

**PUERTO RICO PYS 2020-2023 - VOCATIONAL REHABILITATION PROGRAM
(COMBINED OR GENERAL)**

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PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION
(COMBINED OR GENERAL)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

[13] Sec. 102(b)(2)(D)(iii) of WIOA

A. INPUT OF STATE REHABILITATION COUNCIL

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The Puerto Rico State Rehabilitation Council presents the following recommendations to the VRA, related to the VRA Portion Goals and Strategies in the 2020 Unified State Plan.

Goal 1

- Establish alliances with existing public and private entities that provide training, advice and resources for self-employment. For example: Guayacán, Colmena 66, Centro para Puerto Rico, among others.
- Establish alliances with job placement entities to identify available positions and consumers who could be potential candidates.
- As agreed, it is recommended that a written protocol will be established to share communications for the provision of services, so that CER makes the corresponding recommendations.
- Establish a frequently updated electronic database through the Internet to match available job positions and qualified consumers.
- Amend the current regulatory communication related to the services of independent living centers, or publish a new one, to clarify how these can benefit the active consumers of the VRA. In this way, increase referrals of consumers with significant disabilities to independent living centers to strengthen their skills and achieve greater job placement, employability and possible support in job retention

Goal 2:

- Strengthen the effective implementation of the protocols existing between the DE and the ARV, including the coordination of the PEI review at any time of the year, to avoid accumulation during certain months of the year; in this way, the participation of VRA personnel can be increased.

- Guarantee the acquisition of pre-employment knowledge and skills of youth in transition, which are measured through the evaluation sheets at the end of each workshop or activity.
- Continue to identify the island-wide number of students who can benefit from this service compared to people who have not been impacted.

Goal 3:

- Establish alliances with the regional employers' committees to identify the available positions and the consumers who could be potential candidates.
- Incentivize employers through public recognition for inclusive practices.
- Develop an online guide for employers that provides information on the benefits of VRA services and having an inclusive work environment, as well as applicable legislation.

Goal 4:

- Use the VRA website and social networks to educate parents, school personnel and other interested parties about VRA services.
- Proactively use the mass media for the dissemination of VRA services, for example FM radio stations and television programs at times with the largest audience.
- Establish a procedure for coordinating the participation of the CER in all outreach activities sponsored by the VRA. The purpose of such participation is so that the general public knows the role of the Council, the sectors represented and who can participate in the public meetings that the Council leads. Furthermore, the participation of the Council in the activities would allow members to observe how the activities are carried out to make recommendations, as established by federal law.

Goal 5:

- Digitalization of documents containing administrative, fiscal and programmatic procedures in an accessible format so that they can be easily accessed through the web by VRA personnel and the general public.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

The VRA accepts PRSRC's recommendations on VRA's portion of the State Unified Plan and places forth the following reactions:

Goal 1

During the 2017 and 2018 programs, the staff of the Support Centers and Employment Modalities (CSEM) developed / participated in 80 activities in coordination with the Department of Labor and Human Resources (DTRH), which facilitated knowing the new employment trends and the types of employer. On the other hand, they continued to receive various publications and / or journals from the DTRH Research and Statistics Division, some of these were: Business Employment Dynamics, Industrial Composition by Municipality (published quarterly); Covered Jobs and Wages. These publications and / or magazines allow CSEM staff to continue developing workshops for consumers.

The Office of Support and Employment Modes (OSEM) received approximately 60 job offers from various types of employers by email. Once received, he referred them to the CSEM to be analyzed and identify potential consumers who could benefit from employment alternatives.

The Office of Rehabilitation Counseling Services (OSCRV) referred 182 job offers to OSEM.

- However, the recommendation on stablishing alliances with public and private entities as a Center for Puerto Rico, Guayacán y Colmena 66, will be analyzed to determine the extent of these around the population we serve.
- Similarly, The Office of Support and Employment Modes (OSEM) are developing new strategies to establish alliances with job placement entities to identify available positions.
- In relation to developing a protocol to share those communications for the provision of services that require
- SRCPR input, it will be developed in common agreement.
- In terms of establishing a database to provide the available jobs for qualified consumers, to VRA is the process of acquiring a new case management system and recommending establishing an area for those purposes.
- The Normative Communication Number 2011-19 Management of referrals and request for services for the Independent Living Program, is in the process of revision to issue new communication regarding the services of independent living centers, according to WIOA.

Goal 2

The recommendations made by SCRPR on the strategies of goal 2 are accepted, however they are contemplated in the interagency agreements that the VRA has established with the Department of Education. See sections VI.VR(d)(1) and VI.VR(d)(2).

Goal 3

Regarding the recommendations related to strengthening the relationship with employers to identify integrated competitive employment opportunities and career exploration, the Office of Support and Employment Modes and the Support Centers and Employment Modes are immersed in the development of strategies, active participation with employers and employers committees and development of salary incentive contracts to increase employment opportunities for consumers.

Goal 4

Regarding the recommendations made on maintaining the process of disclosure of the agencies services, emphasizing the criteria for eligibility and service provision, the VRAPR has developed strategies to maintain and improve the process of dissemination of services, emphasizing the criteria of severity and the provision of rehabilitation services to people with disabilities, such as guidelines the services that VRA offers to public and private agencies.

- Participation in service fairs in consortiums, boards and municipalities among others.
- The VRA participated in orientations in the different radio and television stations to promote the services of the agency.

- In terms of establishing a procedure for the participation of SRCPR in the activities of the VRA, the same will be developed in common agreement to determine the scope of this.

Goal 5

The agency has document digitalization process for fiscal and programmatic administrative process, some of these may not be accessible to all staff or the general public due to its confidential nature and the guarantee the security of the systems, the VRA has a digitalization are known as ARVI where employees can access manual communications and guides among others.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

Explanations are integrated in the previous section of the Designated State unit's response to the SRC's input and recommendations.

B. REQUEST FOR WAIVER OF STATEWIDENESS

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

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

Not applicable.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

Not applicable.

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

Not applicable.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

The PRVRA has collaborative agreements with the following agencies, corporations and programs not carrying out activities under the Statewide Workforce Development System:

University of Puerto Rico

The PRVRA coordinates the placement in its own agency of internship as well as practicum students of the Master's Degree program in Rehabilitation Counseling. These students are a potential human resource to be recruited once their professional credentials are completed.

