Washington State Rehabilitation Council

WSRC Post Meeting Packet
February 8-9, 2024

February 2024 Quarterly Meeting

Meeting Materials Packet

Table of Contents

Washington State Rehabilitation Council

Quarterly Meeting Agenda
Thursday, February 8, 2024
9:00am to 3:00pm
Click here to join Zoom meeting

TIME	PRESENTER	AGENDA
9:00	Jen Bean	**Call to Order** **Executive Committee Updates**
9:25	Dana Phelps	**Director Updates**
10:05	Jamie Grund	**Fiscal Updates**
10:40		**BREAK**
11:00	Jen Bean Doug Burkhalter	**Client Assistance Program**
11:20	Pablo Villarreal	**Workforce & Youth Chief** **Pre-Employment Transition Services**
12:00		**LUNCH**
1:00	Melinda Bocci	**Transition Services**
1:45	Brian McClay – ESD189 Nick Harris – DVR	**Pre-Employment Transition Services Program Presentation**
2:30	Jen Bean	**Council Wrap-up**
3:00	Jen Bean	**ADJOURN**

Tomorrow morning, day two of the WSRC Quarterly Meeting will begin promptly at 9:00am.

PLEASE NOTE: Times above are estimates only. The Washington State Rehabilitation Council reserves the right to alter the order of the agenda. For information for people needing special accommodation, please contact Jolie Ramsey at jolie.ramsey@dshs.wa.gov

Executive Committee Updates

Members: Jen Bean – Chair, Peggy Frisk – Vice-Chair,

Lesa Dunphy, Alexandra Toney

Executive Director: Shelby Satko

February 2024

Executive Committee Updates

- Introductions
- WSRC Purpose
- Vote: Approval of November 2023 Quarterly Meeting Minutes
- Welcome Dana Phelps – DVR Interim Director
- DVR Director Recruitment update
- WSRC Recruitment updates
  - Business Relations
  - Current/Former Recipient of Services
  - State Independent Living Council representative
- 2024 Priorities
- In person meeting locations
- State Plan

DVR Director Updates

- Interim Director - Background
- Current Key Priorities
  - WAVES implementation
  - Pre-Employment Transition Services AND School to Work statewide
  - Meeting key performance measures
  - Stable VR staffing
- Staffing updates:
  - Interim leadership appointments (Deputy and Field Services) to continue while Director is being recruited
    - Introduction - Sonya Sanders, Interim Deputy Director
  - Recent appointments
    - Lesa Dunphy - Community Programs Manager
    - Jessica Bell - Benefits Planning and Ticket-to-Work Program Manager

DVR Director Updates

- WAVES:
  - Released an update in January and another coming in February
  - Report functionality continuing to be built
  - Staff have gained knowledge of the system, but we still are working through the impacts of the changed system
  - Initial challenges with payments to providers seem to have been resolved and are monitored by fiscal staff

DVR Fiscal Updates

Presented by: Jamie Grund

February 2024

Division of Vocational Rehabilitation
DVR Services are provided by State and Federal VR Funds. The VR program typically receives 78.7% in Federal funds and must match least 21.3% in State funds. For detailed information on the dollar amount of Federal funds for the program, please visit Formula Grant Award Details | Rehabilitation Services Administration (ed.gov)

DVR Fiscal Updates

Relinquishment of funds on the FFY 23 Grant

- This was strategic to reduce our Pre-ETS Set aside
  - Pre-ETS set aside went from $7.5M to $5.2M
  - Money went back to RSA
  - The Reallotment process
    - Easy to do
      - Internally we look at obligations, expected grant funds, program income, etc.
    - We can ask request additional funding

DVR Fiscal Updates

Pre-ETS

	10/01/2020	10/01/2021	10/01/2022	07/01/2023
Started Spending	10/01/2020	10/01/2021	10/01/2022	07/01/2023
Grant Ends			09/30/2023	09/30/2024
	Final	Final		Currently Spending
	Basic Support 20	**Basic Support 21**	**Basic Support 22**	**Basic Support 23**
Required 15% Set Aside	7,393,828	7,580,577	4,938,483	5,292,644
Spent	4,931,819	5,012,777	5,091,032	3,727,459
Unspent Pre-ETS Funds	2,462,009	2,567,800	(152,549)	1,565,185

DVR Fiscal Updates

Program Income

- Amounts received:
  - FFY 23 - $7,999,850
  - FFY 24 - $2,635,067
    - 10.1.2023 – 1.31.2024

- Program Income must follow all federal grant rules
  - Fiscal does Journal Vouchers (JVs) to move salaries
  - Program Income does not increase our Pre-ETS set aside.
  - Program Income does not need a state match.

DVR Fiscal Updates

School to Work – 5790

- Funding for school to work is now included in our General Fund
  - This means we have funding indefinitely as of 7.1.2023
    - OR until a legislative change

- We received an additional $5M a year of state funds

- From July 1, 2023 to January 29, 2024
  - We have spent $954,640

CLIENT ASSISTANCE PROGRAM (CAP)
FEBRUARY 2024

Jen Bean & Doug Burkhalter

CAP HIGHLIGHTS

- Doug Burkhalter promoted to CAP Assistant Director

- CAP Intake Packet
    - Updated Rights and Responsibilities
    - Spanish language version

- New 1 page CAP Flyer
    - Replaces CAP brochure, in use for 30+ years
    - Provides examples of CAP Services
    - PDF can be shared electronically with customers and printed on demand
    - Available in 17 languages

CAP HIGHLIGHTS

- Updated CAP Program Policies

- Improved Data Tracking

- National CAP and VR Community of Practices
  - Quarterly CAP meetings: Oregon, Idaho and Alaska
  - VRTAC-QM Community of Practices:
    - Client Assistance Programs
    - Innovating and Transforming Services
    - Rapid Engagement
    - State Plan

CAP TRAINING

Field Staff

- New Employee Meet & Greets
- Unit meetings
- One on one with staff
- Rehab Counselors for the Deaf (RCD)

Leadership

- Regional
- Statewide
- Executive Leaders

Community

- Community Forums
- WWU Rehabilitation Counseling Program
- Office of Administrative Hearings

CAP ANNUAL DATA

Training

- 91 Training Sessions
- 1282 Individuals Trained

Information & Referral

- 1126 Information &Referral services

CAP Cases

- 59% Female
- 41% Male
- Age:
  - 7% 19-24
  - 40% 25-40
  - 49% 41-64
  - 4% 65+

RACE & ETHNICITY

- 44% White
- 20% two or more races
- 14% Race/ethnicity unknown
- 7% Black or African American
- 5% Asian
- 4% American Indian or Alaskan Native
- 4% Native Hawaiian or other Pacific Islander
- 2% Hispanic/Latino of any race

Note: RSA does not currently collect specific race data for those who are biracial/multiracial. Starting this fiscal year, RSA will allow Non-Binary as a gender identification.

DISABILITY

- 20% Autism Spectrum Disorder
- 13% Mental Illness
- 11% Acquired Brain Injury
- 7% Intellectual Disabilities
- 7% Deaf-Blind
- 7% Autoimmune or Immune Deficiencies
- 5% Personality Disorder
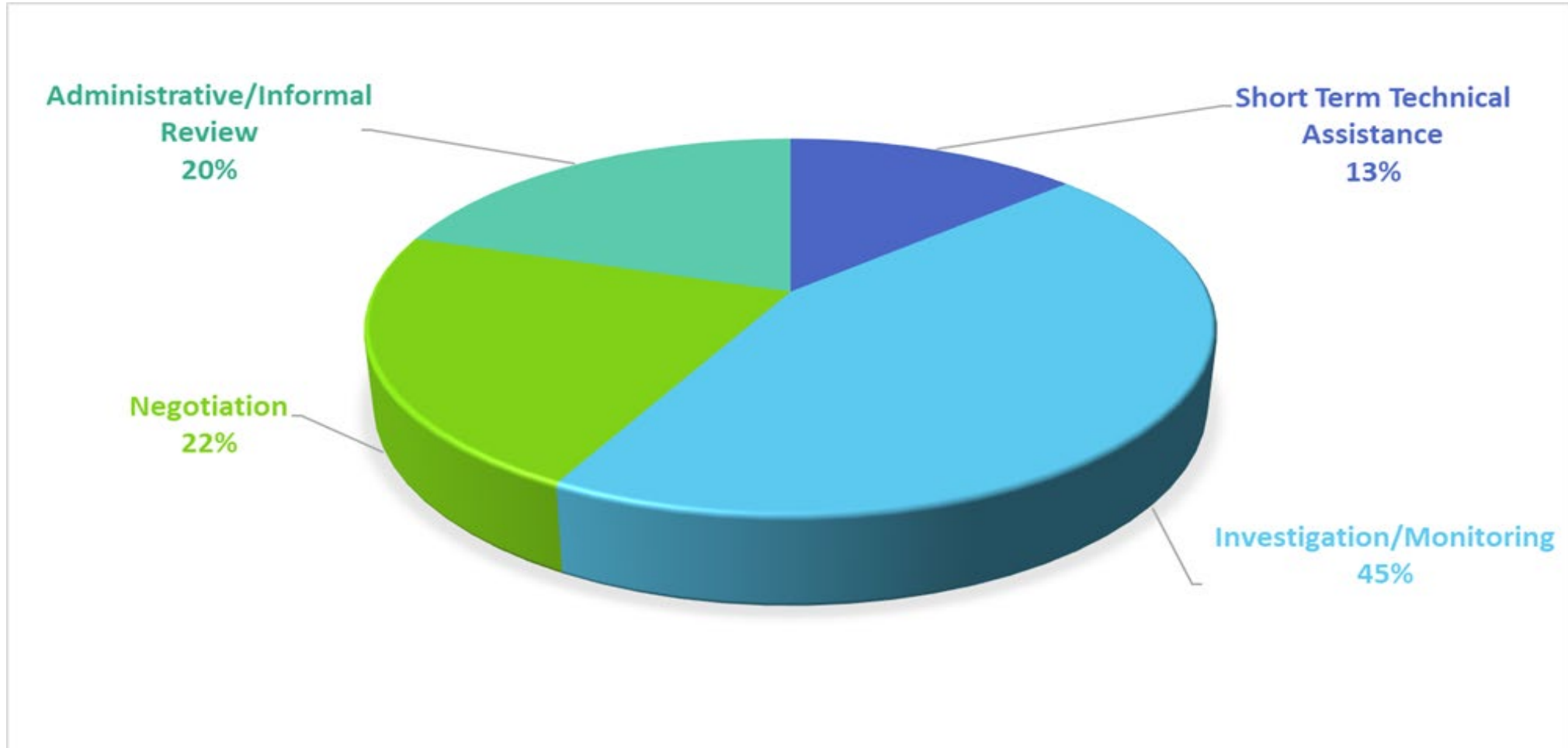- 4% Blindness and other Visual Impairments
- 4% Deaf

