WSRC Post-Meeting Packet
February 2022

Washington State Rehabilitation Council
# February 2022 Quarterly Meeting

## Table of Contents

<table>
<thead>
<tr>
<th>Document</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agenda—Day 1</td>
<td>3</td>
</tr>
<tr>
<td>DVR Director Report</td>
<td>4-8</td>
</tr>
<tr>
<td>Pre-Employment Transition Services –TSAT</td>
<td>9-29</td>
</tr>
<tr>
<td>Community Rehabilitation Programs Updates</td>
<td>30-42</td>
</tr>
<tr>
<td>Performance Updates</td>
<td>43-51</td>
</tr>
<tr>
<td>Equity, Diversity, Access, and Inclusion Updates</td>
<td>52-54</td>
</tr>
<tr>
<td>Agenda—Day 2</td>
<td>56</td>
</tr>
<tr>
<td>Executive Committee Report</td>
<td>57-59</td>
</tr>
<tr>
<td>Partnerships Subcommittee Report</td>
<td>60-64</td>
</tr>
<tr>
<td>Policy and Planning Subcommittee Report</td>
<td>65-66</td>
</tr>
<tr>
<td>Customer Satisfaction and Program Evaluation Subcommittee Report</td>
<td>67-78</td>
</tr>
<tr>
<td>Field Services Updates</td>
<td>79-84</td>
</tr>
<tr>
<td>Client Assistance Program (CAP) Updates</td>
<td>85-101</td>
</tr>
</tbody>
</table>

### Additional Resources

<table>
<thead>
<tr>
<th>Document</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVR Anti-Racism Declaration</td>
<td>103-104</td>
</tr>
<tr>
<td>Tribal VR Contact List</td>
<td>105-108</td>
</tr>
<tr>
<td>WSRC / DVR Acronyms</td>
<td>109-112</td>
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<td>9:20</td>
<td>Terry Redmon</td>
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<td>Marcus Poppen</td>
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<td>Tammie Doyle</td>
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Tomorrow morning, Day 2 of the WSRC Quarterly Meeting will begin promptly at 9:00am.
DVR Director Update

Presented by: Terry Redmon

February 10, 2022
DVR Director Update

• New DSHS Secretary - Jilma Meneses
• Rehabilitation Services Administration (RSA) monitoring scheduled for 2022
  • Initial meeting with RSA was January 21
  • On-site monitoring dates have not been identified yet
• Anti-Racism Declaration shared with staff Monday, January 10
• Telework update
  • Temporary suspension of in-person requirement for DVR staff is in effect January 12-March 15
  • KN95 masks are now a recommendation for staff
  • DSHS and DVR leadership will make the decision to return to the office with the safety and health of our staff, partners, and customers first
Budget Update

• We have received $2,779,064 of program income for SFY 22
• We closed out the Basic Support 2020 grant and filed our final reports on 12/30/2021.
  • we will be sending back $2,462,009 of Pre-ETS set aside that we were unable to spend.
  • Last year we sent back $5,724,192 of unspent Pre-ETS set aside related to Basic Support 2019.
• We have received the Governor’s Supplemental budget with no surprises.
  • The legislation session began on 1/10/2022.
  • We will review fiscal notes and bill analysis for DVR impacts.
We tend to spend more for Pre-ETS in July, August and September related to summer programs and as we prepare to close out our grant before Federal Year End of 9/30.

### Pre-ETS Spending

<table>
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<tr>
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<th>Final Basic Support 19</th>
<th>Final Basic Support 20</th>
<th>Currently Spending Basic Support 21</th>
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<td>Required 15% Set aside</td>
<td>8,054,632</td>
<td>7,393,828</td>
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<td>Spent</td>
<td>2,330,440</td>
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<td>Returned</td>
<td>5,724,192</td>
<td>2,462,009</td>
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<td>Average Monthly Spending</td>
<td>194,203</td>
<td>412,634</td>
<td>271,971</td>
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DVR Director Update

Q&A

Thank you!
Terry Redmon
Washington Transition Project Development

Washington State Rehabilitation Council
February 10th, 2022
Collaboration between School and Vocational Rehabilitation

• Young adults with disabilities experience poor post-secondary employment outcomes (U.S. Department of Labor, 2020).

• Since 1973, state Vocational Rehabilitation (VR) agencies have been required to coordinate with education officials.

• Collaboration between school and VR has been shown to increase positive employment outcomes for young adults with disabilities (Benz, et al., 1997; Lindstrom, et al., 2013; Poppen et al., 2017; Shandra & Hogan, 2008)

• State VR agencies continue to face an uphill battle collaborating with schools (Government Accountability Office, 2018; Shultz, 2020)
WA-DVR: Statewide Evaluation of Pre-ETS

AVAILABILITY.
Results from the Transition Self Assessment Tool suggest that on average, 74% of the 97 transition services on the assessment are available in the sampled schools.

ACCESSIBILITY.
Results from the Transition Self Assessment Tool suggest that among the sampled schools, on average only 26-50% of all potentially eligible students with disabilities participated in these school-based transition services.

COORDINATION.
Results from the Transition Self Assessment Tool suggest that among the sampled schools, on average only 1-25% of the school-based transition services delivered were done so in coordination with VR.