Also, the Graduate School of Rehabilitation Counseling carried out the *Comprehensive Assessment of Vocational Rehabilitation Needs* during 2016-2017.

The PRVRA has VR counselors placed in the facilities of the Río Piedras and Mayagüez campuses of the UPR for the provision of services to eligible students. The ARV also maintains a collaborative agreement with the Humacao Campus and the Medical Sciences Campus of the UPR so that Occupational Therapy students will carry out practices in the ARV.

State Insurance Fund Corporation

The PRVRA maintains a *Contractual Agreement of Comprehensive Action for the Rehabilitation of Injured Workers* under the SIFC. Act 182-1951, as amended, authorizes the SIFC to invest in the vocational rehabilitation of its beneficiaries who have disabilities for work. The PRVRA receives an annual allocation of funds of \$600,000, which is used to match federal funds.

Institute of Developmental Disabilities

The PRVRA maintains collaboration with and representation in the IDD in order to meet the service needs of the population with developmental disabilities. It has participated in activities aimed at the population with autism, which were coordinated by the IDD.

Caribbean Planning and Work Incentive Assistance Program

The PRVRA contains a public policy that those consumers who receive SSDI will be referred to this program. The purpose of the referral is that these beneficiaries who are interested in getting a job will be oriented as the impact that the salary will have on the disability benefits they receive, the counseling service needed for benefits planning.

Department of Veterans Affairs

The PRVRA participates in activities and meetings coordinated by this agency, in order to offer referred eligible veterans with disabilities access to the various services available to achieve competitive employment.

State Independent Living Council (SILC)

The PRVRA, SILC and independent living centers promote collaborative actions with other public or private organizations that offer services to the population with significant disabilities. They also join efforts to increase the opportunities for community support services for such population. The Normative Communication No. 2011-19 establishes the referral procedure to the independent living centers of those disabled persons who are not eligible for services under Title I, but who could benefit from services provided in such centers. The PRVRA allocates funds to the SILC for its operations under the Innovation and Expansion Section.

Department of Health - Division of Services for People with Intellectual Disability (DSPID)

The DSPID is based on a *Community-Based Service Plan*, whose main focus is the deinstitutionalization of people with intellectual disabilities. The PRVRA offers orientation to the staff of the DSPID and provides services to referred individuals who are eligible.

State Council on Developmental Disabilities

PRVRA supports and participate in activities related to services for people with developmental disabilities. Also attends to assigned work committees.

Private IHE and Non-Profits

Carlos Albizu University. The PRVRA maintains a collaborative agreement with this university for the practicum of psychology students in our facilities.

Bayamón Central University (UCB, by its acronym in Spanish), and Catholic University of Puerto Rico. The PRVRA maintains collaborative agreements with these universities for the placement in our facilities of practicum and internship students of Master's Degree in Rehabilitation Counseling, Bachelor's Degree in Rehabilitation, and Vocational Evaluation Certification (UCB).

Interamerican University, Ponce Campus. The PRVRA maintains collaborative agreements with this university for the practicum of occupational therapy students in our facilities.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

The PRVRA has representation in the Advisory Council of the PRATP in order to exchange professional knowledge and to continue referring consumers who could benefit from services such as building and adaptation of equipment, among others.

The Assistive Technology Advisory Council of Puerto Rico (PRATP, by its acronym in Spanish) is composed by members representing government agencies and people with disabilities representing the public interest. PRVRA's participation in that Council is mandatory. The main function of the Council is to respond and represent people with disabilities for the establishment, implementation and evaluation of the Program, in order to facilitate information, availability and access to assistive technology (AT). The Director of the PRVRA's Avaluation and Adjustment Office is the agency's representative at the Council. VRA's participation consists in attending meetings to:

- Provide information to facilitate changes or current processes improvement for AT service delivery to people with disabilities
- Facilitate coordination of VRA consumers in the AT Annual Needs Assessment
- Offer recommendations for plan development in order to address AT needs, plans implementation and results evaluation
- Share with members of the Council information about training opportunities on AT topics (forums, symposiums, conferences, etc.)
- Share information about local and federal legislation regarding AT services

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

At the moment, the PRVRA is not using services, facilities or a program carried out by the Under Secretary for Rural Development of the US Department of Agriculture.

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

WIOA promotes that vocational rehabilitation agencies reach groups and entities that provide services to young people, including young people with disabilities, and makes direct reference to programs such as Job Corps. For this purpose, the Vocational Rehabilitation Administration (ARV) developed public policy to establish the referral process for the Job Corps Program.

This is a free education and vocational training program administered by the federal Department of Labor, which provides services to at-risk youth between the ages of 16 and 24, with the purpose of preparing them for employment. This is a process that facilitates the

exchange of referrals, orientations between programs, and the provision of services for those young people who are eligible to ARV.

- PRVRA will refer to Job Corps out-of-school youth who might benefit from their services (including training), and Job Corps will also refer individuals to PRVRA.
- PRVRA will send to JC reports about eligibility determination on those referrals.
- JC may provide information/training to VRA staff regarding services available at JC and any other topic identified or beneficial to both parties.

PRVRA and JC will provide services island wide, according to their resources.

5. STATE USE CONTRACTING PROGRAMS.

PRVRA is not utilizing services and facilities of agencies and programs with respect to state use contracting programs.

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

VRA has the responsibility to comply with the requirements of Chapter 34 of the Federal Regulations Code (34CFR), Section 361.22, which states that the State Plan must contain plans, policies and procedures for coordination between the Designated State Unit (VRA in Puerto Rico) and the Department of Education (DE) to facilitate the transition of students with disabilities from school to vocational rehabilitation services.

Similarly, the VRA has an interagency agreement as a result of the implementation of Law 51, known as the Law on Integrated Educational Services for Persons with Disabilities, of June 7, 1996. This Law assigns responsibilities to various government agencies for the purpose to provide services in a coordinated manner to people with disabilities.