Other:
Muscular/Skeletal impairment, Anxiety Disorder, ADD/ADHD, Substance Abuse, Neurological Disorders/Impairments, Cerebral Palsy, Arthritis or Rheumatism, and Specific Learning Disabilities
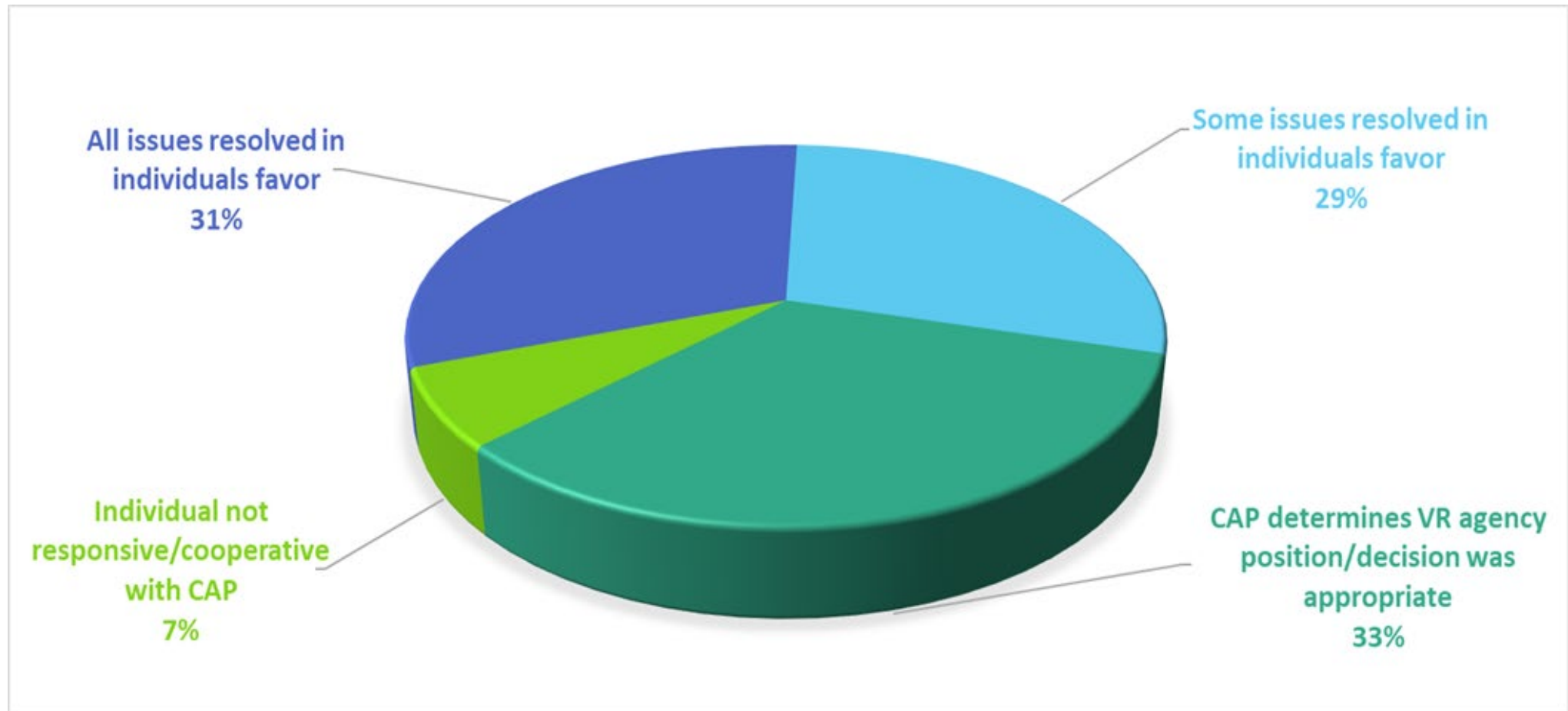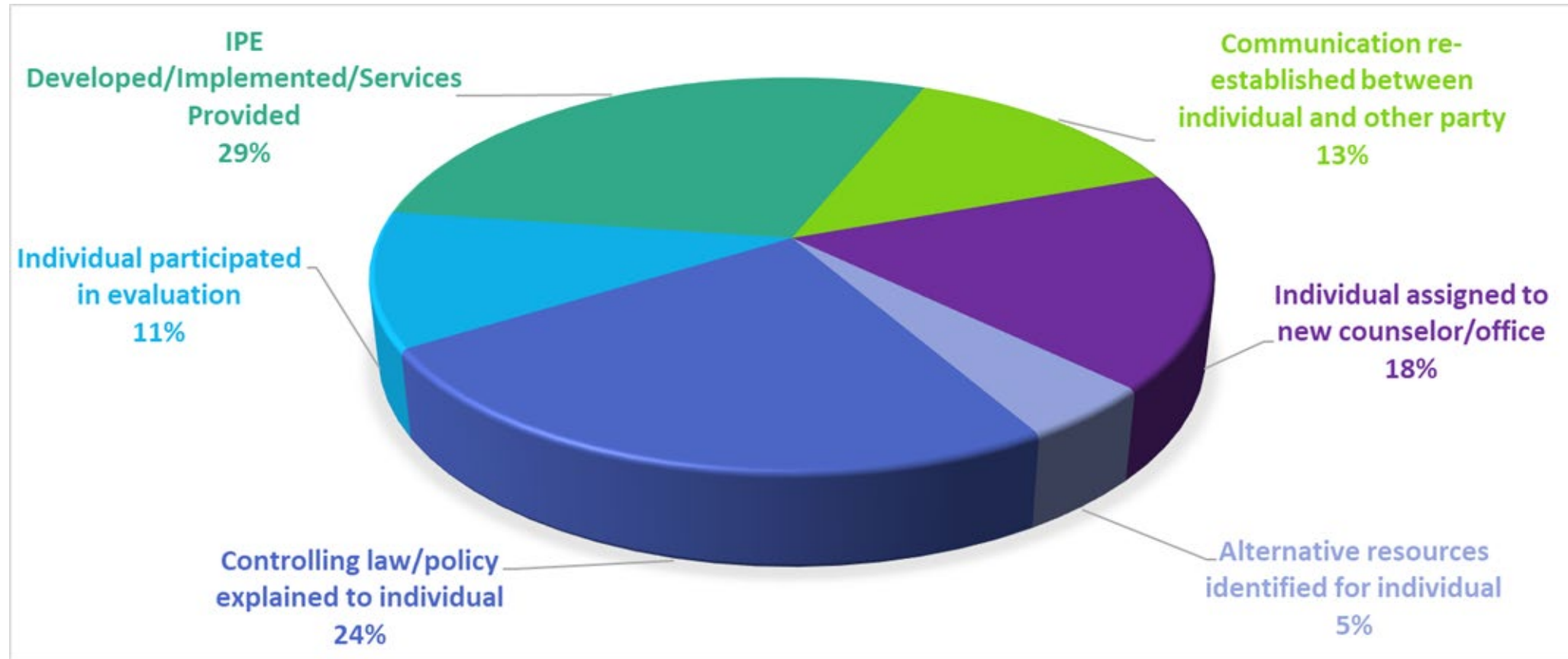
PROBLEM AREAS – ALL CASES

Conflict about VR services to be provided
35%

Communication problems between individual and VR counselor
34%

Related to VR application/eligiblity process
2%

Individual requests information
2%

Related to IPE development/implementation
27%
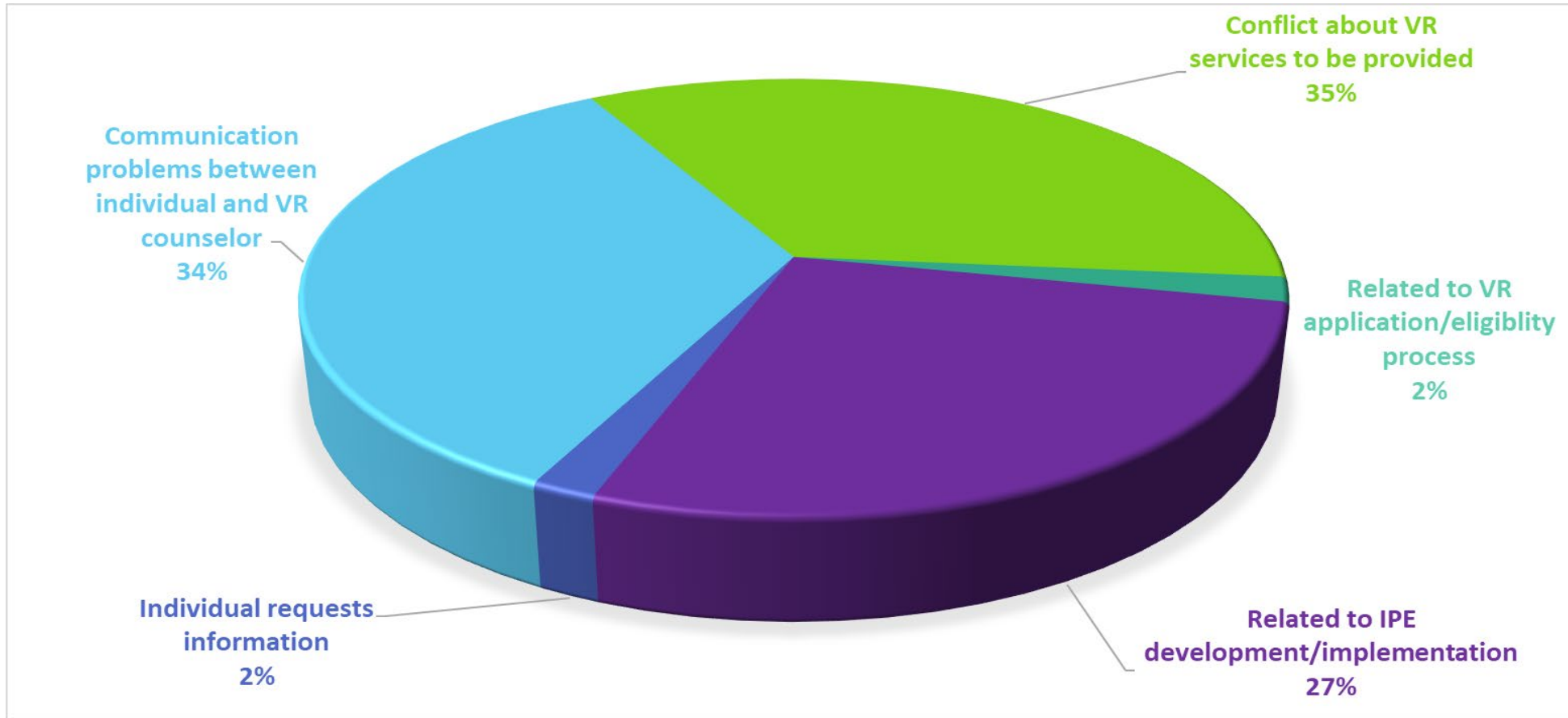
INTERVENTION STRATEGIES – CLOSED CASES

CLOSURE REASON – CLOSED CASES

All issues resolved in individuals favor
31%

Some issues resolved in individuals favor
29%

Individual not responsive/cooperative with CAP
7%

CAP determines VR agency position/decision was appropriate
33%

RESULTS ACHIEVED – CLOSED CASES

IPE Developed/Implemented/Services Provided 29%

Communication re-established between individual and other party 13%

Individual participated in evaluation 11%

Individual assigned to new counselor/office 18%

Controlling law/policy explained to individual 24%

Alternative resources identified for individual 5%

SYSTEMIC ADVOCACY

- **Partner with Rehab Councils:**
  - Rapid Engagement - WSRC
  - Assistive Technology listening sessions (WSRC)
  - State Plan development (WSRC & SRC-B)
  - Dept. of Services for the Blind Customer Satisfaction Survey (SRC-B)
  - Chair of Customer Satisfaction and Program Evaluation committees (WSRC & SRC-B)

- **DVR**
  - Tribal Relations Core Advisory Team
  - Customized Employment work group

- **WWU MA Rehab Counseling Program**
  - Advisory Committee
  - Students and Course work

WSRC - Washington State Rehabilitation Council

SRC-B – State Rehabilitation Council for the Blind

CONTACT INFORMATION

Jen Bean — Executive Director

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  Email: capjenbean@gmail.com

Doug Burkhalter — Assistant Director

- **Phone:** 206-849-2939
  Email: capdougb@gmail.com

Customers

- **Phone/Text:** 206-849-2939
  Email: washingtoncap2@gmail.com

Workforce & Youth Chief
Pre-Employment Transition Services (Pre-ETS) Updates

Presented by: Pablo Villarreal

February 2024

Workforce & Youth Chief Updates

- Workforce & Youth Chief – new ELT position

  - Lead, expand and manage the statewide delivery of Business Engagement, Transition services including Pre-Employment transition services.
  - Transition Improvement Project (TIP) now through September 2024

  - Establish metrics and evaluate program data and budgets to monitor program impacts.

  - Lead and coordinate DVR's integration with workforce initiatives.
  - Washington State's Talent and Prosperity for All (TAP) plan 2024-2028

    - Examples: Business Relations, WDCs, Workforce training and education coordinating board?

Pre-ETS Overview

Both vocational rehabilitation agencies and schools are required by law to provide certain transition services and supports to **improve post-school outcomes of students with disabilities.**

The Workforce Innovation and Opportunity Act (WIOA) amends the Rehabilitation Act of 1973 and requires vocational rehabilitation (VR) agencies to set aside at least 15% of their federal funds to provide *pre-employment transition services* (Pre-ETS) to students with disabilities who are eligible or potentially eligible for VR services.

The **intent** of Pre-ETS is to:

Improve the transition of students with disabilities from school to postsecondary education or to an employment outcome	**Increase opportunities for students with disabilities to practice and improve workplace readiness skills, through work-based learning experiences in a competitive, integrated work setting**	**Increase opportunities for students with disabilities to explore post-secondary training options, leading to more industry recognized credentials, and meaningful post-secondary employment**

Pre-ETS Overview Continued

Pre-employment transition services:

- Represent the earliest set of services available for students with disabilities who are eligible or potentially eligible for VR services,
- Are short-term in nature, and
- Are designed to help students identify career interests, which may be further explored through additional vocational rehabilitation (VR) services, such as transition services and other individualized VR services
- Are provided to all who meet the definition of a student with a disability who may need such services.

Pre-employment transition five required activities include:

- Job Exploration Counseling
- Work-Based Learning Experiences
- Counseling on Postsecondary Education Opportunities
- Workplace Readiness Training
- Instruction in Self-Advocacy

RSA Pre-ETS Corrective Action Plan

Per RSA, a Pre-ETS corrective action plan is being development in partnership with DSB to address statewide areas of concern. These include:

Review Case Management System (CMS) for accurate coding and reporting requirements for the RSA 911 and Credential Attainment Rate Calculations
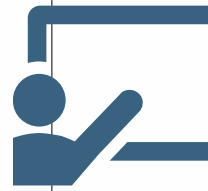
Develop/revise/provide (as needed) training to VR field staff on Credential Attainment and MSG
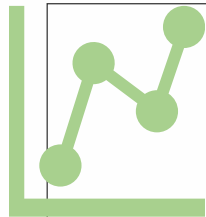
Develop/enhance internal controls and data validation processes to analyze and monitor education enrollments and credential attainment
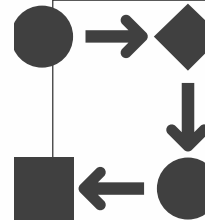
Review policies and procedures to ensure accuracy

Addressing the Corrective Action Plan

Review Case Management System (CMS) for accurate coding and reporting requirements for the RSA 911 and Credential Attainment Rate Calculations	Develop/revise/provide (as needed) training to VR field staff on Credential Attainment and MSG	Develop/enhance internal controls and data validation processes to analyze and monitor education enrollments and credential attainment	Review policies and procedures to ensure accuracy
• Analyze and implement necessary changes to the CMS, for example: locking ability to delete education goals, make coding updates, reviewing staff securities, etc. • Ensure CMS functions align with field procedures to increase accuracy of inputting education data • Analyze PY 2023 cohorts for Credential Attainment Rate to ensure accuracy of credentials reported, including supporting documentation, post-exit attained credentials, and special rule for students achieving a high school diploma	• Develop training plan for VR field staff • Provide training to VR field staff • Monitor the results of the training through Quality Assurance and supervisory activities	• Review Credential Attainment data to identify and secure missing documentation • Review post-exit processes to enhance validation of UI/SWIS and credential information • Implement new or enhanced processes (including timelines and roles responsible for monitoring processes)	• Review current policies and procedures for education documentation • Develop/revise policies and procedures as necessary • Provide training on policies and procedures to ensure VR staff understanding

Washington State Department of Social and Health Services

Transition & NTACT:C Partnership

We are excited to have extremely valuable partners from NTACT:C diving in and helping us bring improvement recommendations to life!

The **National Technical Assistance Center on Transition: The Collaborative (NTACT:C)** is a Technical Assistance Center co-funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA). They provide information, tools, and supports to assist multiple stakeholders in delivering effective services and instruction for secondary students and out of school youth with disabilities.

Build on the work from Synergy with NTACT:C to review and guide as we implement improvements.

Pulse survey with key DVR SMEs and Synergy workgroups to **help inform the training needs and support NTACT:C will provide to DVR**, to include onsite collaboration Feb. 27-29. Aligning DVR State Plan work with project goals as well.