Online needs assessment in Fall 2019 to Spring 2020
Valid data collected from 265 of 480 (55%) high schools in Washington, including representative sample from each ESD
School level data on the availability, accessibility, coordination, and quality of 97 school-based transition services – summarized for District/ESD/State Reports
Additional open-ended responses from more than half of respondents. Needs included: (1) Improve professional skills and knowledge of transition services; (2) Improve quality of services provided; (3) Increase access to transition services for all students with disabilities; (4) Increase coordination; and (5) Address negative attitudes/experiences towards DVR

Results from the Transition Self Assessment Tool suggest that on average, 74% of the 97 transition services on the assessment are available in the sampled schools.
ACCESSIBILITY.

Results from the Transition Self Assessment Tool suggest that among the sampled schools, on average only 26-50% of all potentially eligible students with disabilities participated in these school-based transition services.

The five services that were available most often included:
- Career or Vocational Assessments
- Vocational Interest Inventories
- Discussion or Information on Career Pathways
- Career Awareness Activities
- Guidance on identifying Interests and Abilities

The seven services that were reportedly accessed by fewer than 26% of potentially eligible students with disabilities included:
- School-Based Business
- Career Competitions
- Career Mentorship
- Non-Paid Internships
- Apprenticeships
- Paid Work Experience
- Paid Internships

COORDINATION.

Results from the Transition Self Assessment Tool suggest that among the sampled schools, on average only 1-25% of the school-based transition services delivered were done so in coordination with VR.

Requested Information and Supports

• TSAT respondents were asked to describe what, if any, additional information and supports they would like to receive. More than half of all respondents made at least one request for additional information supports

• Four themes for additional information and supports emerged across each of the five pre-employment transition service domains, with requests for information and supports that will:
  • Improve their professional skills and knowledge related to transition services
  • Improve the overall quality of transition services that are available to students with disabilities
  • Increase access to transition services for students with disabilities
  • Increase the level coordination with DVR and other adult disability service agencies

• Throughout these open-ended responses, there was a clear theme of negative attitudes/experiences towards DVR
Recommendations from the Evaluators

• Improve local partnerships with schools, and regional and statewide partners, in order to increase availability, accessibility, coordination of pre-employment transition services, with an emphasis on work-based learning and instruction in self-advocacy.

• Address issues of DVR inconsistency and lack of follow through. Streamline processes, points of contact, and ease of access for students, families and schools where possible.

• Develop an improved understanding of the specific needs, barriers and strategies that are preventing greater access and coordination of pre-employment transition services. Use this understanding to develop an improved service delivery model that results in more direct services to students.

• Continue to monitor availability, accessibility, coordination and quality of pre-employment transition services, and use these data to make informed decisions. Increase capacity to monitor these services for schools and programs that weren’t included in this evaluation.
Follow Up Qualitative Evaluation of Experiences, Needs, Barriers, Strategies and Recommendations completed in 2020 and 2021
- Focus Groups and Interviews with school, VR and community stakeholders
- Recommendations include:
  - Increase service coordination
  - Highlight flexibility and innovation
  - Develop common knowledge
  - Focus on consistency and follow through
  - Act and be engaged
  - Be relationship forward
  - Additional leadership and guidance
  - Start small, dream big

Results of evaluation used to inform the development and implication of a model demonstration project, the Washington Transition Program (WTP)

“It's just [begins to bring two hands together] -- we need to make that connection, we need to bring things together”

~ Special Education Teacher
Washington Transition Program

AY 2021-2022
Washington Transition Program (WTP) Model Demonstration Project

• Build local capacity to improve coordination between schools and Vocational Rehabilitation to increase the availability and accessibility of coordinated transition services for youth and young adults with disabilities

• Development of *Transition Leadership Teams* at 3-5 schools that includes stakeholders involved in the decision-making process and implementation of career exploration, work-based learning, and other transition related services for youth and young adults with disabilities

• WSU Technical Assistance team guiding the Transition Leadership Team through a series of team building, self-assessment, action planning, and evaluation activities focused on improved coordination and delivery of services and promote cross site learning
Essential Features of the Washington Transition Program

Student Focused Planning


Phase 1  ➔ Phase 2  ➔ Phase 3  ➔ Phase 4  ➔ Conclusion

Ongoing Support & Professional Development from WSU Technical Assistance Team

Washington State Department of Social and Health Services
WTP Transition Leadership Teams

Teams consist of as many of the following roles as possible:

- Special Education Teacher
- Transition Specialists
- Section 504 Plan Coordinator
- Career and Technical Educator
- School Psychologist/Counselor
- School Administrator
- DVR Counselor Liaison
- DVR Regional Transition Consultant
Summary

The Washington Transition Program (WTP)

- A systems-level model demonstration project that will support sites in increasing the availability, accessibility, and coordination of pre-employment transition services

- Includes site-based teams who will work together to assess and identify the needs within their site, and work collaboratively and creatively to address those needs
  - Guided professional development and targeted technical assistance

- Aims to establish a broader community of practice for transition providers
  - Pilot sites will exchange innovation and support to one another to better their services to students.