The responsibilities assigned to the VRA by Law 51 are the following:

1. Evaluate, throughout the vocational rehabilitation counselor, the cases referred, in order to determine their eligibility for services, as established by state and federal guidelines.
2. Implement and provide independent living and vocational rehabilitation services to people with disabilities with the capacity to perform in some type of work, based on state and federal legislation.
3. Design an Individualized Plan for Employment (PIPE), according to the needs of the person with disabilities and in accordance with current regulations. This plan includes:
 - Application of guides and programmatic procedures for the provision of services
 - Beginning and ending date of services

- Employment outcomes (regular employment, supported employment, self-employment or any other innovative option)
 - Projected date for the achievement of the employment outcome
 - Analysis to evidence the functional limitations of the consumer in relation to the employment outcome, outcomes of informed choice and the programmed services
 - Recommended VR services which are necessary to achieve the selected employment outcomes
 - Comparable services and benefits
 - Costs of services
 - Evidence of the financial participation negotiated between the VR counselor with the consumer/family, as applicable
 - Evaluative criteria
 - Specific responsibilities of the PRVRA
 - Responsibilities of the consumer/representative
 - Coordination with educational agencies
 - Signatures of the parties and dates when plan is developed and approved
 - Evidence in the IPE of the participation of the consumer (his own words) regarding the informed choice process, self-management, and other actions taken during his VR process
1. Collaborate and participate in the drafting and implementation of the transition plan to adult life, whenever appropriate.
 2. Provide Pre-Employment Transition services to students with eligible or potentially eligible disabilities.

The PRVRA recognizes the importance of the transition process in the youth with disabilities and will maintain its commitment in that it is carried out in accordance with federal and state regulations. The Agency is developing with the PRDE joint activities in order to strengthen the provision of transition services in general, and especially the pre-employment services to those youth with the most significant disabilities, .

The PRVRA has a formal agreement with the SEA and the local DOL regarding Transition Services, which also includes responsibilities of both agencies related to the procedures for exchanging documentation regarding WIOA Section 511, as follows:

-PRVRA's Transition Analysts will provide orientation to the local Department of Education staff regarding their responsibilities for compliance with Section 511 requirements and completion of an Orientation from VRA to DE Certification Form.

-Local DE has the following responsibilities:

1. During the next 30 days after completion of each Transition activity or service, DE will send to VRA a Certification of Transition Service, as established in Section 397.30 of the CFR and WIOA's Section 511.

2. Provide to the youth with disabilities evidence of transition services completion, among others, within the next 30 days after each activity or service completion, in accordance with CFR 397.20 and WIOA Section 511.

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE
EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN
PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-
SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

As mentioned in the previous section, in Puerto Rico Law 51 of June 7, 1996, as amended, the VRA through its operational components and the Department of Education through its Associate Secretariat of Special Education develop and implement a Transition program for young people with disabilities from school to the world of work for students with disabilities.

The VRA and the Department of Education maintain constant communication and collaboration with the purpose of developing new strategies for students with disabilities. Some of the responsibilities of both agencies are the following:

A. Vocational Rehabilitation Administration:

1. The Vocational Rehabilitation Administration, in coordination with the Department of Education, will provide Pre-employment Transition Services (PRE-ETS) to students with eligible or potentially eligible disabilities. Pre-employment services for students in the transition process are as follows:

- a. Career Exploration Counseling
- b. Learning experiences based on employment
- c. Counseling on opportunities to enter transition programs or post-secondary education.
- d. Training to develop social and independent living skills necessary to be ready for employment and.
- e. Instruction on self-intercessory

2. Vocational Rehabilitation Administration staff (Transition Counseling Services Analysts who work Transition or Vocational Rehabilitation Counselors) may provide technical assistance to Education Department personnel by sharing, in orientations or meetings, information that contributes to such personnel have a better understanding about:

- a. Medical and other aspects related to impediments.
- b. Requirements to request services and eligibility criteria of the Vocational Rehabilitation Administration.
- c. How school personnel can assist the student in preparing to receive the services of the Vocational Rehabilitation Administration.

- d. Identification of transition needs, such as assistive technology, orientation training and mobility; in other aspects.
 - e. The scope of pre-employment transition services and the requirements to benefit from them under WIOA.
 - f. The analysts of the Vocational Rehabilitation Administration will guide on the responsibilities of the Educational Agency compliance with Section 511 of WIOA in order to complete the Personnel Orientation Certification form of the Department of Education by the Vocational Rehabilitation Administration.
3. Offer guidance to parents and to students with disabilities, coordinated with the contact person identified in each school, about the Vocational Rehabilitation Administration, application process and scope of services to be provided to people with eligible disabilities, in addition to transition services of pre-employment and the criteria to receive them. These orientations may be offered in general orientation activities coordinated by the school, and in the meetings of the Programming and Location Committee (COMPU), among others.
 4. Evaluate through the Vocational Rehabilitation Counselor, the referred students to determine their eligibility for services, as established by applicable federal and state laws and regulations.
 5. Inform in writing, to the official of the agency that refers the case, the criteria used to determine that the student is or are not eligible to receive services from the Vocational Rehabilitation Administration and the basis on which that determination has been made.
 6. Collaborate and participate in the drafting and implementation of the transition services established in the Individualized Educational Program (PEI) of the school to adulthood, every time the person is cited or convened for that purpose. Such participation may be face-to-face, by telephone (teleconference), virtual or any other permissible means.
 7. Design an Individualized Plan for Employment (PIPE), according to the needs of the person with disabilities eligible for the Vocational Rehabilitation Administration, on or before the student leaves school.
 8. Provide vocational rehabilitation services and other transition services necessary, identified, and recommended in the Individualized Plan for Employment, for vocational rehabilitation of the eligible student in the context of their employment goal.
 9. Design and implement mechanisms for the collection of statistical data.

B. Responsibilities of the Department of Education:

1. Identify the population to be referred for evaluation of the Vocational Rehabilitation Administration, according to the eligibility criteria established by the applicable laws and regulations, through the procedure agreed by the agencies.
2. Any referral to the Vocational Rehabilitation Administration must include the following:
 - A. Student's Social Security Number
 - B. Updated Psychological Medical Evidence
 - C. Academic History and Report Cards

- D. Psychosocial History
- E. Vocational Evaluation based on Law No. 263-2006
- F. Copy of the Certification of Functional and Pre-Employment Academic Skills based on Law 53-2016.
- G. Copy of the Individualized Educational Program (PEI)
- H. Services Plan. Section 504 or others that apply
- I. Any other document that applies

In the case of pre-employment transition services, the Department of Education will offer and certify the following information:

- a. Student's Social Security Number
 - b. Date of birth
 - c. Age
 - d. Race
 - e. Ethnicity
 - f. School of origin and town
 - g. Town of residence of the student
 - h. Grade enlisted
 - i. If the student receives special education or Section 504 services
 - j. Any others that may apply
3. Coordinate and offer the provision of services considering the Transition Services developed in the Individualized Educational Programs to ensure an effective transition of young people with disabilities to post-school life.
 4. Coordinate with the officials of the Vocational Rehabilitation Administration orientations directed to parents, students and school staff related to the services available to students in the process of transition to adult life.
 5. Provide academic and vocational services to the population with disabilities, according to applicable federal and state laws and regulations.
 6. Collaborate with the Vocational Rehabilitation Administration in the objective of providing placement and follow-up services to students with disabilities until they graduate from high school, turn twenty-one (21) years of age or complete education services special.
 7. Provide through their schools, the human resources for the development of the necessary basic academic and occupational skills, according to the needs identified in the results of the vocational evaluations and according to what is established in the Individualized Educational Program (PEI).