NTACT:C Onsite

Vision for Transition Project efforts through September

In-depth DVR staff training

Synergy workgroup recommendations review with NTACT:C

ELT discussion & report out on workgroup priorities

Transition Key Milestones

Project Level Setting

January 23-24

NTACT Onsite & DVR Training

February 27-29

Contract Solicitation

June 20

Approved Improvements

September 30

Preparing | Managing | Implementing

Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec

Washington State Department of Social and Health Services
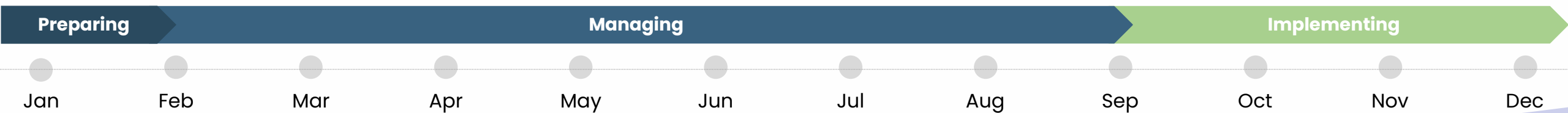
Customer Rights

Pre-ETS students are recipients of VR services under the WIOA Rehabilitation Act and have the same rights as a VR applicant regarding customer rights. The written steps for customer support includes but not limited to:

- Seek assistance from the client assistance program, DVR counselor, VR supervisor, or DVR director or their designee;
- Request mediation;
- Request a fair hearing;
- May request a fair hearing or mediation while continuing to work with the DVR counselor, DVR supervisor, or DVR director or designee to resolve the disagreement. If an agreement met prior to the date of the scheduled mediation or fair hearing, customer may withdraw request.

Transition Updates

Presented by: Melinda Bocci

February 2024

School to Work Program Update

Outreach
(past, present, and future)

Worked with contracts to create a Program Development Contract for counties starting School to Work

Creation of the Mentoring Contract

Continued work on the Direct Service Contract – new and old

Hired the School to Work team, three regional Transition Program Specialists positions

Creating awareness with presentations at conferences, staff meetings, statewide councils, Transition Networks and Councils

Development of the Statewide Transition Council

Meet the DVR School to Work Team!

Melinda Bocci
Transition Program
Manager

Mistie Larch
Region 1 Transition
Program Specialist

Amber Lehman
Region 2 Transition
Program Specialist

Monique Patel
Region 3 Transition
Program Specialist

Washington State Department of Social and Health Services

The Regional Transition Program Specialists …Working closely with Counties

Region 1 Mistie Larch	Region 2 Amber Lehman	Region 3 Monique Patel
Asotin-Garfield	Island	Clallam
Benton-Franklin	King	Clark
Chelan-Douglas	San Juan	Cowlitz
Ferry-Lincoln-Stevens	Skagit	Grays Harbor
Grant-Adams	Snohomish	Jefferson
Kittitas	Whatcom	Kitsap
Okanogan		Lewis
Spokane-Pend Oreille		Pacific
Yakima		Pierce
Walla Walla-Columbia		Skamania-Klickitat
Whitman		Thurston-Mason
		Wahkiakum

Overview of School to Work Legislation

Purpose
- DVR and County Developmental Disabilities collaborate to provide employment related services to students with developmental disabilities who will be exiting their 18 to 21 transition program, creating a seamless transition from school to the adult world.

Student Eligibility for School to Work
- DVR customers who live in a county that provides School to Work
- Eligible for DDA
- In the last year of their transition program
- Ages 20 to 21

Senate Bill 5790

Support to Build School to Work Across the State
- Working to stand up School to Work programs in all Counties
- Office of the Superintendent of Public Instruction (OSPI) and the data share agreement
- Creating a Statewide Transition Council

Four Phases of Transition

Outreach

**Student age 18 - 19
First Year of Transition**

Collaboration
School/ESD/OSPI
County or Tribe
DDA
DVR/DSB/TVR
Student/Family

Actions:
Apply to DDA, DVR, and SSA/SSI

Job Foundation

**Student age 19 - 20
2nd to Last Year of Transition**

Collaboration
School/ESD/OSPI
County or Tribe
Employment Provider
DDA
DVR/DSB/TVR
Student/Family

Plans:
Individualized Education Program (IEP) and Job Foundation

School to Work/Job Development

**Student age 20 - 21
Last Year of transition**

Collaboration
School/ESD/OSPI
County or Tribe
Employment Provider
DVR/DSB/TVR
Student/Family

Plans:
IEP and Employment

Job Support

**Student age 21 - 22
Graduated School**

Collaboration
County or Tribe
Employment Provider
DDA
DVR/DSB/TVR
Student/Family

Plans:
Employment

Phases of Transition Videos

Scan Here

Pre-Employment Transition Services (Pre-ETS)

Washington State Department of Social and Health Services

Four Contracts = One Goal

	Program Development Contract	Old School to Work Contract	New School to Work Contract	Mentoring Contract
Purpose:	Help counties stand up a School to Work Program	Continue the current model of School to Work	Create a streamlined process for all partners and students	Provide support to new School to Work Counties
Who:	New or potential School to Work counties or tribes	Current School to Work counties	New, potential, and current School to Work counties or tribes	Current School to Work counties and new counties after 6 months
Timeline:	April 1, 2023 to March 31, 2025	Extended to June 30, 2024, will renew on July 1, 2024	July 1, 2024 To June 30, 2026	January 1, 2024- December 31, 2024
Type of Contract:	Reimbursement	Outcome Based (Fee for Service)	Outcome Based (Fee for Service)	Outcome Based (Fee for Service)

School to Work Program Development Contract

Statement of Work	
Staffing	Office Space/Location
Training and Resources	Indirect Costs
Transportation	Resource and Marketing Development
Communication	Website
Workgroup & School to Work Participation	Transition Resource Fair/Event Planning
Community Outreach/Information and Education	Data Collection and Reporting

Program Development vs. School to Work

Program Development Contract	Direct Service Contract (School to Work)
What is the purpose?	**What is the purpose?**
• Helping counties and tribes stand up a STW program • Using 5790 monies to assist and support counties	• Get students jobs in their last year of transition program • Systems working together to support students with obtaining employment
Who is it for?	**Who is it for?**
• Counties and tribes that do not have a STW program/contract • "New Counties/Tribes" or "Potential Counties/Tribes"	• Counties that have a STW program/contract • Counties that are providing STW services to students • "Current Counties and Tribes"
When is the timeline?	**When is the timeline?**
• April 1, 2023 – March 31, 2025 • Flexible start date for new counties • End date is not flexible	• July 1, 2024 – June 30, 2026 (renewed every 2 yrs) • Flexible start date for new counties and tribes • Not a flexible start date for all counties • End date is not flexible
Payment Structure	**Current Payment Structure**
• Reimbursement for Payment	• Current Counties use millage to pay Employment Agencies every month • Outcome payment based on a job, replenishing millage

Washington State Department of Social and Health Services

School to Work Development Contract

Bringing funding to counties and tribes **without local dollars/millage**

Payment points/activity points along the way

- Three phases (Assessment, Job Placement, and Stabilization)

How to demonstrate movement and activity

Student Guide (potential)

- Support students in understanding their last year of transition
- Support all systems in understanding the School to Work process

Jobs by June!

Timeline for the New School to Work Contract

February 2024, collaboration group to discuss contract.

February-May 2024,
- Developing new direct service contract in collaboration with internal and external partners.
- Review and approved by DVR ELT.

June 2024, training for DVR staff on new contract structure and process.

July 1, 2024, start of new STW direct service contract.

February 27-29, 2024, DVR staff project alignment and Pre-ETS training with NTACT.

May 31, 2024, direct service contract finalized.

June 30, 2024, existing and new contracts are signed.

Washington State Department of Social and Health Services

School to Work:
Data and Counties

School to Work – Data

- **53** individual meeting with new counties to learn about transition services and what they need to stand up a School to Work program
- **4** collective listening sessions with counties to discuss what is working and not working
- 39 counties
  - Prior to 5790, **8** School to Work counties
  - Since 5790, **1** county added for direct service
  - Since 5790, **3** counties in Program Development Contracts

Data and Counties Continued

School to Work	Program Development	Learning Community	Waiting for Next Steps	TBD
Island	Asotin-Garfield	Asotin-Garfield	Benton-Franklin	Clallam
King	Grays Harbor	Chelan-Douglas	Okanogan	Clark
Kitsap		Cowlitz	Yakima	Ferry-Lincoln-Stevens
Pierce		Grays Harbor	Walla Walla-Columbia	Grant-Adams
Snohomish		Jefferson		Kittitas
Spokane-Pend Oreille		Skamania-Klickitat		Lewis
Thurston-Mason		Whitman		Pacific
				San Juan
				Skagit
Chelan-Douglas (7/1)				Whatcom
Cowlitz (7/1)				Wahkiakum

School to Work Successes and Challenges

Successes:

- Collaboration and Communication
- Potential School to Work Guide for Students
- Hiring the School to Work Team and the collaboration and relationship building they are doing – repairing and strengthening relationships
- Assessing internal and external needs and how to support progress based on needs (training needs, marketing, resources)

Challenges:

- Sustainability of funding for Program Development
- Concerns of local DVR offices and historical actions
- Change to the current School to Work process
- Slow start due to uncertainty

Transition
Data Share and the OSPI Consent Form

36 school districts participating across the state

All 9 Educational Service Districts (ESD) are participating

Pilot launched February 1st

Developing a process through collaborating with partners

Anticipating the need to streamline the process

Anticipating the Transition Council having a role in how it is rolled out
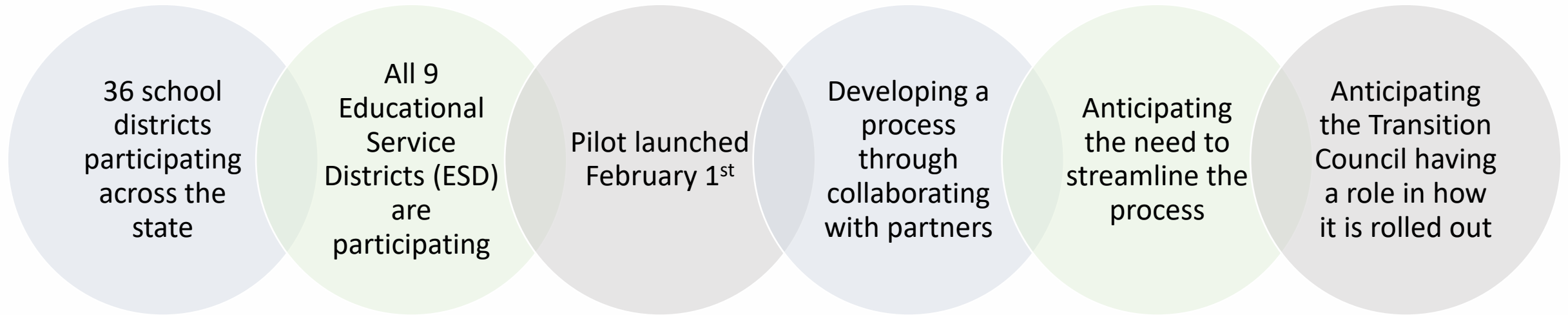
Transition
Independent Living Services
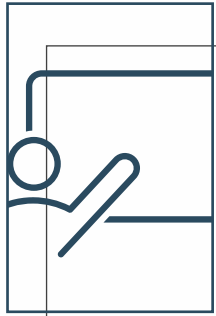
Will be a part of the training for all VRCs working with students
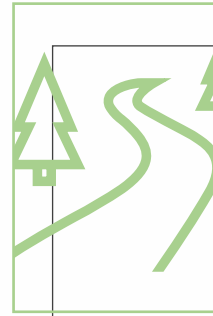
Part of the continuum of services we are working on

The Transition Improvement Project (TIP) efforts

Transition Council:
Status Update and Timeline for Implementation

July to December 2023:
- Outreach to counties and partners.

January 2024:
- DDA collaboration.
- DVR Transition Council process defined and drafted; document created.

February to March 2024:
- Discovery and development of Transition Council charter and process for member involvement.
- Director approval of process.
- Solicit/locate experts within system bubble (identify ex-officio members).
- Recruitment and selection process of members for council.

March 2024:
- Bring members together to draft charter and solidify council objectives.

Transition and Connecting with Tribes

Working with Regional Tribal Liaisons

School to Work team working with the DVR Tribal Administrator

Understanding tribal processes

Students – understanding their educational path and its tie to employment
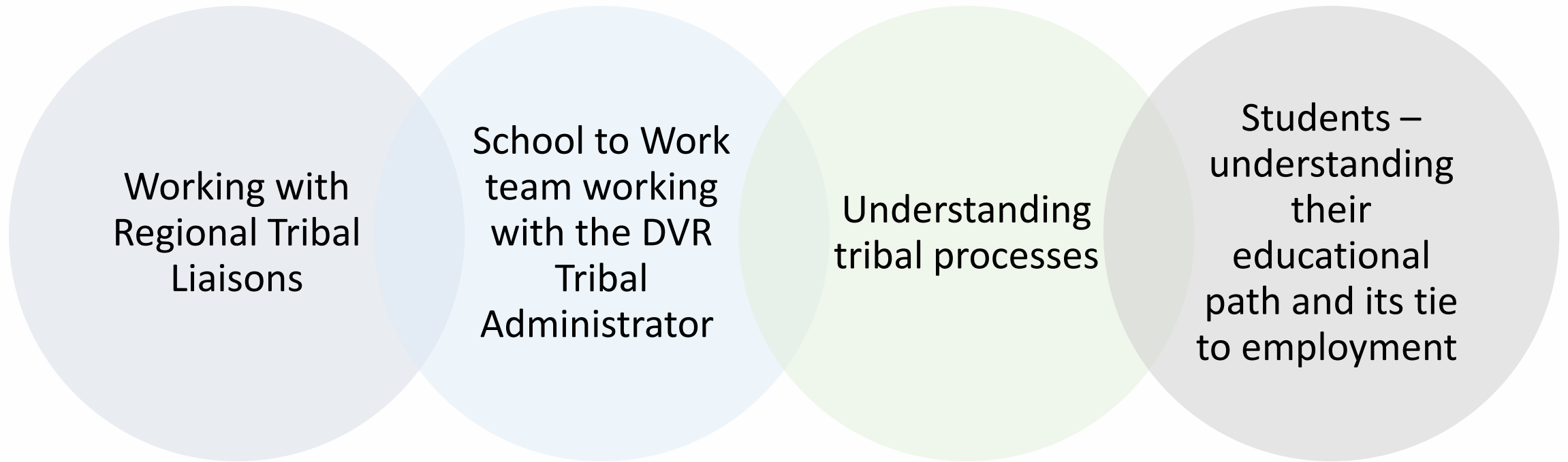
Pre-ETS Program Presentation

Presenters: Brian McClay and Nick Harris

February 2024

Washington State Department of Social and Health Services

Bio

Brian McClay

- 3 children: two boys (14 & 15) and one 11 year old daughter (going on 21...)