- Goal is to provide a collaborative structure that will support the implementation of a seamless set of coordinated transition services to students with disabilities in Washington
Next Steps

The Washington Transition Program (WTP)

• All five teams have identified data-based needs and goals
• Coordinated services are provided to students in each site
• Evaluation efforts are documenting and monitoring implementation with an eye towards sustainability, replication, and expansion
“I’ve dreamed of being a part of something like this, since when I started. I'm not kidding when I started talking about transition with schools, they didn't even know it was a provision...We've come such a long ways, but this WTP is everything I've dreamed of, to actually work with schools directly to build their capacity. You know, to to be that perfect program for their students that every school should have every school should have that capacity to do this so. I'm really excited.”

~ WTP Participant (DVR Regional Transition Consultant)
Questions

Q&A

You have Questions
We have Answers
Contact Information

Tammie Doyle
Transition Manager
Division of Vocational Rehabilitation
Washington State Department of Social and Health Services
509-368-1005
Tammie.doyle@dshs.wa.gov

Marcus Poppen, Ph.D.
Assistant Professor, Special Education
Washington State University
509-335-6363
marcus.poppen@wsu.edu
Additional Information
TSAT Specific Resources

• Full Evaluation Report (Link)
  • More information about the measure (including specific items and the platform that is used)
  • School/district capacity building guide
  • Statewide, regional, and ESD summary reports

• Statewide Summary Report (Link)
Resources about DVR and Schools

- WA-DVR High School Transition Resource Page
- OSPI/DVR/DSP Interagency Agreement
- Pre-Employment Transition Services: A Guide for Collaboration
- Best Practices for Pre-Employment Transition Services
- A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities
Community Programs Presentation

Presented by: Angela Merritt

February 2022
Community Programs Presentation

• CRP Communication Survey Results

• CRP Contract Monitoring Plan with Contracts Unit

• CRP Contract Amendment/Extension

• Future focus – CRP/IL Contract training for both staff and CRPs
CRP Communication Survey Results
Prevalence of Communication Issues Across State

- Received 79 completed surveys from CRPs, dispersed across regions and units.
- 92% (73 responses) have communication challenges with one or more staff.
- 44% have communication challenges with more than two staff.

**Completed CRP Surveys by DVR Region**

- Region 1: 19
- Region 2: 29
- Region 3: 29
Ability to Reach DVR Staff In a Timely Manner

- For 64% of survey completers, response time exceeds two business days.
- 71% typically contact staff at least twice before they get a response.
- About half of CRPs say that an alternate contact is not provided on voice mail (46%) or email reply (45%) when staff are out of office.
CRP Survey Results Cont.

Many do not contact the supervisor when staff are not responsive.
  • 38% (28 CRPs) indicated they don’t contact the supervisor.
  • Of those that contact the supervisor, 51% do so occasionally and 22% frequently.

CRPs typically know who to contact for customer and contract matters but are not informed promptly when cases are transferred to a different VRC.
  • 84% usually or always know who to contact, although some clarification is needed about who to contact for specific matters, particularly contract and IPE matters.
  • Only 35% indicate that they are typically informed promptly when a case transfers.

Communications frequently do not result in resolution
  • 49% of CRPs indicate that their question or issue is not addressed in their communications with DVR staff.
Paperwork and Requests for Services Outside of Contract

- 56% indicated that receipt of paperwork is an issue in most of the communication challenges they experience.

- Services that are outside the contract were noted as a frequent issue by 48% of CRPs.

- DVR counselor changes are a frequent challenge for 33% of CRPs.
CRP Satisfaction with DVR Communications/Customer Service

- Of CRPs that completed the survey, 35% are satisfied with communications with DVR staff; 44% are satisfied with overall DVR customer service.
CRP Contract Monitoring Plan

• Developing a monitoring plan for CRP contracts

• CRP Self-Assessment Monitoring form

• Monitoring is on-going process throughout contract
CRP Contract Amendment/Extension

• Amendment/Extension on track

• Contract Work Group status

• Recently updated the CRP/IL Guidance FAQ document – will update regularly as services change
Future focus: CRP Contract training for both CRPs and DVR staff
Community Programs Presentation

Q&A

Thank you!
Angela Merritt
angela.merritt@dshs.wa.gov
Performance Presentation

Presented by: Kristina Zawisza

February 2022
2022 State Plan Update

• The State Plan is DVR’s major planning document, addressing program goals, priorities, partnerships, and services.
• Prepared every four years and updated at the two-year midpoint.
  o Current plan in effect from July 2020 to June 2024.
  o Update due March 15, 2022 to Rehabilitation Services Administration
  o Updated State Plan takes effect July 1, 2022.

• Developed in partnership with WSRC and other stakeholders.
• Part of Washington’s Combined State Plan for all workforce programs, Talent & Prosperity for All.
2022 State Plan Update

• DVR is required to conduct public meetings throughout the state to provide customers and stakeholders an opportunity to comment (per the federal Rehabilitation Act of 1973).

• Notification about State Plan update and opportunities to provide input sent January 10-11 and posted to DVR and WSRC websites.

• Public Forum following this meeting to review Plan changes, take questions and comments.