8. Provide those related services, support and technological assistance required to achieve the educational objectives of the student in the school environment or context.
9. Evaluate, together with the staff of the Administration of Vocational Rehabilitation, the achievements in its implementation.
10. Notify the Vocational Rehabilitation Administration, fifteen (15) calendar days in advance, when the participation of its officials in a COMPU meeting is required, for the development of transition services in the PEI.
11. Identify alternative means of participation in COMPU meetings, such as teleconferences, virtual and / or any other means that are permissible.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

Please refer to previous section.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

Please, refer to section d.2.A

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

1. Transition process for students with disabilities begins at schools through orientation provided by the Transition Counselor (TC) of the VRA, to teachers, students with disabilities and/or parents. As a result, meetings of the Placement and Programming Committee (PPC) take place, and decisions are made about IPE recommendations. A plan of action is developed and the TC may accept the referral of the student with disabilities.
1. The PPC compiles medical information related to the student's disability and functional level at the time of the referral.
1. The TC sends those referrals to the Vocational Rehabilitation Counselors (VRC) at the corresponding VRA regional office and coordinates VRC participation in PPC meetings of eligible students with disabilities.
1. When existing information doesn't describe the current functional level of the student, the VRC will perform a preliminary evaluation and consult with the TC as to which evaluations may be available through the Department of Education to complete the evaluation process.
1. The VRC requests medical consultant's opinion under the following situations:

- When advice is needed about functional limitations caused by the student’s physical or mental disability
 - When clarification about medical aspects of disability is needed to facilitate VRC decision making process and service planning. Eligibility determination is made by the VRC.
1. Eligibility criteria will be applied considering physical and mental functional limitations, functional capacity, vocational interests, skills, abilities, life experiences and others, identified through the evaluation stages for eligibility determination.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

Approval of Proposals:

In 2019, the ARV reviewed the guidelines for formalizing contractual agreements with private non-profit organizations. These guides are intended to guide the proponent regarding the principles and procedures for generating a service proposal. They offer an outline of how the proposals will be presented and the order that will govern them. Likewise, they include the documents that must be attached as part of the proposals submitted.

Currently, the ARV has the following guides:

- Proposal to offer services to ARV consumers under the Sustained Employment Modality
- Guide for the preparation of proposals to offer Pre-Employment Transition services (workshops / training / orientations)
- Guide for the preparation of proposals to offer Pre-Employment Transition services (fairs)

This contracting process begins with a Public Notice in written press, which establishes the deadlines for the collection of the Proposal Guide in reference and the deadline for the delivery of the proposal. Once both processes have passed, a Proposal Review Committee analyzes them according to the guidelines, and based on the results, they make recommendations to the Administrator, then beginning the hiring process.

In compliance with the established federal regulations, the ARV assigns responsibility to the programmatic areas of the agency to carry out monitoring activities to those organizations contracted for the purpose of verifying compliance, project development, services offered, difficulties encountered, use of resources, beneficiary participation, among other matters.

The ARV is willing to establish collaborative agreements with other nonprofit organizations that provide services to people with disabilities, with the purpose of receiving referrals and offering training.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

1. In accordance with the above, the ARV has a process for contracting supported employment services. These services are offered by Community Rehabilitation Programs (CRP), which have to follow the process established by regulation for their hiring.
 - The hiring process begins with a Public Notice in written press, which establishes the deadlines for the collection of the Proposal Guide to Offer Supported Employment Services to the consumers of the Vocational Rehabilitation Administration and the date for delivery of the proposals. Once both processes have passed, a Proposal Review Committee analyzes them and, based on the results, makes recommendations to the Administrator, then beginning the hiring process.
 - The ARV through the Personnel of the Office of Support and Employment Modalities (OAME) will make two visits of Programmatic Monitoring during the term of the contract. The preliminary monitoring will observe the progress the organization has made, and the final monitoring will determine if the organization met the established goal. In addition, both OAME staff and Support Analysts and Employment Modalities provide technical assistance to CRPs, as necessary, throughout the service delivery process.

1. The ARV continues to collaborate with other private nonprofit organizations to ensure the availability of supported employment services and the development of extended support services to consumers with more significant disabilities. The ARV will continue hiring the CRPs for the provision of supported employment services. In addition, Normative Communication No. 2018-01 was developed, which establishes the process for the provision of extended support services to be offered by the CRPs. Also, continue with the following activities:
 - Offering technical assistance to employers, as required, to promote extended support options through orientation activities to employees / coworkers interested in collaborating with the process and identifying resources available in the workplace and community.
 - Collaboration with the community rehabilitation programs (PRC), if required, in efforts to prepare and submit proposals for the provision of extended services to other sources of available funds.

G. COORDINATION WITH EMPLOYERS

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR SERVICES; AND

The VRA continues to work with employers to identify opportunities for integrated competitive employment and career exploration. For this purpose, it has Support Centers and Employment Modalities (CSEM), whose staff is responsible for working with employers. They contact new potential employers, as well as those who employ people with disabilities for the purpose of promoting employment opportunities and making their facilities available for career evaluation and exploration activities.