- 2008-2017: Teacher in secondary alternative education/adjudicated youth in Stockton, Ca.

- MA. in Educational Administration
  - Administration and Superintendent Credentials

- 2017-present: ESD 189 as a Program Specialist focused on Pre-Employment Transition Services

Bio

Nick Harris

- 11 years of experience at Washington State DVR as a Rehabilitation Technician, Vocational Rehabilitation Counselor, and Regional Transition Consultant

- MA in Rehabilitation Counseling
  - Nationally Certified Rehabilitation Counselor (CRC) credential

- Two adorable cats named Stormy and Roguey

- Former background of caregiver, employment specialist, and supported employment specialist

ESD 189 at a Glance
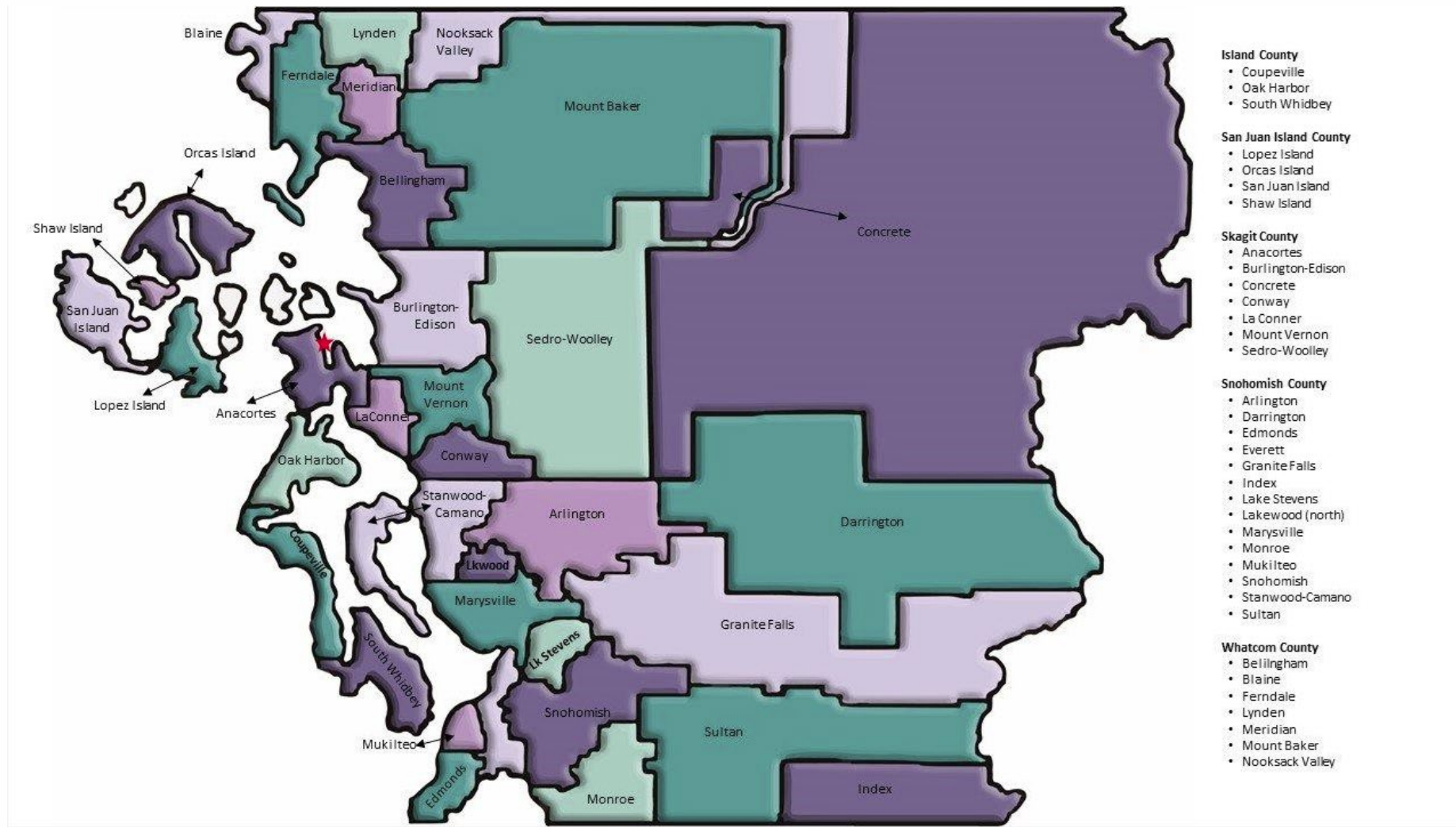
ESD 189 at a Glance (continued)

- 35 Public School Districts including 1 Tribal School

- 108 schools including 18-21 programs, juvenile detention centers, and alternative education schools

- 10 Group Pre-ETS Contractors, two DVR Regional Transition, and 4 DVR Offices providing services for Transition youth and Pre-ETS students.

- Resources and partnerships in the area include two skill centers, 1 Job Corps Center, two 4 year Universities, multiple community colleges, and numerous Apprenticeship & Trades programs.

DVR Group Pre-ETs Contractors Operating within ESD 189

-Educational Service District 189

-A Better Track

-Edmonds College

-Center for Independence

-Futures NW

-ANEW

-Service Alternatives

-AJAC

-Thoughts Cost

-Washington Vocational Service

ESD 189 by the Numbers: 2023 – 2024 School Year

- 2,161 potentially eligible students with disabilities within Whatcom County;

- 1,311 potentially eligible students with disabilities within Skagit County;

- 760 potentially eligible students with disabilities within Island & San Juan Counties;

- 8,256 potentially eligible students with disabilities within Snohomish county;

12,488 **potentially eligible students with disabilities within all counties in ESD 189**

ESD 189 by the Numbers: Historically

- In 2022-2023 School Year, all combined contractors as well as RTCs served well over 1,000 students.

- This included hundreds of students engaging in one of nearly 80 Job Site Tours with dozens of high schools.

- Over 75 students participated in ANEW Construction Boot Camps.

- 2022-2023 saw 70 students engage in paid Work Based Learning Experiences with ESD 189.

ESD 189 by the Numbers: November 2023

In November 2023, Group Pre-ETS contractors and RTCs served a total of **375** students:

- Educational Service District 189: 220 students

- Edmonds College Pursuit Lab: 53 students

- Futures Northwest: 35 students

- A Better Track: 15 students

- Regional Transition Consultants (direct delivery): 15 students

ESD 189 by the Numbers: December 2023

In December 2023, Group Pre-ETS contractors and RTCs served a total of **293** students as follows:

- Educational Service District 189: 218 students

- Edmonds College Pursuit Lab: 44 students

- Futures Northwest: 16 students

- Regional Transition Consultants (direct delivery): 15 students

ESD 189 by the Numbers: 2023 Projections & Considerations

- In 2023 - 2024 School Year, we are anticipated to serve fewer students through in-class workshops due to several considerations

  - Inclusionary model of Instruction: students across the ESD are mostly in general education classrooms, which limits access to these students for teachers and Pre-ETs contractors

- Expansion through CTE:
  - Career technical education: students already have a specific focus area
  - Typically career based

Questions?

Best Practices & Collaboration

Best Practices and Collaboration

Leveraging Existing Relationships
- RTCs cannot be everywhere all the time;
  - Sometimes there is one RTC for multiple counties
  - Pre-ETS contractors often have existing relationships and can loop in RTCs and vice-versa
    - RTC meets with Pre-ETS provider to discuss a plan of action
    - RTC not always at every meeting the Pre-ETS provider has with the potential employer
    - RTCs are cc'd in emails and are invited to meetings, job site tours and interviews for work-based learning.

Questions?

Direct Service Delivery

Pathful

- Program is available to students statewide as DVR has purchased seats;

- Job Exploration and job shadow program featuring vocational Assessments, numerous job videos, and flex lessons that can be coordinated with teachers.

Pathful explore

Pathful connect

Pathful Explore Demonstration

Job Exploration & Post-Secondary Counseling

- Typically provided by a Regional Transition Consultant.

- Utilizes vocational assessments such as the Career Cluster Interest Inventory (EZ)

- Post-Secondary counseling regarding enrollment options in college, apprenticeships, and other options.

Self-Advocacy Workshops

Self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires.

Students learn about:
- Their rights and responsibilities
- Goal setting
- How to request accommodations or services and supports needed
- Transition from secondary to post-secondary education and employment.

Workplace Readiness Training Workshops

Workplace readiness traits describe a number of commonly expected, skills that employers seek from most employees.

Students learn:

- Skills and behaviors that are necessary for any job.
- Soft skills, employability skills, or job readiness skills.
- How to interact with supervisors and co-workers.
- An understanding of how we are perceived by others.

Questions?

Work Based Learning

Work-Based Learning Continuum

- Online videos touring businesses and specific jobs within a business
- Group or individual
- Student self-reflection

Job Shadowing and Work-Site Tours

Informational Interviews and Mentoring

- Interactive hands-on demonstrations
- Career cluster employer presentations
- Group or individual
- Match students with adult mentors

Internships and Apprentice-ships

Pre-boarding and Onboarding training

- Paid WBLE
- Competitive, integrated employment settings
- Industry-recognized credentials

- Pre-boarding and onboarding videos for potential and new hires
- Business culture

NTACT
National Technical Assistance Center on Transition

WINTAC
Workforce Innovation Technical Assistance Center

Washington State Department of Social and Health Services

ANEW Construction Boot Camp

Photo at Meridian High School

ANEW Construction Job Site tour

Questions?

Job Site Tours

Job Site Tours Explained

- Exposure to various careers as well as facilitate industry specific program visits

- Focus on skills needed for the job (both hard and soft skills)

- Approximately one hour in length

- Specifically discuss skills needed and high demand current/future openings

- Groups numbers ranging from 5-25

Job Site Tour Sample

- Students from 18-21 program toured 3DX Industries in Ferndale (Whatcom County).

- Partnership in collaboration with DVR, Lynden School District, Blaine School District, Nooksack Valley School District, Ferndale School District, and Center for Independence!

ESD 189 Job Site Tour Examples

- City of Mukilteo
- Habitat for Humanity-Island County
- United General-Skagit Regional Hospital
- Swinomish Casino and Lodge
- Volunteers of America locations
- Cedar Grove (Everett location)
- Cascade Coffee
- Skookum Contract Services
- Silver Reef Casino/Lodge
- FEMA

- Snohomish Boys & Girls Club
- Everett Ship Repair
- Express Employment
- Ram Construction
- City of Marysville
- Swinomish Casino and Lodge
- Lithtex/NW Printing
- Barron Heating
- Whatcom and Skagit YMCA
- Drayton Harbor Oyster Co.

………..and dozens more!

Questions?

Business Engagement & Work Based Learning

Business Engagement

Connections include numerous businesses throughout ESD 189;

Connections are made through:

- Chamber of Commerce
- Rotary
- Society of Human Resource Managers (SHERM)
- Cold call visits to employers
- Word of mouth
- Job fairs

Work Based Learning Experience (Paid Internships)

- Students ages 16+(or18+) become employees for a total of 40 to 120 hours
- **ESD 189 reimburses your company for 40-120 hours of wages <u>plus</u> 15%**
- Your company holds a soft interview and has <u>final</u> approval.
- No expectation or restriction of permanent employment
- No limit on number of students
- Student interns can work during the school year and/or Summer 2024
- Hours to be completed after scheduled school hours or on weekends.
  - *Summer hours can be anytime.
- Students learn valuable work and life skills while building their resume

Final Questions?

Thank you from Brian & Nick!

TIME	PRESENTER	AGENDA
9:00	Jen Bean	**Call to Order**
9:05	Christelle Arnett	**Tribal Core Advisory Team**
9:30	Kristina Zawisza	**Planning & Performance Update**
10:00	Shelby Satko	**Customer Satisfaction & Program Evaluation Subcommittee**
10:10		**BREAK**
10:25	Lesa Dunphy	**Policy & Planning Subcommittee**
10:35	Alexandra Toney	**Partnership Subcommittee**
11:10	Jen Bean	**Public Comment**
11:25	Jen Bean	**Meeting Wrap-up**
12:00	Jen Bean	**ADJOURN**

PLEASE NOTE: Times above are estimates only. The Washington State Rehabilitation Council reserves the right to alter the order of the agenda. For information for people needing special accommodation, please contact Jolie Ramsey at jolie.ramsey@dshs.wa.gov

Tribal Core Advisory Team

Presenter: Christelle Arnett

February 2024

Tribal Core Advisory Team (CAT)

- Overview of participants

- Discussion

- Recommendations

Tribal Core Advisory Team (CAT)

Participants

- Interdisciplinary team of VRCs and Subject Matter Experts (SME)
- Input and feedback from people doing the work
- Multi-Dimensional Equity Analysis (MDEA) approach

Cassi Villegas, DVR Interim Director (Sponsor)	Christelle Arnett, DVR Tribal Relations Administrator (Team Lead)	Gilbert Garza, Region 1 VRC (Tribal Liaison)	Bonnie Vintin, Region 1 VRC (Tribal Liaison)
Kari Russom, Region 2 VRC (Tribal Liaison)	Amanda Gates-Portillo, Region 2 VRC (Tribal Liaison)	Jay Hopkins, Region 3 VR Supervisor (Tribal Liaison)	Chad Wisehart, Region 3 VRC (Tribal Liaison)
Jennifer Bean, WSRC and CAP (SME)	Laurae MacClain, WSRC and Colville Tribes TVR (SME)	Robb St. Lawrence, DVR Compliance Manager (SME)	Deborah Tigerson, DVR Customer Relations Manager (SME)

Lisa Wheeler, DSB Assistant Director VR & Workforce Initiatives (SME)

Tribal Core Advisory Team (CAT)