• Draft Plan posted on DVR website February 1. Public comment period runs through March 2.
Comprehensive Statewide Needs Assessment (CSNA)

- DVR is preparing to contract for the 2022 CSNA.
- CSNA is a study of the vocational rehabilitation needs of individuals with disabilities statewide.
- Required every three years, per the federal Rehabilitation Act of 1973, as amended by WIOA.
- Informs the goals and priorities of DVR’s State Plan.
- Identifies needs of specific customer groups and service systems.
- Undertaken jointly by DVR and WSRC.
Statewide Case Review

• DVR conducts a periodic review of casework statewide to assess compliance and service quality.

• Most recent Review completed in October 2018 for cases closed between July 1, 2017 and June 30, 2018.

• Plans for the next Review were postponed in 2020 and 2021.
  • Shift to remote work in 2020 without remote access to case files.
  • File scanning still in process and limited availability of staff to participate on review teams in 2021.

• Planning will resume after Waves is implemented, with Review expected to take place in fall 2022.
Measures That Matter: Performance Pre- and Post-COVID

For the most recent quarter:

• More customers were working, on average, than pre-COVID levels, as seen in the number of customers In Plan-Employed.

• The number of cases Closed Employed returned to pre-COVID levels.

• Employment Rate averaged 50%, the highest rate since the second quarter of 2020.
Measures That Matter: Customers in Plan

- DVR continues to report key performance measures by gender, race and ethnicity.
- Reports were added this month to show separate breakouts for youth customers.
- Youth in general and most demographic groups have higher success rates than customers overall but differences between demographic groups persist.

*Age less than 25 years at time of eligibility determination
Measures That Matter: Closed Cases

• Females represent only about one-third of youth cases, both in Plan and Closed.

• 28.4% of all youth cases that closed had a successful outcome, compared to 21% of all cases.

• About 40% of youth cases closed before plan.

• Youth who identify as Asian and Native Hawaiian/Other Pacific Islander were more likely to close with a job and less likely to close before plan.

• Hispanic/Latino and Native American youth were least likely to move to plan or close with employment.
Performance Presentation

Q&A

Thank you!
Kristina Zawisza
Equity, Diversity, Access, & Inclusion Presentation

Presented by: Cassi Villegas

February 2022
Equity, Diversity, Access, & Inclusion Presentation

• 2022 EDAI Planning
  • Activities from the State Plan, Strategic Plan, and DSHS EDAI plans
  • Current activities and highlights for 2022

• EDAI Community of Practice and More Than a Moment Conversations

• Language Access

• DVR Anti-Racism Declaration
Q&A

Thank you!
Cassi Villegas
State Plan Public Forum

1:30—3:00pm
## Quarterly Meeting Agenda

**Friday, February 11th, 2022**

9:00 am to 12:00 pm

**Click here to join Zoom meeting**

Meeting ID: 834 5804 3210
Passcode: 569692
One tap mobile: 2532158782

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| 8:50 | Shelby & Jolie | **Sign into Zoom**  
- Opportunity to login early and troubleshoot connectivity issues so meeting can get started promptly at 9:00am |
| 9:00 | Peggy Frisk | **Call to Order**  
- Welcome |
| 9:05 | Peggy Frisk | **Executive Updates** |
| 9:15 | Erica Wollen, Ivanova Smith, Tania May, Jen Chong-Jewell, Dion Graham, Laurae MacClain | **Partnership Subcommittee**  
- Workforce Training & Education Coordinating Board  
- Developmental Disabilities Council  
- Office of Superintendent of Public Instruction & Transition Collaborative  
- Special Education Advisory Council  
- State Independent Living Council  
- Tribal VR |
| 10:00 | Break |
| 10:15 | Michele Stelovich | **Policy & Planning Subcommittee** |
| 10:30 | Jen Bean | **Customer Satisfaction & Program Evaluation Subcommittee** |
| 10:45 | Allesandria Goard | **Field Services** |
| 11:10 | Jen Bean | **Client Assistance Program** |
| 11:20 | Peggy Frisk | **Public Comment** |
| 11:35 | Peggy Frisk | **Meeting Wrap up** |
| 12:00 | Peggy Frisk | **ADJOURN** |
Executive Committee Updates

**Members:** Peggy Frisk – Chair, Jen Bean – Vice-Chair, Erica Wollen, and Michele Stelovich

**Executive Director:** Shelby Satko

February 2022
Executive Committee Updates

• Membership
  • New Council members
    • Ed Nicholson – October 2021
    • Matt Newton – January 2022

• Recruitment
  • Business Representative
  • Current/Former Recipient of Services
Executive Committee Updates

• Letters to DVR Director
  • Equipment Distribution & IT Support for Customers
  • CRP-IL Workgroup
• Check-in on return to in-person meeting
• Strategic Planning timeline
Partnerships Subcommittee

**Members:** Erica Wollen – Chair, Tania May, Ivanova Smith, and Dion Graham

**February 2022**
Partner Updates

• Workforce Training & Education Coordinating Board – Erica Wollen
• Developmental Disabilities Council – Ivanova Smith
• Office of Superintendent of Public Instruction & Transition Collaborative – Tania May
• Special Education Advisory Council – Jen Chong-Jewell
• State Independent Living Council – Dion Graham
• Tribal VR – Laurae MacClain
Tribal VR Update