CSEMs also organize training activities for employers, through which their knowledge is increased regarding the population with disabilities and the benefits of using them, among other topics. Also, participate in job fairs, where information is provided on the services of the VRA and qualified candidates are marketed.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

In compliance with WIOA, the VRA has been carrying out activities aimed at offering pre-employment transition and transition services aimed at helping students with disabilities to a successful transition to post-secondary life, as well as individuals with disabilities that we serve. Here are some of the activities carried out:

1. In June 2017, the agency developed a Collaboration Agreement between the Vocational Rehabilitation Administration, Department of Labor and Human Resources and the Department of Education of Puerto Rico to provide a Work-Based Learning Experience for students with Disabilities in Process of Transition for post-secondary life. This agreements still valid.
2. The PR SAM Sample (Puerto Rico Skills Assessment Module) was acquired. Acquired tests will allow to offer career exploration services to students in transition between 14 and 21 years of age who receive or receive special education services or under Section 504 of the Rehabilitation Act of 1973, as amended. Students who are in school were impacted like those in post-secondary education.
3. In June 2017, Cooperative Agreements were made with private employers to obtain real work scenarios to carry out Work-Based Learning Experiences to students who are possible candidates for vocational rehabilitation services and to those who are applicants / consumers with disabilities Served by the agency. This agreements still valid.
4. A Learning Experience was offered for 58 students with disabilities with 6 private employers in the month of June 2017. (Duration 20 days).
5. In July 2017, Cooperative Agreements were made with Government Agencies, Public Corporations and / or Municipalities to obtain real work scenarios to carry out Work-Based Learning Experiences to students who are possible candidates to receive vocational rehabilitation services and students who are applicants / consumers with disabilities served by the agency. This agreements still valid.
6. In the month of July 2017, a Learning Experience was offered for 2,100 students with disabilities in corporations and government agencies.
7. In August 2017, a Service Fair was held for 600 students with disabilities under the category of Career Exploration Counseling.

8. Transition analysts are offering guidance to schools on pre-employment transition services.
9. In November 2017, training contracts were made to offer pre-employment services in the schools of the Department of Education (12 contracts).
10. In December 2017, four service fairs from 30 that were scheduled until September 30, 2018 were given. It is projected to serve over 10,000 students with disabilities from the Department of Education and Section 504.
11. In January 2018, training for Pre-ETS services in different schools began, covering the six regions of the VRA. 2,400 students with disabilities from the Department of Education are expected to attend until September 30, 2018.
12. The VRA in Fiscal Year 2018 hired five (5) service providers resulting in the impact of 8,007 students with disabilities who participated in pre-employment transition service fairs in which they had the opportunity to explore the career, obtain information of the most demanded careers, academic offers, and about the qualities and skills that employers look for. For Fiscal Year 2019, it hired eight (8) service providers that have hit 4,342 students with disabilities between the ages of 14 and 21 inclusive. The totality of the students impacted at the moment with these Fairs is: 12,349.
13. The VRA in Fiscal Year 2018 hired 11 service providers which resulted in the impact of 1,685 students with disabilities who participated in workshops and training to explore the career, learn technological, social and independent living skills and to know their rights to intercede for themselves. For Fiscal Year 2019, the number of contracted service providers was four (4) so that students with disabilities from 14 to 21 years old even explore the career by administering proof of vocational interests and providing information on the labor market of Puerto Rico and the United States. At the moment 637 students have impacted. The totality of students with disabilities impacted with these workshops so far is: 2,232.
14. Between June to August 2018, 2,992 students with disabilities participated in a Work-Based Learning Experience in a real competitive and integrated work environment for the development of pre-employment skills. These experiences were provided by 106 public and private employers in Maintenance Worker, Office Assistant, Domestic Animal Care, Agricultural Worker and Painter Assistant occupations. For these purposes, collaboration agreements were signed for the provision of this experience with effect until 2020. As for Fiscal Year 2019, 262 students with disabilities have been impacted with the Work Based Learning Experience in Municipalities and agencies of the Government of Puerto Rico. The totality of students impacted so far is: 3,254.
15. Through the initiative to provide services to explore the career, 491 students with disabilities in Fiscal Year 2018 were impacted by the Vocational Evaluators of the VRA by administering tests of vocational interests and by the Rehabilitation Counseling Services Analysts who provided information on the requirements of careers and the labor market. For Fiscal Year 2019, 695 students with disabilities between 14 and 21 years of age have been impacted so far, including those with significant cognitive impairments. The totality of the cases impacted with this project was: 1,186.
16. The VRA appointed in Fiscal Year 2019: 41 direct service professionals to applicants/ consumers with disabilities with salaries paid by federal funds, such as; Counselors in Vocational Rehabilitation, Principal Counselor, Supervisor of Counseling in

Rehabilitation and of Assessment and Adjustment Centers fulfilling our ministerial duty to continue maximizing services to the population.

17. In the Centers / Units of Assessment and Adjustment attached to the VRA, pre-employment services were provided in the social area and independent living, impacting:

Fiscal Year	Population Served	Amount of services provided
2018	6,603	26,331
2019	2,561	8,673
Total	9,164	35,004

H. INTERAGENCY COOPERATION

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

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

The PRVRA established contact with the Director of the Policies/Procedures and Operations of the Medicaid Program under the Department of Health, administering the Medicaid under Title XIX of the Social Security Act. The Medicaid staff can provide VRA staff with information about the program and also orientations to help them identify individuals with disabilities not receiving services from Medicaid that may be potential beneficiaries. Receiving needed services from Medicaid is a way to provide adequate conditions to benefit from the vocational rehabilitation process to achieve competitive integrated employment. The parties are in the development of a Collaborative Agreement.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

The PRVRA participates actively in the meetings of the State Council on Developmental Disabilities (SCDD), as well in activities that promote employment opportunities for this population. It also shared its employers' list with the SCDD and PRVRA staff is available to support their efforts in order to develop competitive integrated employment opportunities.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

This Advisory Council of Substance Abuse and Mental Health of Puerto Rico is composed of government agencies, mental health patients and family members. It is supported by the Substance Abuse and Mental Health Services Administration (ASSMCA, by its Spanish acronym). This is the organization selected by the Health Insurance Administration of Puerto Rico to carry out operational functions of the Health Plan and offer treatment for mental health conditions, alcohol and drug abuse in the San Juan and Western regions. The PRVRA is a mandatory member of this council and participates in the planning for the provision of these services.

PRVRA participates as a member of the Advisory Council of Substance Abuse and Mental Health of Puerto Rico. The Council's mission is to promote compliance with federal public law and the public policy of the Commonwealth of Puerto Rico, in order to offer adequate mental health and substance abuse services and promote a better quality of life for people and their families. The Council's objectives are to:

1. Participate in the writing and implementation of the Block Grant, in accordance with Section 1915 (a) of the federal law.
2. Participate in the development of the State Plan for the Mental Health and Substance Abuse Services Administration.
3. Review and evaluate adequacy and distribution of mental health and substance abuse services in PR to identify service needs.
4. Advocate for people with mental health and substance abuse disabilities in PR, in order to guarantee establishment of a high quality integrated service system.