Q: Why CAT?
A: 2023-2025 DVR Strategic Plan, Objective #7

Strategic Objective #7: Identify service delivery improvements for individuals who identify as Native American or Alaska Native.
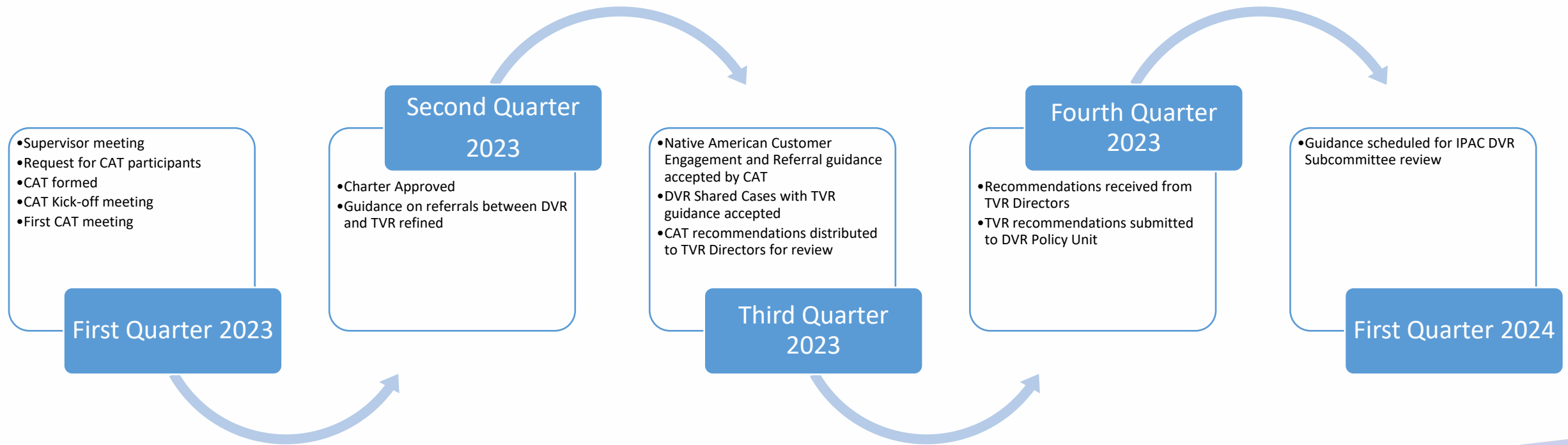
The Action Plan:

- Work with OIP Staff to provide 7.01 training to all staff on a quarterly or as needed basis.
- Assess need for improvements to procedures addressed in the joint memorandum of understanding with Washington's Tribal VR programs for referrals, joint cases, financial responsibility, shared training opportunities, information sharing and communication.
- Identify training resources and experiential opportunities to develop DVR staff cultural awareness in working with individuals with disabilities with Native American or Alaska Native heritage.
- Provide Cooperative Agreement training for all staff, highlighting the importance of working with Tribal VR programs and providing culturally relevant services. Implement quarterly tribal liaison meetings statewide with DVR Liaisons and invite Tribal VR program staff to attend.
- Provide quarterly data reports to Tribal VR program partners related to referral rates and status of self-identify Native American or Alaska Native customers.

Success Measures:

- Increase referrals of applicants and customers who identify as Native American or Alaska Native with TVR programs by 25% by June 2025.
- All new DVR staff will complete 7.01 training within six months of hire date.

Tribal Core Advisory Team (CAT)

Timeline of Activities

First Quarter 2023
- Supervisor meeting
- Request for CAT participants
- CAT formed
- CAT Kick-off meeting
- First CAT meeting

Second Quarter 2023
- Charter Approved
- Guidance on referrals between DVR and TVR refined

Third Quarter 2023
- Native American Customer Engagement and Referral guidance accepted by CAT
- DVR Shared Cases with TVR guidance accepted
- CAT recommendations distributed to TVR Directors for review

Fourth Quarter 2023
- Recommendations received from TVR Directors
- TVR recommendations submitted to DVR Policy Unit

First Quarter 2024
- Guidance scheduled for IPAC DVR Subcommittee review

Washington State Department of Social and Health Services

Tribal Core Advisory Team (CAT)

Findings	Impact	Recommendation
Staff unaware of Warm Hand-off guidance	• Inconsistent implementation of referral process statewide • Case documentation for referrals is low • Referral counts to and from TVRs are low • DVR and TVR staff frustration • Some AI/AN customers may not be provided informed choice	• Clarify and streamline existing referral process • Provide training to staff
Existing Warm Hand-off guidance is ambiguous	• Various understandings of referral criteria in Warm Hand-off guidance • Mixture of staff interpretations of terms used in Warm Hand-off guidance • AI/AN customers across the state receive varying referral information	• Added "Definitions" to guidance • Clarified process and case documentation for referrals between DVR and TVRs • Changed title of guidance to *AI/AN Customer Engagement and Referral* to align with intent of offering AI/AN customer with informed choice and to honor statewide cooperative agreement between DVR, DSB, AIVRS
Formal process for joint cases with TVRs does not exist	• Staff apply existing co-enrollment process to TVRs • Duplication of efforts between state and tribal entities (e.g. IPE, records) • Burden on AI/AN customers • Joint cases between DVR and TVRs are not easily identifiable in case management system	• Created *Shared Cases Between DVR and TVRs* guidance to streamline the process and case documentation when an AI/AN customer is being simultaneously served by both DVR and TVR • The term "shared cases" will replace "co-enrollment" for cases shared between state VR and tribal VRs because both entities have a shared responsibility • Workflow automation requirements were noted and will be considered at a later date

Planning & Performance Update

- **State Plan Public Comment Summary**
  - Transition strategies, School to Work expansion, caseloads, vendor rates
  - Staff wages and retention, challenges with WAVES
  - Vendor relations and capacity
  - Collaborations with tribal entities; staff training on government-to-government relations and working with Native American customers
- **Next Steps**
  - Feb 15: Review feedback and revise Plan as appropriate
  - Feb 22: Share final draft with ELT and WSRC
  - Mar 4: Submit Plan to RSA and update draft on DVR website
  - Jul 1: Publish approved version of the Plan

Planning & Performance Update

DVR Service Category Spending SFY 2018-2022
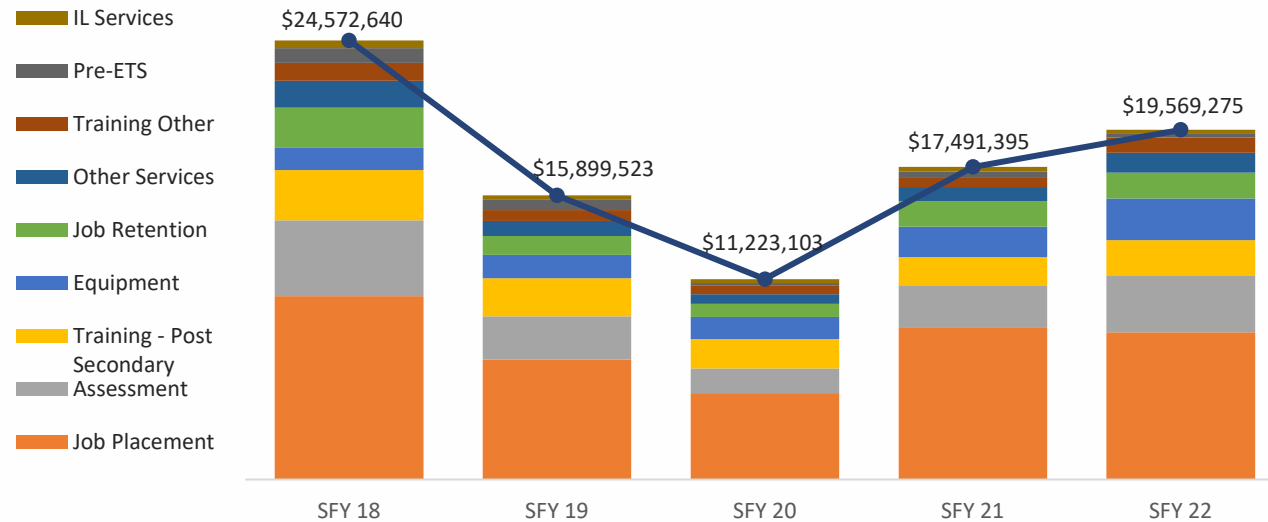
Service Category	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Job Placement	$ 10,272,627	$ 6,729,016	$ 4,835,691	$ 8,521,717	$ 8,238,975
Assessment	$ 4,243,326	$ 2,414,178	$ 1,376,999	$ 2,355,343	$ 3,157,980
Training - Post Secondary	$ 2,801,537	$ 2,119,611	$ 1,654,069	$ 1,566,452	$ 2,010,355
Equipment	$ 1,266,800	$ 1,315,835	$ 1,243,397	$ 1,709,389	$ 2,319,987
Job Retention	$ 2,227,088	$ 1,044,054	$ 718,804	$ 1,430,972	$ 1,457,623
Other Services	$ 1,500,161	$ 847,925	$ 551,496	$ 778,400	$ 1,094,200
Training Other	$ 1,009,786	$ 619,505	$ 499,631	$ 566,846	$ 863,460
Pre-ETS	$ 816,191	$ 562,765	$ 112,637	$ 314,030	$ 191,713
IL Services	$ 435,125	$ 246,634	$ 230,378	$ 248,246	$ 234,982
Grand Total	**$ 24,572,640**	**$ 15,899,523**	**$ 11,223,103**	**$ 17,491,395**	**$ 19,569,275**

Washington State Department of Social and Health Services

Customer Satisfaction and Program Evaluation Subcommittee
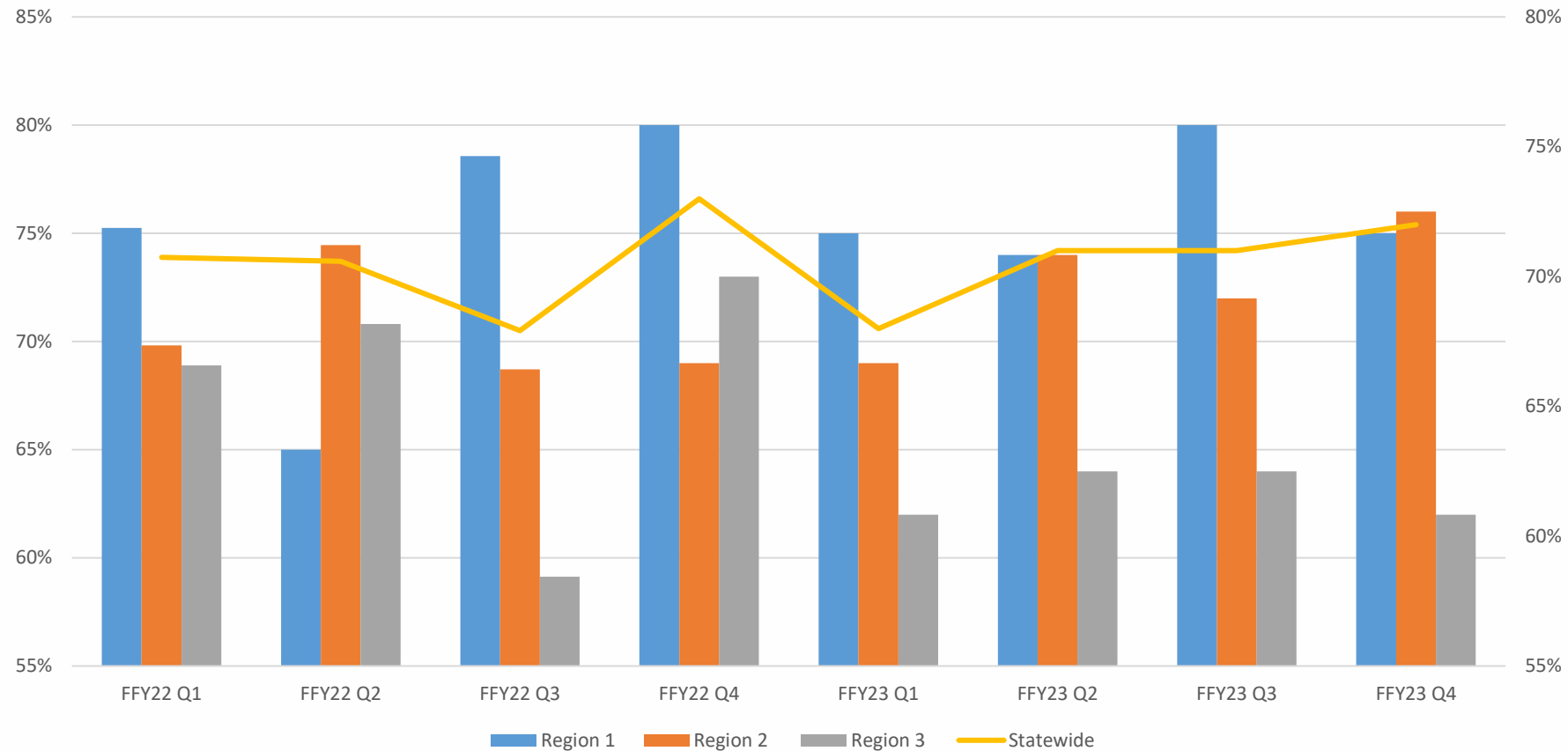
Presented by: Shelby Satko

