0NEW	Trade Adjustment Assistance	50 hours	WIOA sec. 103
1225-0086	Grant Application Requirements for the Jobs for Veterans State Grants Program	1620 hours	38 U.S.C. § 4102A(c) , and WIOA sec. 103.
1205-0132	Unemployment Insurance State Quality Service Plan Planning and Reporting Guidelines	1530 hours	29 CFR 97.40 ET Handbook No. 336 18 th Edition, and WIOA sec. 103.
1205-0040	Senior Community Service Employment Program Performance Measurement System	406 hours	20 CFR Part 641, and WIOA sec. 103
1205-0NEW	HUD Employment and Training Activities	tbd ²⁸	, and WIOA sec. 103
0970-0382	Community Services Block Grant (CSBG) Model Plan Applications	112 hours ²⁹	Section 676(b) of the Community Services Block Grant (CSBG) Act

²⁷ This number represents estimated average burden for the portion of the SNAP plan that covers programs authorized under section 6(d)(4) and section 6(o) of the Food and Nutrition Act of 2008 only.

²⁸ This number represents estimated average burden for the portion of HUD program plans that cover employment and training activities only.

²⁹ This number represents estimated average burden for the portion of the CSBG plan that covers employment and training activities only.

			(42 U.S.C. 9908(b)), and WIOA sec. 103.
1205- ONEW	Reintegration of Ex-Offenders Program	40 hours	WIOA sec. 103

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PRA BURDENS TABLE

OMB Control Number	Topic	Estimated Total Burden	Citation for Requirement to Respond
Common Form Elements			
1205-0NEW	Common Requirements and Program-Specific requirements for: The Adult Program, the Dislocated Worker Program, the Youth Program, the Wagner-Peyser Act Program, the Adult Education and Literacy Program, and the Vocational Rehabilitation Program	3,268 hours	WIOA sec. 102 and 103
1205-0NEW	Two Special Combined State Plan Questions: Section I of document “WIOA State Plan Type” and Section IV of document “Coordination.”	10 hours	WIOA sec. 102(b)(2)(C)(viii)
Supplemental Collections for Combined Plan Partners’ Program-Specific Elements			
1830-0029	Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270) State Plan Guide	2,240 hours	Sections 122(a)(1) and 201(c) of the Carl D. Perkins Career and Technical Education Act of 2006 (Act), 20 U.S.C. 2301 et seq. as amended by P.L. 109-270, and WIOA sec. 103
0970-0145	Temporary Assistance for Needy Families (TANF) State Plan Guidance	594 hours	42 U.S.C. 602, and WIOA sec. 103
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1225-0086	Grant Application Requirements for the Jobs for Veterans State Grants Program	1620 hours	38 U.S.C. § 4102A(c) , and WIOA sec. 103.
1205-0132	Unemployment Insurance State Quality Service Plan Planning and Reporting Guidelines	1530 hours	29 CFR 97.40 ET Handbook No. 336 18 th Edition, and WIOA sec. 103.
1205-0040	Senior Community Service Employment Program Performance Measurement System	406 hours	20 CFR Part 641, and WIOA sec. 103
1205-0NEW	HUD Employment and Training Activities	tbd ³¹	, and WIOA sec. 103
0970-0382	Community Services Block Grant (CSBG) Model Plan Applications	112 hours ³²	Section 676(b) of the Community Services Block Grant (CSBG) Act (42 U.S.C. 9908(b)), and WIOA sec. 103.

³⁰ This number represents estimated average burden for the portion of the SNAP plan that covers programs authorized under section 6(d)(4) and section 6(o) of the Food and Nutrition Act of 2008 only.

³¹ This number represents estimated average burden for the portion of HUD program plans that cover employment and training activities only.

³² This number represents estimated average burden for the portion of the CSBG plan that covers employment and training activities only.

1205-ONEW	Reintegration of Ex-Offenders Program	40 hours	WIOA sec. 103
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¹ The Vision Coalition of Delaware is a [public-private partnership](#) composed of a broad range of Delawareans who work together to improve Delaware public education.

² Delaware's Office of Occupational & Labor Market Information

- Translate raw occupational and labor market data into concise workforce, employment, economic and demographic analyses.
- Provide occupational and labor market reports as part of the U.S. DOL- Bureau of Labor of Statistics' national economic reporting network.
- Provide career and labor market information at the state and county levels.

³ SPARC (*Success Pathways and Roads to Careers*) connects partner organizations to help drive career and college readiness, address employer workforce needs, and enable Delawareans to get and then keep jobs.