Functions of each member, including PRVRA, are:

1. Attend meetings
2. Active participation in deliberation and vote processes
3. Staying informed and updated about interests issues for mental health and substance abuse services improvements
4. Participate in activities and perform assigned tasks
5. Participate in the Council's working groups.

Every situation regarding an applicant/consumer is managed with the corresponding member. Annually, the PRVRA submits to the Council a report of mental health impairments attended in the Agency. On the other hand, cases with mental health conditions may request PRVRA services as self-applicants or through "Atención Primaria de Salud" (APS, by its acronym in Spanish), which are companies contracted by the Health Insurance Administration to offer mental health and substance abuse services to beneficiaries of the Government Health Care Insurance.

The VR Counselor maintains contact with the APS social workers or case manager in order to offer integrated services, including public health actions such as: diagnostic, prevention, and occupational services by the VRA.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;

The PRVRA institutional mission is the provision of vocational rehabilitation services aimed at the successful integration of the people with disabilities to the country's workforce and the

enjoyment of a more dependent life. With this purpose, the PRVRA has professionals committed to the public service duty qualified to attend in an agile and responsive manner, vocational rehabilitation and independent life needs of people with disabilities, with priority to those with more significant disabilities.

In order to ensure that we have the best qualified and warmly trained staff to provide services to people with disabilities, we offer professional development opportunities to our human resources. Also, we take into consideration your needs and recommendations for the best functioning of the agency.

1. Data System on Personnel and Personnel Development

As of September 30, 2019, the PRVRA had a payroll of 693 employees to serve 65% (38,660) of the population projected to attend to (59,477) during 2020. In order to articulate the operation of the agency in response to the needs of the population attended, the PRVRA requires professional staff related to the rehabilitation field occupying different positions, as well as other support and administrative staff. The support professionals also provide direct service to the applicant/consumer; while the administrative ones contribute to the continuity of other processes needed for the operation of the agency and the achievement of its programmatic goals.

During FY 2018-2019, the PRVRA succeeded in attending a population of 60,404 in 154 work zones for an average caseload of 392 cases.

BREAKDOWN COUNSELORS AND NEW WORK ZONES

Fiscal Year	Total zones in the period	New zones	New VR counselors
2019	154	3	0
2018	151	0	0
2017	151	0	0
2016	151	0	0
2015	152	0	17

It is estimated that in one year the average caseload will be between 350-400 cases.

BREAKDOWN AVERAGE CASELOADS FOR CRV, 2015-2019

Fiscal Year	Number of zones	Active caseload	Cases closed	Population served	Average caseload
2019	154	54,002	6,402	60,404	350
2018	151	53,753	6,306	60,249	256
2017	151	54,104	7,278	61,382	354
2016	151	53,436	8,292	61,728	340
2015	152	51,383	7,788	59,170	333

Source: PRVRA, 2019

The PRVRA is strengthening its work teams to provide agile and responsive services to the needs of people with disabilities. At the moment, the agency has 130 VR counselors managing

cases. To provide other services needed in the rehabilitation process (assessment and employment-related services, among others), the agency has 268 support staff.

A. Qualified Personnel Needs. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

1. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

The PRVRA’s institutional mission is to provide VR services aimed at the successful integration of people with disabilities into the labor force and towards the enjoyment of a more independent living. With that purpose, the agency has professionals committed with public service, duly qualified to meet, in an agile and responsive way, the VR and independent living needs of people with disabilities, with priority to the needs of those with the most significant disabilities.

In order to ensure that we have the best qualified and fully trained personnel to provide services to people with disabilities, we offer professional development opportunities to our human resources. We also take into consideration their needs and recommendations for the best performance of the agency.

The following section shows a breakdown of PRVRA staff, by category, vacancies and projected employees who qualify for retirement over the next (5) years:

DESCRIPTION OF PRVRA STAFF

Staff category	Total positions	Current vacancies	Projected vacancies (5 years)
Counseling staff	130	29	10
Support staff	268	115	30
Administrative staff	295	138	9
Other staff	0	0	0
TOTAL	693	283	49

Source: PRVRA, 2019.

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

See section (i) 1.A.i

III. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

Please, refer to section i.1.A.i.

B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;

Puerto Rico has various institutions of higher education that are preparing professionals in the rehabilitation field. The PRVRA has agreements with three (3) universities that prepare professionals in the rehabilitation counseling field. The purpose of such agreements is to provide the students the opportunity to carry out their practicum in facilities of our agency. In addition, the PRVRA recruits graduates from these institutions and others:

- University of Puerto Rico (UPR)- is the only public institution of higher education in the country. It has its main campus in Río Piedras with 10 off-campus sites throughout the Island. The Graduate Program in Rehabilitation Counseling is at their Río Piedras Campus
- UPR, Medical Sciences Campus, has the following programs: Occupational Therapy; Physical Therapy; Master's degree in Speech Pathology; and Nursing
- Pontifical Catholic University of Puerto Rico (Ponce) has the Graduate Program in Rehabilitation Counseling
- Bayamón Central University has the following programs: Graduate Program in Rehabilitation Counseling; Bachelor's degrees in Psychology; Bachelor's degree in Social Work; Vocational Rehabilitation Certification; and Visual Impairments Certification

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

University of Puerto Rico Recinto de Río Piedras: Graduate Program in Rehabilitation Counseling: 111 enrolled students

University of Puerto Rico, Medical Sciences Campus: 430 enrolled students in the following programs: Occupational Therapy (41); Physical Therapy (50); Master's degree in Speech Pathology (29); and Nursing (310)

Pontifical Catholic University of Puerto Rico: 73 enrolled students

Bayamón Central University: 212 enrolled students in the following programs: Graduate Program in Rehabilitation Counseling (29); Bachelor's degrees in Psychology (72); Bachelor's degree in Social Work (98); Vocational Rehabilitation Certification (12); and Visual Impairments Certification (15).