Members: Jen Bean, Matt Newton, Peggy Frisk, Jen Chong-Jewell, and Ed Nicholson

February 2024

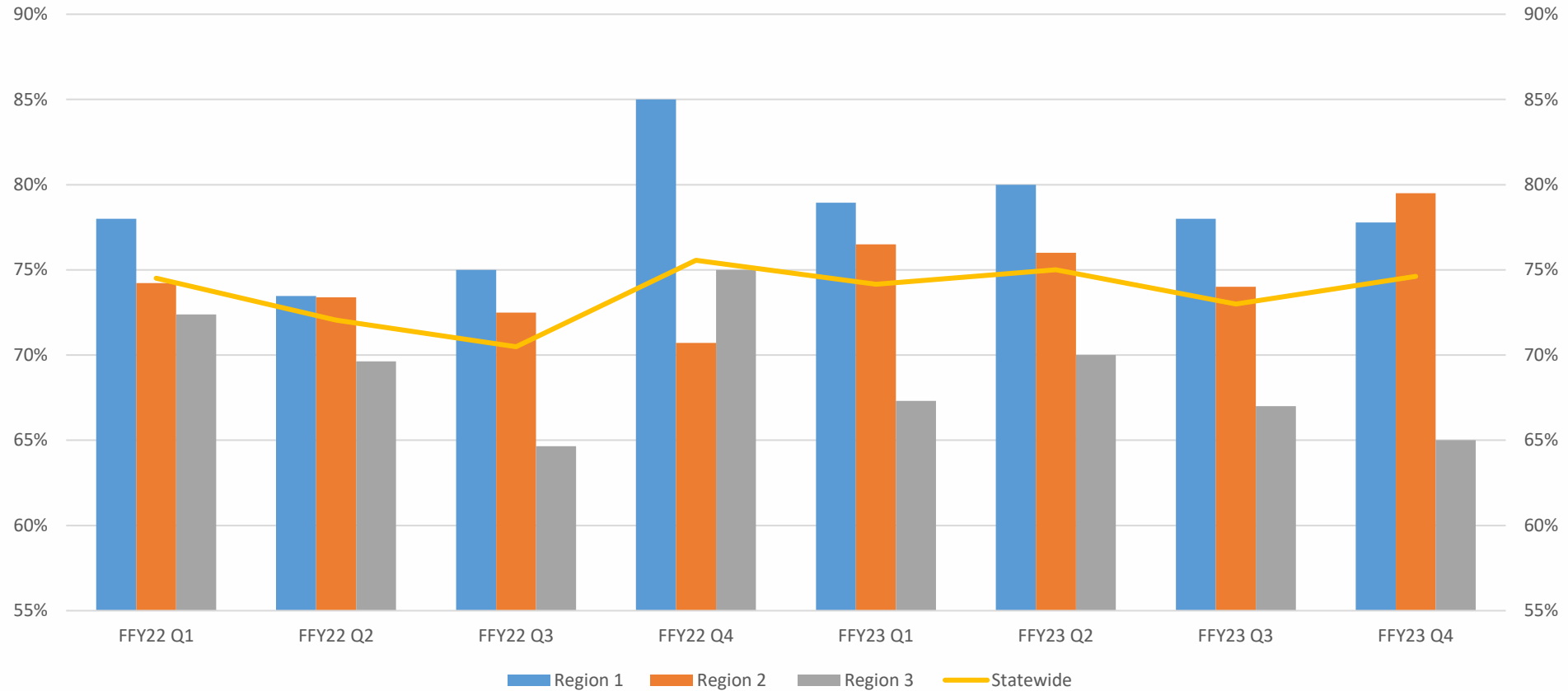# Customer Satisfaction Survey: FFY23 Highlights

- Survey's Received– 1,828
  - Region 1 – 442
  - Region 2 – 804
  - Region 3 – 582
- Comments Received – 362
- Response Rate Average – 42%

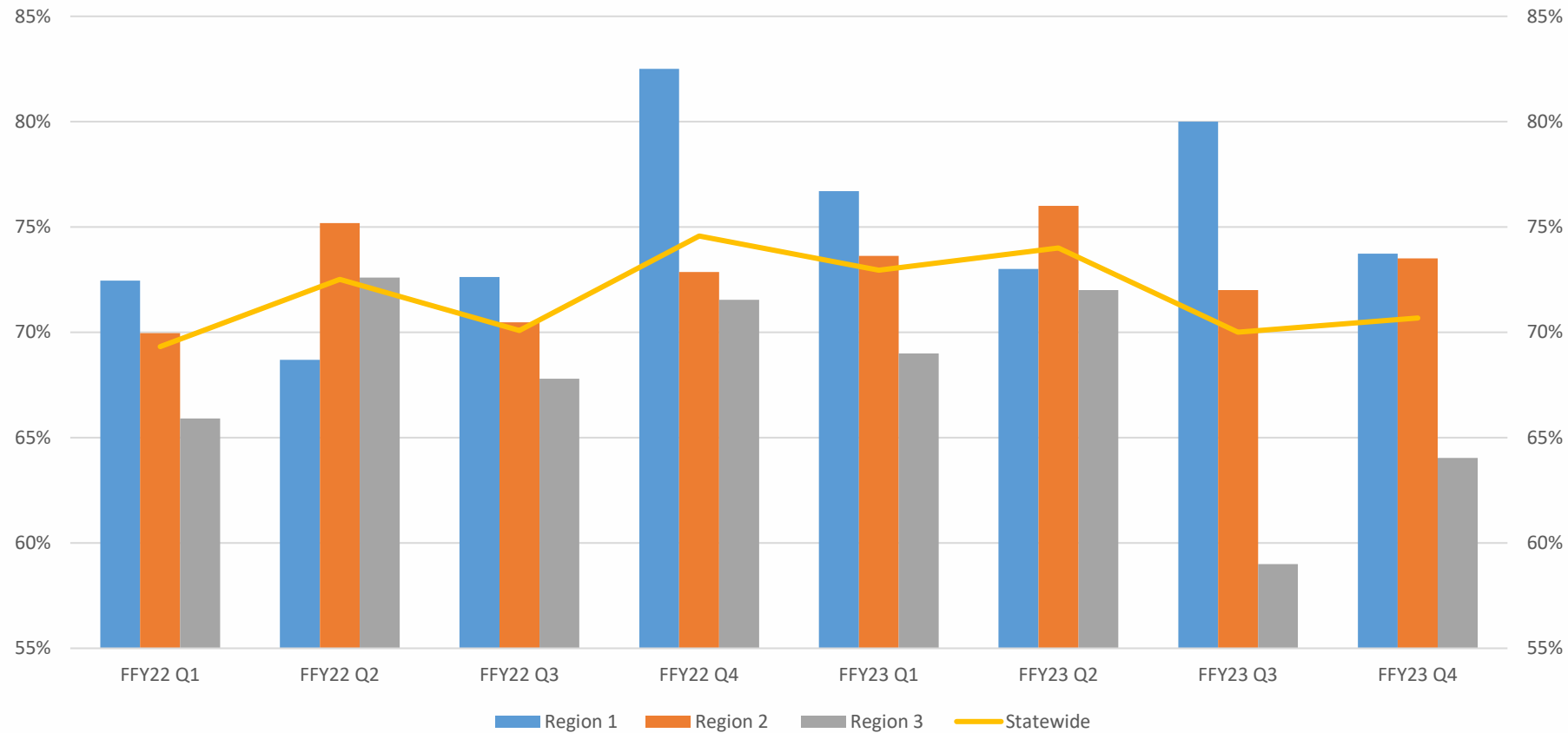# 1. My Counselor does a good job of keeping in touch with me.

All Regions Margin of Error – 4%
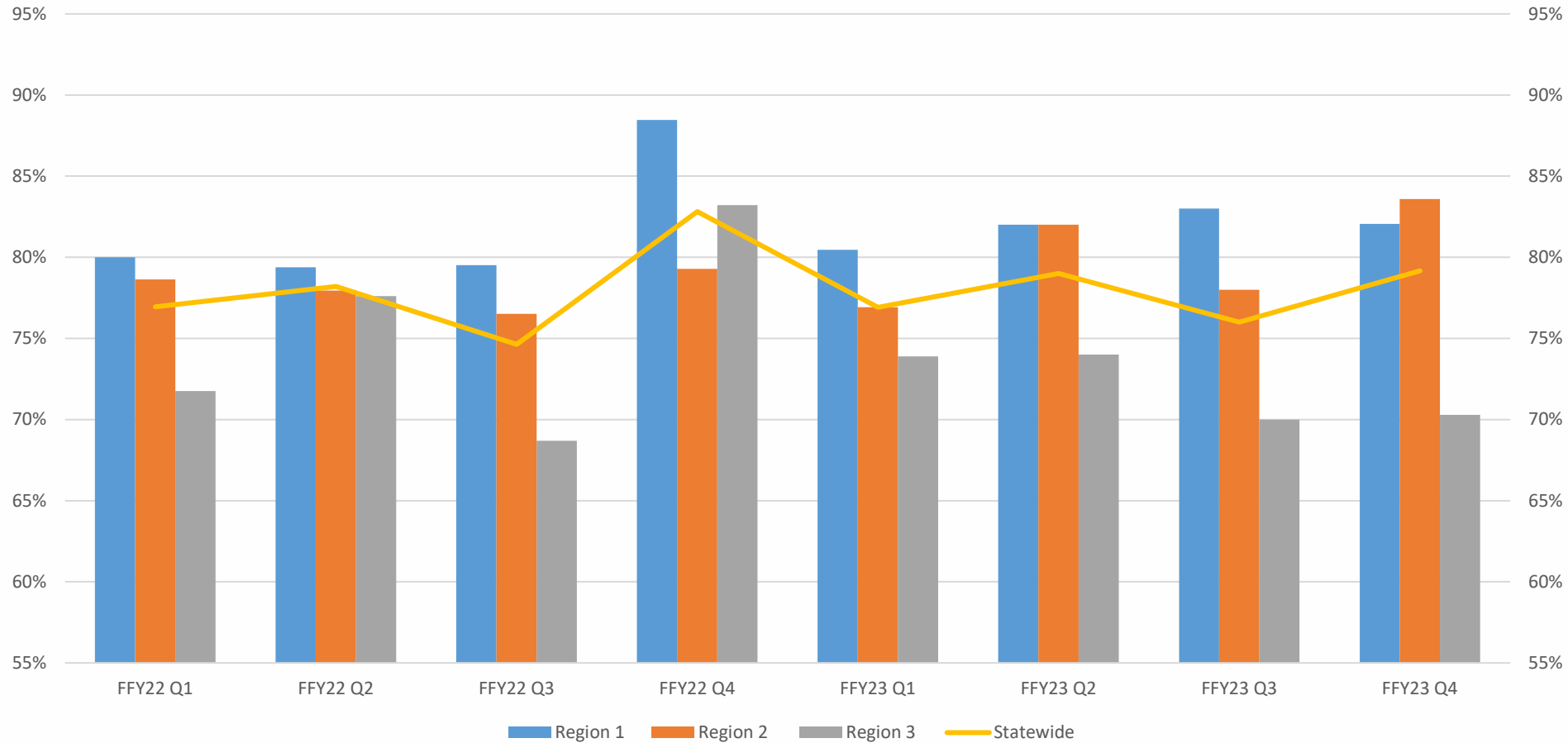
2. My counselor understands what's important to me.

All Regions Margin of Error – 4%
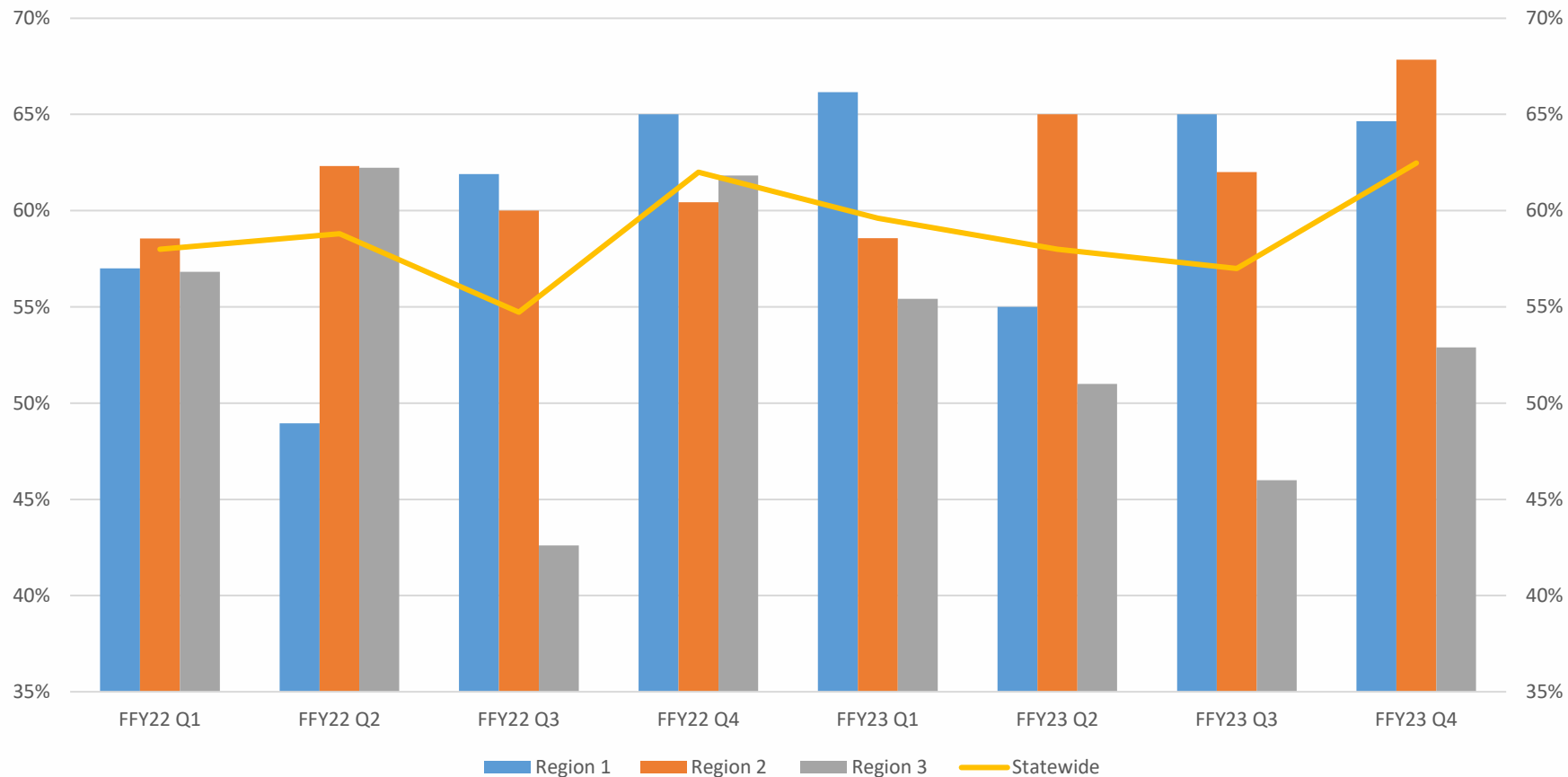
3. My counselor understands how my disability affects me.