Presented by Laurae MacClain

- Most tribes have been open to the public in varying levels on in-person communication.
- One new Tribe was added to the WA list, so please make contact to say congratulations for obtaining the grant and offering any assistance they may need.
- Colville Tribe update
  - Will soon have a local DVR counselor. The hiring process is complete. We were happily invited to sit on the interview board and made our recommendation, but they chose a different candidate.
  - We will welcome the new person when they are announced.
  - Currently experiencing high volume of Covid cases.
• This year WASILC will be conducting a Statewide Community Needs Assessment with the focus on disability and the intersection of race/BIPOC community. We just established an Ad-Hoc committee and are interviewing consultants to support that work.

• At the January quarterly meeting, WASILC received one of two trainings on disability justice.

• **Registration Open**: Virtual African American Conference on Disabilities & it is FREE
  Hosted by The Arizona Center for Disability Law and the Arizona Center for African American Resources (AZCAAR). The AACD is the only comprehensive conference in the U.S. that addresses the intersection between race and disabilities.

• INDEX (Inland NW Experience) Spokane CIL is open and running. Although they are not yet at full capacity, they are providing services. Folks can go our [website](#) find out contact information. (A new center for independent living opened in October 2021.)
Partner Update

Office of Superintendent of Public Instruction (OSPI) / Special Education Advisory Council (SEAC)

Presented by Tania May

- OSPI Special Education Leadership transitions – Glenna, Tania, Alexandra
- Graduation/Transition bills OSPI Special Education is tracking:
  - SB 5790 – Transition Collaborative recommendations
  - HB 1162 – High school graduation pathways
  - SB 5902 – High school graduation requirements
  - HB 1536 – Regional apprenticeships
  - SB 5789 – Career & College pathways innovation program
- 2019-20 Post-School Outcome Data from Center for Change in Transition Services (CCTS)
- State Performance Plan (SPP) submitted Jan 31
Policy & Planning Subcommittee

Members: Michele Stelovich – Chair, Laurae MacClain, Lesa Dunphy, Jayson Morris, and Jen Bean

February 2022
Policy & Planning Subcommittee Updates

• Counselor Reassignment Best Practices
  • Developing a guide/checklist to use when there is VRC turnover
  • Discussion
Customer Satisfaction & Program Evaluation Subcommittee

**Members:** Jen Bean – Chair, Peggy Frisk, and Jen Chong-Jewell, Edward Nicholson, Matt Newton

**February 2022**
Customer Satisfaction Survey: Q3 Highlights

- Customers Surveyed – 303
- Comments Received – 182
  - 56% of total comments were shared with DVR
- Response Rate - 41.7%

- Overall satisfaction was 65%, remaining the same as Q2
  - Margin of Error is 5%
## Question 1 - My counselor does a good job keeping in touch with me.

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<th>Closed-Other After Plan</th>
<th>Closed-Rehab</th>
<th>Plan</th>
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<td>All Region</td>
<td>61%</td>
<td>74%</td>
<td>69%</td>
<td>68%</td>
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All Regions Margin of Error – 5%

## Question 2 - My counselor understands what is important to me.

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<th>Closed-Rehab</th>
<th>Plan</th>
<th>All case status</th>
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<tr>
<td>All Region</td>
<td>61%</td>
<td>79%</td>
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All Regions Margin of Error – 5%
Customer Satisfaction Survey – Q3 Responses

**Question 3 - My counselor understands how my disability affects me.**

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<th>Region</th>
<th>Closed-Other After Plan</th>
<th>Closed-Rehab Plan</th>
<th>All case status</th>
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All Regions Margin of Error – 5%

**Question 4 - My counselor cares about my input.**

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Customer Satisfaction Survey: Q3 Responses

**Question 5 - DVR moves quickly enough for me**

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**Question 6 – Overall, I am satisfied with DVR**

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All Regions Margin of Error – 5%

Washington State Department of Social and Health Services
Region 1: Sample of Comments

Positive

- I came into DVR so BROKEN. No self-esteem, severe anxiety and so unsure of what I was getting into. My first counselor was not understanding or supportive, she actually made me feel not welcome and I felt hopeless. I asked for another counselor and she was amazing. I can't say enough about her. She saw my needs, planted seeds and encouraged me along the way. I ended up graduating with an Associate’s Degree in Business. My counselor helped see me through this.

- I was impressed with the last DVR counselor. I'm doing my master's on DVR. I'm starting soon as DVR counselor. It's because she made an impression on me.

- My counselor was excellent, they communicated well, when I needed to speak we spoke, that's about it. I didn't have to go through a bunch of hoops, we had a plan and stuck with it. And I am working so that's good, so it was a worthwhile experience.
Region 1: Sample of Comments

Negative

- It was all about the paperwork and fitting into a specific job category to get the paperwork done. It just doesn't work like that for anyone- we find a job that will be suitable and work to develop skills. DVR really felt like a waste of time. The counselor was not helpful.

- Seems like I have to do the work and DVR takes a long time to say they can't help or based on the rules, not able to.