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

University of Puerto Rico (UPR) - At the Río Piedras Campus, Graduate Program in Rehabilitation Counseling 21 graduates. *Staff category: Counseling*

UPR, Medical Sciences Campus- 138 graduates in the following programs: Occupational Therapy (13 graduates); Physical Therapy (0 graduates); Master's degree in Speech Pathology (10 graduates); and Nursing (115 graduates). *Staff category: Support*

Pontifical Catholic University of Puerto Rico (Ponce)- 39 graduates in the Graduate Program in Rehabilitation Counseling. *Staff category: Counseling*

Bayamón Central University- 51 graduates in the following programs: Graduate Program in Rehabilitation Counseling (12 graduates); Bachelor's degrees in Psychology (10 graduates); Bachelor's degree in Social Work (35 graduates); Vocational Rehabilitation Certification (13 graduates); and Visual Impairments Certification (3 graduates); *Staff category: Counseling & Support*

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

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

The PRVRA, through the Office of Labor Affairs and Human Resources and its divisions, has the responsibility of developing, updating and implementing a plan for the recruitment, preparation and retention of qualified personnel to meet current and projected needs of staff. To comply with such requirement, the agency will continue with the development of the following procedures and activities:

- Identification and communication of needs concerning the recruitment, reclassification, training or any other requirement related to human resources
- Analysis and development of strategies based on the needs concerning the recruitment, reclassification, training or any other requirement related to human resources
- Realignment of personnel to fill vacant positions in the centers providing services to consumers (centers offering VR counseling services, assessment and adjustment, support and employment modes). Although this strategy responds to the current public policy of economic austerity, it also propitiates the development of employees while taking care of the staff needs of the agency
- Offering of advice and support on issues concerning the best use of human resources, particularly those assigned to the provision of direct services to meet the needs of the consumers
- Provision of advice and support on issues concerning the management of human resources of the agency, maintaining a close coordination with the programmatic area of the agency
- Planning and provision of human resources (involves the analysis; design; establishment and elimination of positions; selection and recruitment; and the implementation of a system of personnel evaluation)
- Maintenance of a human resources inventory that involves the classification of positions, existing vacancies, identification of candidates for retirement and succession planning. This information is analyzed on an annual basis to determine employment patterns, positions that are hard to hire and number of employees with 25 or more years of service

- Forecasting of human resources needs (within a period of 1 to 5 years), by number and type of employee, emphasizing on the personnel that offers direct services to people with disabilities
- Provision of training and promotion of staff development
- Establishment of objectives and training activities to be offered to staff in order to comply with programmatic/administrative commitments of the agency
- Coordination of staff training activities with universities and other institutions preparing professionals related to the rehabilitation field
- Maintenance of efforts to continue recruiting qualified staff with disabilities. The PRVRA has VR counselors who have various disabilities. It also continues emphasizing on compliance with Law 81, as amended, known as the Law of Equal Employment Opportunity for Persons with Disabilities. As part of the evaluation of examination requests, five (5) additional points are granted to anyone who shows evidence of having some type of disabling condition

The PRVRA recruits without distinction of age, race, color, gender, social or national origin, and social condition, political or religious beliefs. Our agency recruits based on qualifications of applicant. The Puerto Rico PRVRA is the only Designated State Unit of the nation where more than 99% of its population is minority (Hispanic and/or Spanish-speaking).

The PRVRA has agreements with three (3) universities that prepare professionals in the rehabilitation counseling field. The purpose of such agreements is to provide the students the opportunity to carry out their practicum in facilities of our agency. In addition, the PRVRA recruits graduates from these institutions, particularly from the following: University of Puerto Rico (UPR), Pontifical Catholic University of PR (Ponce), and Bayamón Central University, among others. Training is provided to VR staff through: College of RC Professional of PR, National Council of Rehabilitation Education (NCRE), American Deafness and Rehabilitation Association, to name a few.

3. PERSONNEL STANDARDS

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

- A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

In Puerto Rico, the rehabilitation counseling profession is regulated by Law 58 of May 7 of 1976, as amended, known as the Regulatory Law of the Rehabilitation Counseling Profession in Puerto Rico. This legislation establishes that in order to practice as a rehabilitation counselor, the person must have a Master's degree in Rehabilitation Counseling and a current state license issued by the appropriate Board of Examiners. It is also required that the professional maintains active his credentials and licenses in the Professional Registry of the Office of Regulation and Certification of Health Professionals, be a member of the College of Rehabilitation Counseling Professionals of Puerto Rico, and comply with hours of continuing education. The PRVRA recruits personnel who meet these requirements in order to ensure the highest standards of the rehabilitation counseling profession.

Similarly, certification or license is required as a condition for employment, benefits and wages for: teachers, physical therapists, occupational therapists, speech/language pathologists, social workers, and psychologists, among others.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

The PRVRA has developed the following strategies to maintain personnel standards consistent with the highest state requirements applicable to a specific profession or discipline:

1. Annual review of certifications, licenses, and continuing education of specific professions or disciplines
2. Continuation with the provision to staff of training necessary for the optimal performance of their duties
3. Maintenance of an updated record on training and workshops, and education activities among others, provided to the agency staff
4. Identification of retraining needs of the agency staff in order to strengthen the performance of duties
5. Annual performance evaluation of the staff

The following is a list of professional associations related to the rehabilitation field available to provide training to staff:

- College of Rehabilitation Counseling Professionals of Puerto Rico- (VR counselors)
- National Council of Rehabilitation Education (NCRE)- (educators in rehabilitation and staff related to the training of rehabilitation professionals, among others)
- American Deafness and Rehabilitation Association (ADARA)- (staff related to services to the deaf)
- Association of Persons in Supported Employment (APSE)- (staff related to supported employment services, among others)
- National Council on Independent Living (NCIL)- (staff related to independent living services)
- California State University at Northridge (CSUN)- (VR professionals in assistive technology)
- Rehabilitation Engineering and Assistive Technology Society of North America (RESNA)- (VR professionals in assistive technology)
- College of Occupational Therapy Professionals of Puerto Rico- (occupational therapists and occupational therapy assistants)
- College of Social Work Professionals of Puerto Rico- (social workers)
- Association of Employee Assistance Professionals of Puerto Rico- (central level staff of the Employee Assistance Program)

- Administration of Mental Health and Anti-Addiction Services (ASSMCA, in Spanish)- (staff of the Employee Assistance Program)
- Academy of Audiology of Puerto Rico- (audiologists)
- Puerto Rico Assistive Technology Program (PRATP)- (occupational therapists, speech/language pathologists, and audiologists, among others)
- Puerto Rico Registry of Interpreters for the Deaf- (interpreters for the deaf)
- Puerto Rican Physiotherapy Association- (physical therapists and physical therapy assistants)