All Regions Margin of Error – 4%
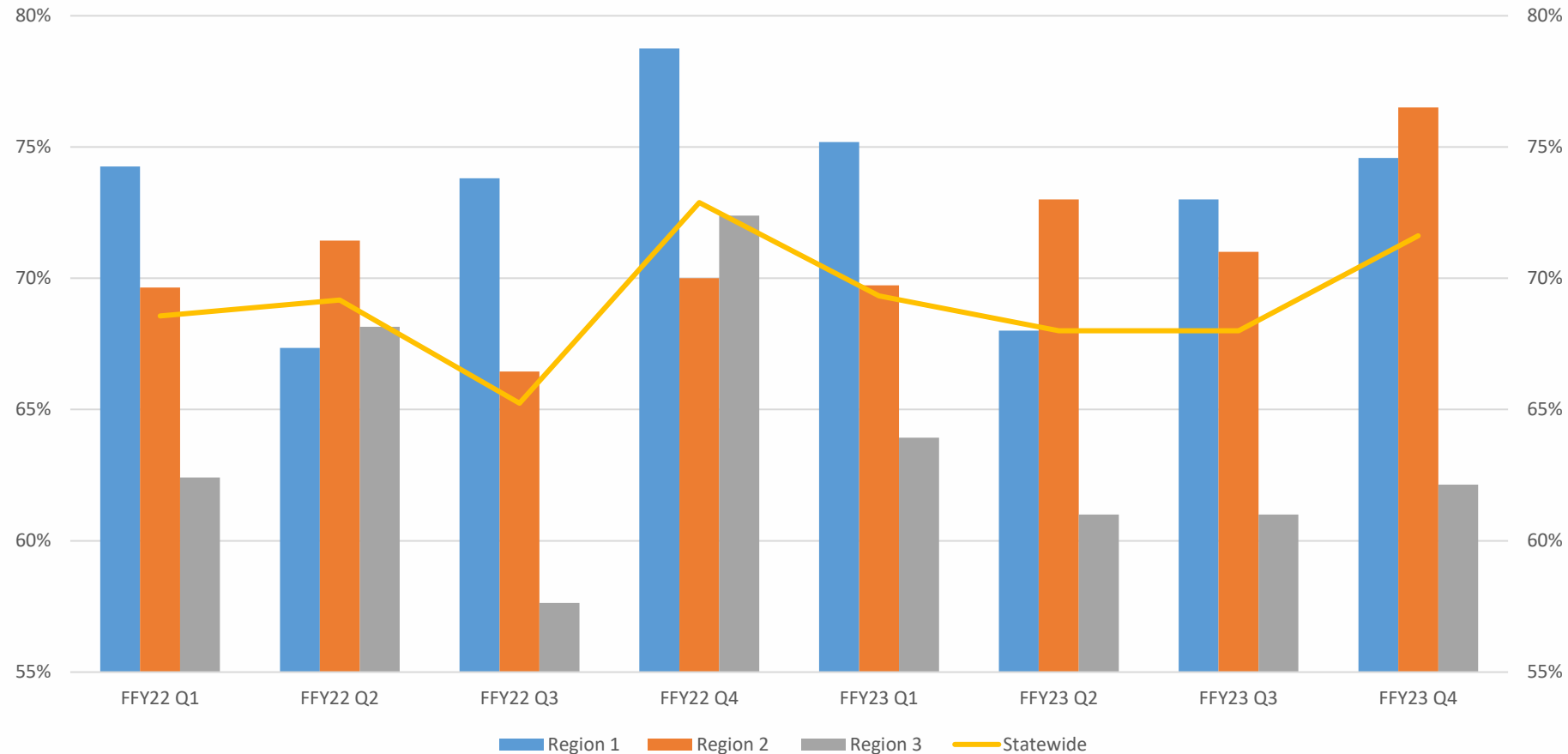
4. My counselor cares about my input.

All Regions Margin of Error – 4%

Washington State Department of Social and Health Services

5. DVR moves quickly enough for me.

All Regions Margin of Error – 4%

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6. Overall, I'm satisfied with DVR.

All Regions Margin of Error – 4%

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2024 Priorities – In progress

- Listening Sessions
  - March/April – Topic TBD
  - September/October – Topic TBD
- Upcoming Meetings–
  - March: Yvonne Bussler-White, DVR Customer Relations & PEAR Consultant
- Customer Satisfaction Survey
  - Multiyear analysis
- Additional Priorities – TBD

Policy & Planning Subcommittee

Presented by: Lesa Dunphy

Members: Lesa Dunphy, Jen Bean, Laurae MacClain, Michele Stelovich

February 2024

Washington State Department of Social and Health Services

Policy & Planning Subcommittee

2024 Priorities

Transition Services

Financial Statement

Post-secondary Education and Credential Attainment

Staff Retention – Personnel Development

Monitor Order of Selection given ongoing staff recruitment and retention issues.

Partnership Subcommittee

Presenter: Alexandra Toney

Members: Alexandra Toney, Aimee Elber, Drew Cassidy

February 2024

Washington State Department of Social and Health Services

Secondary Transition Pilot Project

Office Of Superintendent of Public Instruction (OSPI)

February 2024 Update

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Deepening Partnerships through an Interagency Data Share

Office Of Superintendent of Public Instruction (OSPI)

- Submit a list of students receiving special education services to state agencies working with individuals with IDD at least three years before the student leaves the school system.
- Must have received the student's consent before submitting their information.
- The transition plan included in the student's IEP must be aligned with the student's High School and Beyond Plan

SB 5790

Strengthening critical community support services for individuals with intellectual and developmental disabilities.

Secondary Transition Pilot

The pilot will use the new Secondary IEP Transition Platform in Education Data Systems (EDS) to

1. The LEA's self-review of secondary IEP Transition Components for a set of student IEPs (between 5 and 20 IEPs depending on total number of students within the LEA), AND

2. The recording of consent received from the use of the [Consent Form to Share Student Information with State Transition Agencies](#)

The Secondary IEP Transition Components Pilot is happening this school year (2023–24).

It will be a required annual activity for all LEA's beginning next school year (2024–25).
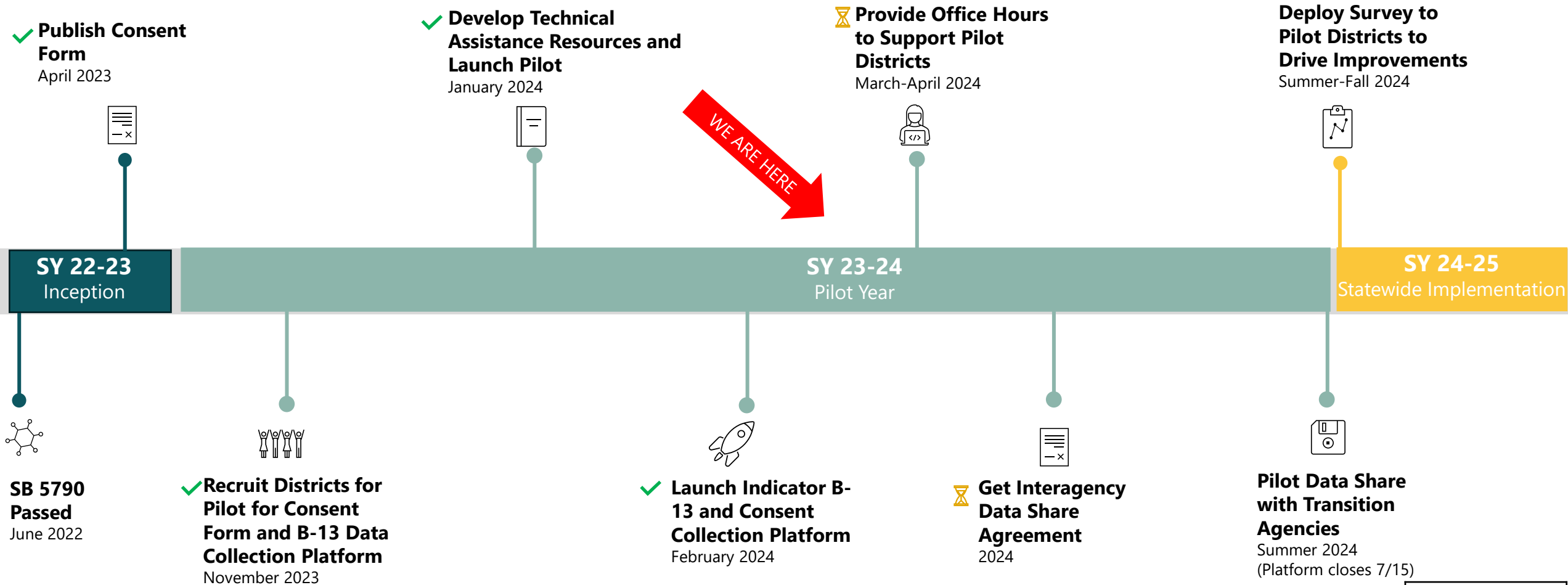
Why will these become required activities?

Federal and state special education regulations require that LEAs provide information regarding the numbers and types of youth (aged 16 and above) with an IEP that includes all of the required secondary transition components as outlined in Indicator 13

Senate Bill 5790 (passed in the 2022) authorizes and directs the OSPI to share student information with the state transition agencies that support transition and post-school services for individuals with intellectual and developmental disabilities.

Pilot Year Timeline-Interagency Data Share

✓ Publish Consent Form
April 2023

✓ Develop Technical Assistance Resources and Launch Pilot
January 2024

⧗ Provide Office Hours to Support Pilot Districts
March-April 2024

Deploy Survey to Pilot Districts to Drive Improvements
Summer-Fall 2024

WE ARE HERE

SY 22-23	SY 23-24	SY 24-25
Inception	Pilot Year	Statewide Implementation

SB 5790 Passed
June 2022

✓ Recruit Districts for Pilot for Consent Form and B-13 Data Collection Platform
November 2023

✓ Launch Indicator B-13 and Consent Collection Platform
February 2024

⧗ Get Interagency Data Share Agreement
2024

Pilot Data Share with Transition Agencies
Summer 2024
(Platform closes 7/15)

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Key	
✓	Complete
⧗	In Progress

Secondary Transition Pilot Districts by ESD (36)

ESD 101 (6)
1. Cheney
2. Colville
3. Deer Park
4. Freeman
5. Riverside
6. Spokane

ESD 105 (4)
1. Ellensburg
2. Selah
3. Toppenish
4. Wahluke

ESD 112 (2)
1. Toutle Lake
2. Vancouver

ESD 113 (7)
1. Chehalis
2. Centralia
3. North Thurston
4. Rochester

5. Shelton
6. Tumwater
7. Winlock

ESD 114 (1)
1. North Kitsap

ESD 121 (9)
1. Federal Way
2. Fife
3. Franklin Pierce
4. Highline
5. Mercer Island
6. Seattle
7. Tacoma
8. Tahoma
9. University Place

ESD 123 (3)
1. Pasco
2. Prosser
3. Richland

ESD 189 (2)
1. Arlington
2. Oak Harbor

ESD 171 (2)
1. Eastmont
2. Tonasket

Washington Office of Superintendent of
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8
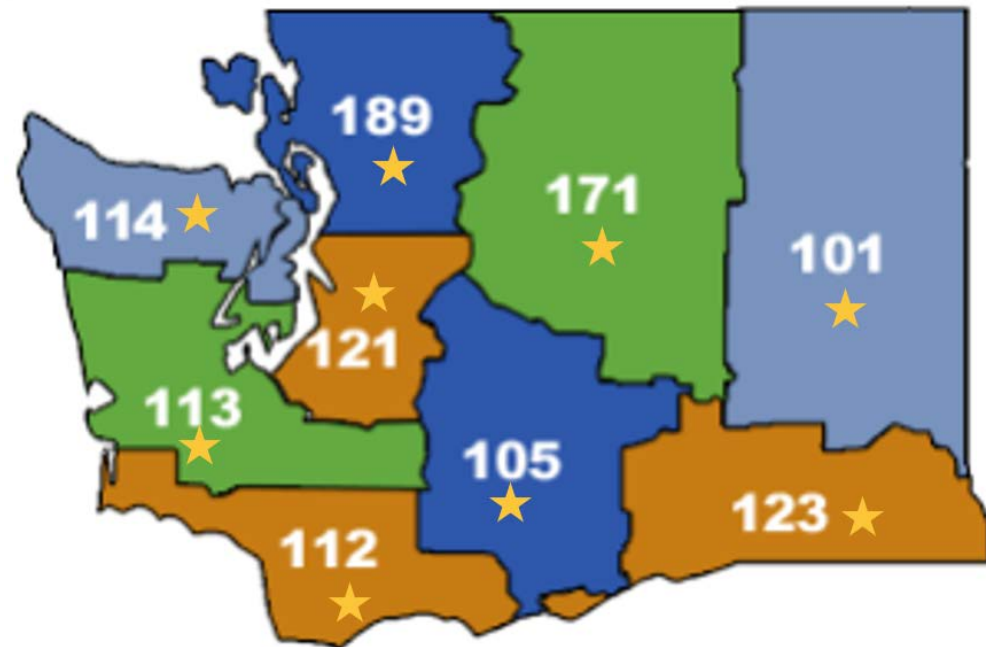
Secondary Transition Pilot Districts by Size (36)

Medium Districts (5)
1. Freeman
2. Riverside
3. Toutle Lake
4. Winlock
5. Tonasket

Large Districts (22)
1. Arlington
2. Chehalis
3. Centralia
4. Cheney
5. Colville
6. Deer Park
7. Ellensburg
8. Fife
9. Franklin Pierce
10. Mercer Island
11. North Kitsap
12. Oak Harbor
13. Prosser
14. Rochester
15. Selah
16. Shelton
17. Tahoma
18. Toppenish
19. Tumwater
20. University Place
21. Wahluke
22. Eastmont

Extra Large (9)
1. Federal Way
2. Highline
3. North Thurston
4. Pasco
5. Seattle
6. Richland
7. Spokane
8. Tacoma
9. Vancouver

Washington Office of Superintendent of
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Resources to Support the Secondary Transition Pilot Project

Secondary IEP Transition Components-Application User Guide- Will be shared in February 2024

Consent to Share Student Information with State Transition Agencies Form (3c) from the Model State Forms web page.