- I agree with she's nice and all that, but I have different people helping me, but nothing is happening. The new lady, I haven't even met her, but I had different people that worked there that say they help me, but nothing happens. I keep getting traded to different counselors.
Region 2: Sample of Comments

Positive

- DVR did exactly what it was supposed to do - help me no longer need services! Although I've been working the career of my dreams for a year now it's reassuring to know DVR is here for me if that changes. The Bellingham staff listened to my desires and understood my uniqueness, helping me find success. Thank you!

- My counselor was fantastic and encouraged me and was the biggest reason I was able to continue. I probably wouldn't be able to make it without them so I'm very thankful.

- The best word for both having access to DVR's resources and my experience with DVR is... grateful. Grateful for the help, grateful for an amazing counselor, grateful that it even exists. I count myself very lucky on all fronts. This is the kind of social service that improves and changes, for the better, people's lives in immeasurable ways. I know it would be much more difficult to move through the world without the assistance I've received from DVR. At a moment in history where we're all more isolated feeling than ever, it would be almost intolerable without the aid provided by this resource.
Region 2: Sample of Comments

Negative

- I feel like I really wasn't listened to as far as my disability. I kept saying I needed a job I could sit down at, but they kept pushing retail jobs that require me to stand for a long time.

- I just don't understand how once you are in, and you have a counselor, and that person gets moved up. Why is it that your cases can't be transferred, and you have to start again. He couldn't just hand my stuff off to another counselor, but this new lady will not answer me. I know they have my file, but she just won't find it. I don't where that information went. It is really frustrating.

- My case worker (DVR) has not kept in touch with me or hasn’t provided insight into some of the things that I need.
Region 3: Sample of Comments

Positive

- From day 1 I felt heard and respected. All the people I worked with were amazing and wonderful. I felt like at all times they were working in my best interest and making sure I was taken care of. The DVR program is wonderful and helped me greatly. Keep up the great work!!

- I feel that DVR has helped me find a job regardless of my disability. I feel almost complete with myself now that I have a job.

- I’m definitely happier with DVR than when I last completed a survey. Something is actually getting done this time around and I’ve had the same counselor for awhile! Good job!
Region 3: Sample of Comments

Negative

- Anytime I tried contacting my case worker she would take weeks to months to get back to me.
- DVR is not very responsive. It is very inflexible. DVR made meetings 3 weeks out via Zoom. We recommended a 3-way call or email instead of waiting; DVR would not budge. Zoom meeting was only 10 minutes and just a agree or disagree intake. WASTE of 3 weeks of our time/schedule for something that could have been done with 1 phone call! VERY slow in responses and action. No indications that DVR cares, just that they are checking the block to get their paycheck.
- The Counselors need smaller caseloads. So, they can respond and follow up more quickly.
- Counselor retention is also hugely impactful for me as a client. Turnover from one caseload to another has been really stressful- having to learn a new process and style of operation with every counselor/office.
Comment Categories

- General: 37%
- Customer Service: 33%
- Communication: 11%
- Timeliness: 4%
- COVID Impacts: 3%
- CRP: 3%
- Post-Secondary: 2%
- Multiple Counselor Impacts: 6%
- OOS Impacts: 1%
Field Services Presentation

Presented by: Allesandria Goard

February 2022
Field Services Presentation

- Staffing Updates: new AA4 coming soon
- IT Equipment Distribution
- IT Support for Customers
- Training Updates
- Efforts to mitigate impacts for customers when there are multiple counselors
Field Services Presentation

Training updates

- New Training Manager Tennille Nicolette
- New Training Coordinator Jeanese Hime
- Exciting changes and expect more changes to quality and quantity of training over time as the new training manager continues to bring new tools, new ideas and ways of streamlining DVR training goals
  - Vocational Rehabilitation Institute continuing:
    - New supervisor training,
    - New leadership training and
    - New suicide prevention/awareness training
  - Will repeat topics from last year including foundations of Vocational Rehabilitation and Ethics, Counseling theories, Medical Aspects of Disability, Vocational Assessment, Behavior Change, and Labor Market Information.

- Training internally
  - we are focusing on redesigning what and how we deliver content to best suit large number of new staff, meeting new and veteran staff where they are. Tennille is working to help onboarding processes and working with program managers to also include various program needs to get specific training out.
Field Services Presentation

IT equipment Distribution

Ordered 1500 pieces of equipment for customers includes:
laptops, Ipads, printers, backpacks, covers for Ipads, and some peripheral computer
equipment

There is still 1,194 items that we still have not been able to deliver to customers

Pros : entering it and tracking it, changing policy to not be loaned,
Cons : many barriers to delivering when we have
• closed lobbies and
• no in person meetings,
• no resources identified for customers (IT workgroup for customers)
• Staff vacancies
• Takes time to track these actions so quarterly is likely the level of reporting
Field Services Presentation

IT customer support workgroup

DVR started a workgroup to address what the field were seeing as barriers to customers utilizing technology to communicate, job search, and receive equipment we would like to give them.