- Consent Form One Pager for Students and Families
- Consent Form One Pager for Schools

Transition Supports and Services, Summary for Students Families and Caregivers

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Content to Share Student Information with State Transition Agencies

- Purpose:
  - "Signing this form will help connect students to services they may be eligible for to support them as they move from the public school system to adulthood".
  - "If your consent is provided, the Office of Superintendent of Public Instruction (OSPI) will share information about the student to the state transition agencies named within this document to support transition and post-school services."
- Student information Shared may include:
  - Name
  - Date of Birth
  - Disability Category
  - Grade
  - Expected Graduation Date
  - School District
  - School
  - ESD
  - County
- It authorizes OSPI to share student information with the Department of Social and Health Services, County agencies, and the Department of Services for the Blind and any other state agency working with individuals with intellectual and developmental disabilities.

Consent Form to Share Student Information with State Transition Agencies
Information for Students and Families

General

The Office of the Superintendent of Public Instruction (OSPI) has created a consent form to help seamlessly connect students to support services they may be eligible for as they move through school to post-school life. The consent form is **optional**, but Parent/Guardian consent is needed for OSPI to share student information with state transition agencies providing disability supports, including transition supports and post-school employment services.

- Consent Form to Share Student Information with State Transition Agencies
- The consent form can also be found on the Model Forms for Services to Students in Special Education webpage.

How and when will the Consent Form be used?

When a student's IEP transition plan is first created[1], the IEP team will explain the purpose of the form and seek parent or adult student consent to share the student's information with the agencies named within the consent form which provide disability supports, including transition and employment services. Students and families may withdraw their consent at any time.

How does the Consent Form support students in post-school life?

Successful student transition to post-school life requires years of thoughtful planning and meaningful IEP team collaboration that includes input from partners agencies that provide disability supports, transition, and employment services to properly prepare students for post-school life.

The IEP Team will coordinate connections with agencies that provide disability support services, including transition and employment services early and throughout the IEP process. IEP teams should also be making connections with community-based organizations. [2]

The consent form allows the IEP team to connect students to the agencies that offer services they may be eligible for. If a student is eligible and decides to access these services, the IEP team can collaborate with these programs so that a student's transition to post-school life is as smooth as possible.

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[1] Per WAC 392-172A-03090 (1)(k) beginning not later than the first IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team
[2] Tip from the Special Education Division: Secondary Transition Services and Supports, April 2023

How can I learn more about some of the different transition partnerships?

- Department of Vocational Rehabilitation (DVR)
  - Use the Find a School Transition Counselor Tool to find the (DVR) Transition Liaison who serves your high school.
  - Learn more about Pre-Employment Transition Services (Pre-ETS) at the Pre-ETS webpage.
- Developmental Disabilities Administration (DDA)
  - Learn more about the services and programs offered by the Developmental Disabilities Administration (DDA) and contact the local DDA office for more information.
  - DDA Brochures webpage contains links to brochures to learn more about a variety of services and are translated into several languages.
  - The DDA Informing Families Webpages includes helpful information about transition services available.
- Department of Services for the Blind (DSB)
  - To learn more about how the local office for Washington State Department of Services for the Blind (DSB) can support a student's transition visit their Contact Us page.
- Center for Change and Transition Services (CCTS)
  - CCTS has an interactive Agency Connections Map by county that lists agencies that can support students in the areas of post- secondary education, employment, healthcare, housing, and transportation.
- County Developmental Disability Program
  - Contract your County Developmental Disabilities program to find and get connected to employment services and other support in your community.
  - The DSHS County Best Practices site includes a list that links to the developmental disability programs in each county.

Secondary Transition Resources

The OSPI Secondary Transition Page has many resources to aid IEP teams in supporting students as they transition to post-school life.

The Center for Change in Transition Services (CCTS) has a wealth of training and guidance on the professional development page, including a module[3] designed to help families understand IEP transition plans and the T-folio. The T-folio is a free transition portfolio tool for high school aged youth with disabilities that aligns with both IEP transition planning and DVR's Pre-Employment Transition Services (Pre-ETS).

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[3] Module 10 Writing Effective Transition Plans, CCTS

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🌐 k12.wa.us

🐦 twitter.com/waospi

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▶ youtube.com/waospi
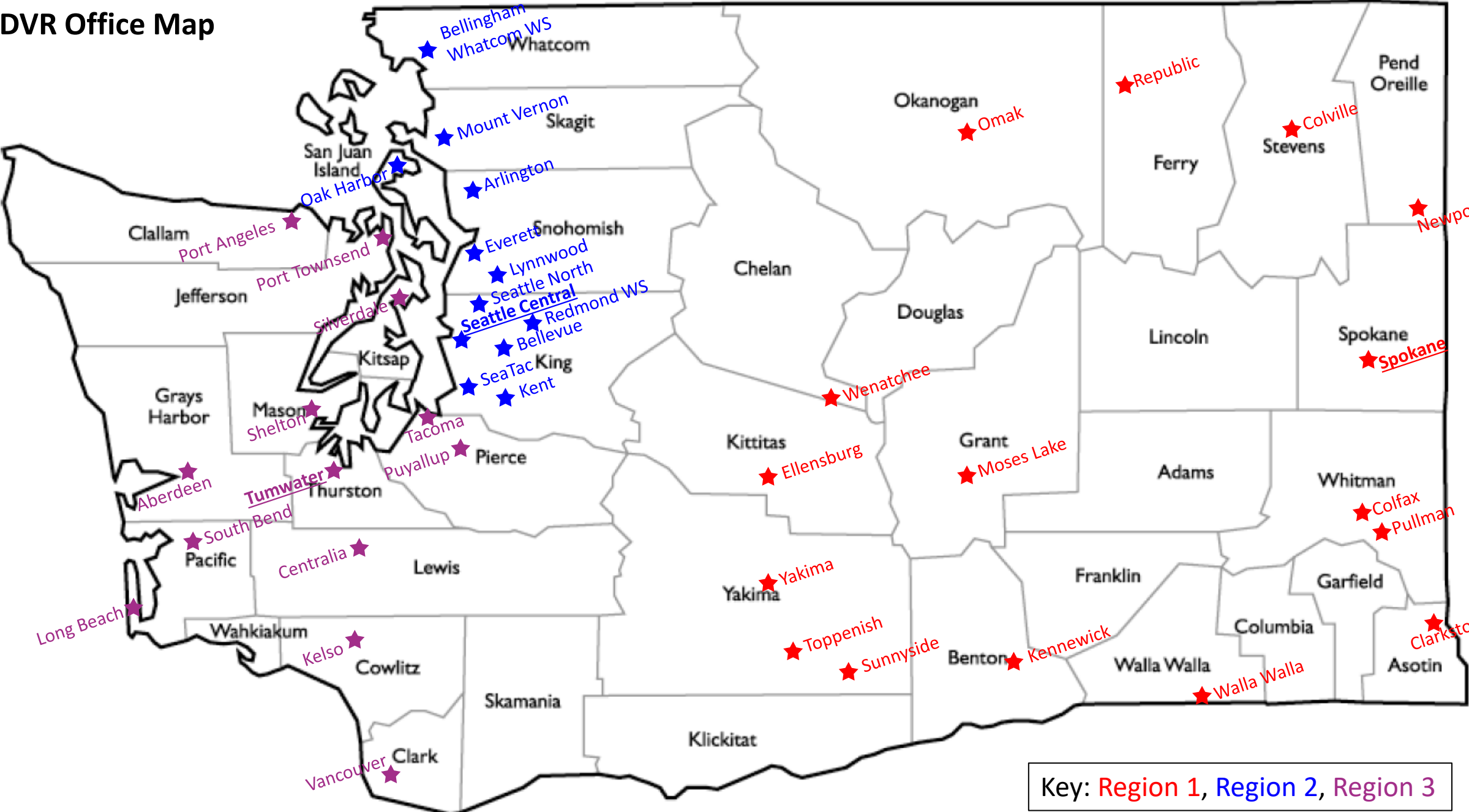
in linkedin.com/company/waospi

Additional Resources

The following is the schedule of regular meetings for the Washington State Rehabilitation Council (WSRC) for 2024. Please refer to our website (https://www.wsrcwa.org/meetings) for up-to-date information or reach out to us at wsrc@dshs.wa.gov

Date	Time	Location
Thursday, February 8th, 2024	9am – 3pm	Virtual
Friday, February 9th, 2024	9am – 12pm	Virtual
Thursday, May 9th, 2024	9am – 4pm	Hybrid Spokane, WA
Friday, May 10th, 2024	9am – 12pm	Hybrid Spokane, WA
Thursday, August 8th, 2024	9am – 4pm	Hybrid Western WA – Location TBD
Friday, August 9th, 2024	9am – 12pm	Hybrid Western WA – Location TBD
Thursday, November 7th, 2024	9am – 3pm	Virtual
Friday, November 8th, 2024	9am – 12pm	Virtual

For reasonable accommodation requests, please contact the Washington State Rehabilitation Council at 866-252-2939 or wsrc@dshs.wa.gov

WSRC members work to increase opportunities for self-determination and empowerment of people with disabilities, and to create awareness of people with disabilities as a valuable human resource. We welcome your feedback concerning your experiences and concerns. If you need further information, contact the Washington State Rehabilitation Council at wsrc@dshs.wa.gov or 866-252-2939.

DVR Office Map

Key: Region 1, Region 2, Region 3

Region 1 (red): Republic, Omak, Colville, Newport, Spokane, Wenatchee, Ellensburg, Moses Lake, Colfax, Pullman, Yakima, Toppenish, Sunnyside, Kennewick, Clarkston, Walla Walla

Region 2 (blue): Bellingham Whatcom WS, Mount Vernon, Oak Harbor, Arlington, Everett, Lynnwood, Seattle North, Seattle Central, Redmond WS, Bellevue, SeaTac, Kent

Region 3 (purple): Port Angeles, Port Townsend, Silverdale, Shelton, Tacoma, Puyallup, Aberdeen, Tumwater, South Bend, Centralia, Long Beach, Kelso, Vancouver

WSRC Commonly Used Acronyms

ACS: American Community Survey (from the Census Bureau)

ADA: Americans with Disabilities Act

AFP: Authorization for Payment

AJC: American Job Center

ALTSA: Aging and Long-Term Support Administration

ASL: American Sign Language

AT: Assistive Technology

ATAP: Assistive Technology & Assessment Practitioner

BASC: Barriers and Accessibility Solutions Committee

BHA: Behavioral Health Administration

BLS: Bureau of Labor Statistics (Census of Employment and Wages)

BMMP: Business Management Modernization Project

CAP: Client Assistance Program

CARF: Commission on Accreditation of Rehabilitation Facilities

CART: Computer-assisted real-time Translation

CCER: Center for Continuing Education in Rehabilitation

CFR: Code of Federal Regulations

CIL: Center for Independent Living

CMS: Case Management System

CRP: Community Rehabilitation Provider

CP: Cerebral Palsy

CRC: Certified Rehabilitation Counselor

CSNA: Comprehensive Statewide Needs Assessment

DD: Developmental Disability

DDA: Developmental Disability Administration

DES: Department of Enterprise Services

DSB: Department of Services for the Blind

DSE or DSU: Designated State Entity or Designated State Unit

DVR: Division of Vocational Rehabilitation

EDI: Equity, Diversity, and Inclusion

ESD: Educational Service District, also, Employment Security Department

FCS: Functional Community Supports

FFY: Federal Fiscal Year

ID: Intellectual Disability

IDEA: Individuals with Disabilities Education Act

IEP: Individual Education Plan

IL: Independent Living

IRI: Institute on Rehabilitation Issues

JLARC: Joint Legislative Audit and Review Committee (Report on Employment and Community Inclusion Services for People with Developmental Disabilities)

LRE: Least Restrictive Environment

LTS: Long Term Support

MH: Mental Health

MOU: Memorandum of Understanding

OFM: Office of Financial Management

OJT: On-the-job Training

OSERS: Office of Special Education and Rehabilitation Services

OOS: Order of Selection

One-Stop: WorkSource Center

OSPI: Office of the Superintendent of Public Instruction

PAVE: Partnership for Actions Voices for Empowerment (Parent Advocacy)

RCW: Revised Code of Washington

RDA: Research and Data Analysis (research division of DSHS)

Region 10: Federal Region of Washington, per RSA

RFP/RFQ: Request for Proposal/Qualifications

RSA: Rehabilitation Services Administration

SILC: State Independent Living Council

SIPP: Survey of Income and Program Participation (Census Bureau)

SPIL: State Plan for Independent Living

SME: Subject Matter Expert

SSA: Social Security Administration

SSDI: Social Security Disability Insurance

SSI: Supplemental Security Income

TAP: Talent and Prosperity for All Plan

TBI: Traumatic Brain Injury

TSAT: Transition Self-Assessment Tool

Title 4: of WIOA is the Rehabilitation Act,

       Title 1: under Title 4, which authorizes DVR services and funds

            Section 105 of Title 1: authorizes State Rehabilitation Councils

UI: Unemployment Insurance

VR: Vocational Rehabilitation

VRC: Vocational Rehabilitation Counselor

WAC – Washington Administrative Code
WATAP: Washington Technical Assistance Program
WIOA: Workforce Innovation and Opportunity Act
WISE: Washington Initiative for Supported Employment
WOTC: Work Opportunity Tax Credit
WTECB: Workforce Training, Education, and Coordination Board
WSRC: Washington State Rehabilitation Council
WDC: Workforce Development Council
WOTC: Work Opportunity Tax Credit

WA DVR
AFP: Authorization for Purchase
CBA: Community Based Assessment
JD: Job Development
ELT: Executive Leadership Team
IPE: Individual Plan for Employment
IRWE: Impairment Related Work Expense
ITS: Intensive Training Services
MOU: Memorandum of Understanding
MSD: Most Significantly Disabled
NEO: New Employee Orientation
Pass Plan: Plan to achieve self-support
Pre-ETS: Pre-Employment Services
PES: Post-Employment Services
PHI: Protected Health Information
RA: Regional Administrator or Re
RCD – Rehab Counselors for the Deaf
Region 1: East of the Cascades
Region 2: King County north
Region 3: Pierce County south and all of the peninsula
ROI: Release of Information
RT: Rehabilitation Tech
SDOP: Service Delivery Outcome Plan
SDOR: Service Delivery Outcome Report
SE: Supported Employment
SO: State Office – DVR Headquarters
SOP: Standard Operating Procedure
STARS: DVRs customer database
TWE: Trial Work Experience
YSP: Youth Services Program
121 Program: Tribal Rehabilitation Program (Federal designation)

701 Program: Tribal Rehabilitation Program (WA State designation)