Sent out Feb 4 update for staff to include

• Statewide computer resources list
• Technology questionnaire
• Guidance and expectations around having these conversations and entering case notes. Policy will be updated (Customer Service Manual) soon.
• All of this is to better support the customer and hopefully increase delivery of equipment that the customer can then use.
Field Services Presentation

Efforts to mitigate impacts for customers when there are multiple counselors

• VRC 4 Floats being established and recruited, looking at RT Floats (high vacancy rate)
• P/T temp positions - VRC 4 potential 3 journey level
  • goals is for these positions to have experience, could be retiree, former staff, and can provide continuity and expertise

Regional Administrators are taking inventory of how each office handles transitions and we will be working on identifying a clear process that can be followed statewide.
Field Services Presentation

Q&A

Thank you!
Allesandria Goard
CLIENT ASSISTANCE PROGRAM

Jen Bean

February 2022
Client Assistance Program (CAP) is a private non-profit advocacy program for customers/applicants seeking vocational rehabilitation services from DVR, Dept. of Services for the Blind (DSB), Tribal VR, and Independent Living Centers (CILs). CAP:

- Provides information about VR programs, services and process.
- Helps customers understand their rights and responsibilities and navigate the VR process.
- Mandated to resolve issues at the lowest possible level, starting with information and referral (I&R) and support with self-advocacy.
- Works to resolve problems through individual advocacy.
- Engages in systemic advocacy to address trends.
- Relationship based model

We strive to amplify the voices of customers and staff to improve service delivery, employment outcomes, and satisfaction with program services.
WSRC PARTNERSHIP

- Serve on Rehab Councils
  - Washington State Rehab Council (WSRC)
  - Dept. of Services for the Blind SRC – SRC-B
  - CAP is one of 2 positions, Tribal VR the other, with no term limit.
  - CAP Director Jen Bean, and Jerry before her, serves as the Chair of the Customer Satisfaction Committee on both SRC’s and is the Vice-Chair of the WSRC.

- Work closely with WSRC Director to address systemic issues, as both organizations serve as the “voice of the customer.”

- Many systemic advocacy successes this year involved efforts from both CAP and the WSRC.
INDIVIDUAL ADVOCACY

- Info & Referral vs. CAP Client
- Rehab. Services Administration (RSA) Reporting:
  - Problem Areas
  - Intervention Strategies
  - Closure Reason
  - Closure Outcome
PROBLEM AREAS

- Individual requests information: 18%
- Communication problems between individual and VR counselor: 30%
- Conflict about VR services to be provided: 23%
- Related to VR application/eligibility/OOS process: 6%
- Related to IPE development/implementation: 23%
INTERVENTION STRATEGIES

CAP’s relationship-based approach is successful at resolving cases without needing a formal appeal or litigation.

- Short term technical assistance – 13%
- Investigation and monitoring – 27%
- Negotiation with VR agency – 38%
- Informal administrative review (review by RA, Chief of Field Services, Director) – 22%

*Note: Customers can still use the Fair Hearing process if they disagree with CAP’s determination and recommendations.*
CLOSURE REASON

- Some issues resolved in individuals favor: 36%
- CAP determines VR agency position/decision was appropriate: 27%
- Individual chose alternative representation: 2%
- Issue not resolved in clients favor: 2%
- Individual not responsive/cooperative with CAP: 8%
- All issues resolved in individuals favor: 25%
CLOSURE OUTCOME

OUTCOMES

- IPE developed/implemented/Services Provided: 22%
- Individual participated in evaluation: 9%
- Eligibility determination expedited: 14%
- Application for services completed: 3%
- Communication re-established between individual and other party: 22%
- Individual assigned to new counselor/office: 9%
- Controlling law/policy explained to individual: 20%
- Alternative resources identified for individual: 1%
PRIMARY DISABILITIES

RSA Categories

- 28% Mental Illness
- 10% Anxiety Disorder
- 10% Personality Disorder
- 8% Autism Spectrum Disorder
- 8% Deaf
- 5% Acquired Brain Injury
- 5% ADD/ADHD
- 5% Substance Abuse

Other disabilities served include Blindness and Visual Impairment, Cancer, Deaf-Blind, Intellectual Disability, Muscular and Orthopedic Impairments, and Learning Disabilities.
GENDER & AGE

Gender:
- 57% Female
- 43% Male

Age:
- 2% up to 18
- 8% age 19-24
- 32% age 21-40
- 55% age 41-64
- 2% 65+

*Note: RSA does not collect a broader definition of gender identity
RACE & ETHNICITY

- 60% White
- 20% Black or African American
- 6% two or more races
- 5% Hispanic/Latino of any race
- 5% Race/ethnicity unknown
- 3% American Indian or Alaskan Native
- 2% Native Hawaiian or other Pacific Islander
- 0% Asian

*Note: RSA does not collect specific race data for those who are biracial/multiracial*
SYSTEMIC ADVOCACY

- Amplifying voices of customers and staff
- Improve service delivery
- Workload impacts customer satisfaction
- Policy/procedures - review and give feedback
  - VRS approval for CRP and higher ed
  - Technology
    - Equipment policy change
    - IT Support for Customers
  - DSB Procedure Manual
    - Priority Determination checklist
TRENDS

- Counselor changes and reassignment
- Communication
- Access to services
- Vocational assessment
- IPE amendments
TRAINING & OUTREACH

- Individual CAP orientation
- Unit meetings
- Regional Management meetings
- Statewide Management meetings
- Check-ins: Agency Directors, Executive Leaders, Regional Administrators, Policy and Planning staff, etc.
- CAP/WSRC orientation training for ELT
- CAP orientation for DSB Leadership team
- New Employee Orientation
- DVR/CRP meetings
- Rehabilitation Counselors for the Deaf (RCD) group
- VR 100 Celebration
- Informal conversations
- GCDE, WASILC, CCER
Jerry Johnsen, Director of the Client Assistance Program retired July 2021 after 42+ years at CAP.

His passion and commitment will be greatly missed! Jerry’s legacy lives on through changes in the law and agency procedures as a result of his advocacy, and those he inspired through his relationships and mentoring.

*2017 Jerry working on the road, enjoying a scenic lunch on the way to the WSRC Quarterly meeting in Kennewick.*
QUESTIONS & COMMENTS
Additional Resources
The Division of Vocational Rehabilitation (DVR) recognizes that we uphold and operate within a system that reinforces racism and inequities. We sustain and replicate patterns of exclusion and oppression for customers, staff, and the community that create disparities for undervalued populations. DVR recognizes our current vocational rehabilitation practices are through the lens of the medical model of disability, which reinforces power dynamics that undermine lived experience and leads to mistrust with customers and the community.

DVR recognizes that our work is most effective when trust, respect, inclusion and belonging are the foundation of our interactions with customers, staff, and the community. We are committed to undoing the systems that perpetuate the current state of our work and interactions.

DVR is committed to Equity, Diversity, Access, and Inclusion in all its forms. This includes commitment and dedication to Truth, Social Justice, and Dismantling Racism. DVR recognizes we are stronger when we are a diverse organization serving diverse customers, centering lived experience and collaborating to produce results.

DVR commits to the following actions to dismantle racism in our policies and practices, and to advance social justice and equity for all.

As a division, we will:

- Challenge and question our long-held assumptions and beliefs.
- Name and call out racism and inequities in our system, as we see them occur and as others bring them to our attention.
- Practice and encourage continuous learning and growth as individuals and as an organization for the purpose of effectively addressing behaviors and structures that uphold inequities and injustice.
- Be open to feedback from others on mistakes made or harm caused; acknowledge those mistakes, correct them, and use them as opportunities for growth and improvement.
- Examine policies, practices, tools, and training to ensure they do not uphold inequities, racism, or discrimination of any kind.
- Support policies, practices, tools, and training to dismantle racism and produce equitable treatment and outcomes for all people inside our organization, customers, partners, and the community.
- Honor and respect customers as the experts of their own experiences.
- Commit to collaborating with disability-led organizations, businesses, and other partners to center and empower customers and create shared definitions and understanding of what our partnerships will look like.
• Commit to honesty, transparency, clear communication, and plain talk internally and externally.
• Support the priorities defined by the community; engage and listen to customers to determine potential barriers to participation.
• Make intentional efforts to remove barriers to participation, access to DVR services, and employment.
• Intentionally create opportunity and space for conversations, questions, and feedback from staff at all levels of DVR.
• Expect all current and potential leaders to model equitable and inclusive leadership and be committed to anti-racist, equitable, and inclusive principles and practices.
• Ask ourselves the following questions before making decisions for the division:
  o What assumptions might we be making?
  o What power dynamics are at play?
  o How can we gain a more nuanced understanding of the issue at hand?
  o Whose perspectives are missing?
  o Who benefits and who is most burdened from this decision?
  o Who profits from this decision (financially, systemically, etc.)?

In an effort to ensure that every employee reads, understands, and agrees to the actions aligning with this declaration, we will:
• Provide orientation to this declaration during New Employee Orientation and during our onboarding process.
• Communicate this declaration to all employees, contractors, and post the declaration publicly.
• Hold all staff accountable to DVR’s values of Equity, Diversity, Access, and Inclusion.
• Require adherence to this declaration, addressing behaviors that do not represent our commitment, and protecting those who call out behavior that do not align with this declaration.

I have read the aforementioned commitments and agree to carry out the necessary work to become an anti-racist organization.

______________________________
Terry Redmon, Director

______________________________
Jeanette Ogg, Chief of Operations

______________________________
Allesandria Goard, Chief of Field Services

______________________________
Ann Martin, Region 2 Administrator

______________________________
Cassi Villegas, EDI Administrator

______________________________
Justin DeFour, Deputy Director

______________________________
Don Alveshere, Senior Manager

______________________________
Pablo Villarreal, Region 1 Administrator

______________________________
Shawn Walsworth, Region 3 Administrator

______________________________
Rayanne Miller, Confidential Secretary

Signed: January 7, 2022
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WSRC/DVR Acronyms
WSRC Commonly Used Acronyms

ACS: American Community Survey (from the Census Bureau)
ADA: Americans with Disabilities Act
AJC: American Job Center
ALTRA: Aging and Long Term Support Administration
ASL: American Sign Language
AT: Assistive Technology
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

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
121 Program: Tribal Rehabilitation Program (Federal designation)
701 Program: Tribal Rehabilitation Program (WA State designation)