4. STAFF DEVELOPMENT

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

As established in the Procedures Manual for the Training of All Staff of the Vocational Rehabilitation Administration, the PRVRA promotes and emphasizes on the continuing education of its employees. Therefore, it carries out the following activities to ensure having qualified staff:

- Identification and communication of training needs
- Analysis and development of strategies based on training needs
- Design of training activities to address topics concerning administrative/programmatic issues relevant to the VR program
- Planning of training activities as a result of the needs identified in the needs assessment study, monitoring reports and performance evaluations

The following is a breakdown of some of the training activities offered to the rehabilitation counseling staff and other related professionals during 2018:

Topic	Participants
Training for Transition Analysts on Pre-Employment Transition Services	12
Training on Compliance with Goals for Counseling Personnel	24
Training on the Impact of the WIOA Law (management staff)	12
Workforce Innovation Technical Assistance Center (WINTAC) Training	475
Training of Professionals of the Assessment and Adjustment Centers on:	15

Topic	Participant s
<ul style="list-style-type: none"> • Pre-employment skills for students in the process of transition to adult life and the importance of the occupational match from the perspective of the Counselor in Vocational Rehabilitation in planning occupational goals 	
<ul style="list-style-type: none"> • VALPAR System Work Samples 	18
Training on Normative Communication 2018-02: Procedure for the Use of Trial Work Experiences (ETP); and Collaborative Agreement: Referral Form for Transition Services Pre-employment	70
Guidance to professionals in the area of counseling in relation to compliance with the Interagency Agreement of Services Provided to Injured Workers, between the VRA and the State Insurance Fund Corporation	45
Training for CAA-UAA professionals: Characteristics and Functioning of the Person with Autism, Intervention Strategies for the Evaluation Process and Skills Development	51
Orientation in sign language on natural phenomena to sign language interpreters of the VRA	4
Second Conference: Vocational Evaluation Symposium: Change Strategies	21
Guidance on the Unified State Plan and Strategic Plan for Management Personnel	26
<p>The Office of Labor Affairs and Human Resources coordinated 160 training activities for VRA personnel, some of the topics were:</p> <ul style="list-style-type: none"> • Disaster preparedness • New trends and challenges in human resources management • Second symposium of vocational evaluation • Rapid response in situations of suicidal behavior • Inclusion and integration in society • Conflict management social evolution • Assertiveness and resilience in times of change • Technological assistance in communication • The agency's management staff was directed to Memorandum No. 11-2018 of the Office of Administration and Transformation of Human Resources of the Government of Puerto Rico, related to the update of the Employee Duties Sheet 	2,039
total:	T 2,812

Source: PRVRA, FY 2019

Trainings to the newly recruited VR counselors was broadened to cover in detail the following aspects: services provision process and federal regulations; assessment and adjustment services; support and employment mode services; productivity indicators; use of the computerized system to provide services; data on the federal RSA-911 Report; fiscal and budgetary aspects of the services provision process; independent living services; and the State Plan. Each topic is presented by the staff of corresponding areas, which allows employees to become familiar with the central office.

Assistive Technology Program (PRATP) established under Act No. 264 of 2000 known as the "Act for the Puerto Rico's Assistive Technology Program" as amended, has the responsibility to promote changes in public and private systems for inclusion, independence and self-sufficiency of people with disabilities through AT use. According to this mandate the PRATP keeps collaborative agreements with government agencies. The PRVRA has maintained agreements with PRATP to exchange resources, knowledge and experiences about AT topics.

PRVRA offered AT services at their six regions under the following categories: visual, hearing, mobility, communication, independent living, cognitive, and computer access. Services are offered by Occupational Therapists, Physical Therapists, Audiologists, certified teachers, Speech and Language Pathologists, Blind Services and Visual Rehabilitation Specialists. Those professionals have the required credentials. By providing AT services, professionals keep up to date in knowledge. To that effect, the Agency benefits from collaboration with PRATP because their specialists offer trainings to VR staff about topics such as:

- Low, medium and high technology AT equipment
- AT legislation
- AT integration to assessment and adjustment processes
- AT alternatives for employment and independent living
- AT for specific populations (blind, learning disabilities, mobility impairments)
- New equipment on the market and free equipment alternatives
- Low cost or homemade AT equipment alternatives, among others

Those trainings and others provided by the VRA have contributed to keeping VRA staff skills and knowledge updated, having an impact on AT service delivery to applicants/consumers, facilitating employment outcomes and independent living.

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

For the purpose of acquiring and disseminating significant knowledge of research and other sources to professional and paraprofessional staff of the agency, the PRVRA has established the following procedure:

1. Presentation to staff of the findings of the Comprehensive Needs Assessment Study of Rehabilitation Needs.
2. Send, by internal email, links to articles or information resources related to the rehabilitation field.

3. Collaboration with the Graduate School in Rehabilitation Counseling of UPR so that they share with the agency, findings of research studies related to the rehabilitation field.
4. Permission for staff participation in continuing education courses, many of which contain information about research and evidence based practices and strategies

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

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

The agency, in its vision to be the lead agency in the provision of services to people with disabilities, provides staff with the necessary training and workshops to meet the communication needs the deaf, blind and deaf/blind applicants/consumers. For this reason, the agency staff participates in training activities related to such communication needs. At the same time, the agency has six (6) interpreters for the deaf whose services can be used, when necessary, to service applicants or eligible consumers; as well as four (4) interpretations service contracts to meet the communication needs our consumers.

Due to the fact that Puerto Rico is a Spanish-speaking country (English is used as second language), we can communicate in the native language (Spanish) of our applicants/consumers. However, if an applicant/consumer speaks only English, we can also communicate in that language. In addition, the PRVRA can provide clients with alternative formats of communication such as Braille and large print, among others.

The PRVRA installed a video interpretation system through its facilities, which ensure communication with the deaf population, even if the interpreter is not physically present at the place where the applicant/consumer is requesting service.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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

In Puerto Rico, the Assistant Secretariat of Comprehensive Educational Services for Persons with Disabilities and the PRVRA are located in two different state departments (PRDE and PRDOLHR). The first one is responsible for the implementation of Public Law 108-446, as amended, known as the Individuals with Disabilities Education Improvement Act (IDEIA); the second one is responsible for the implementation of the Rehabilitation Act of 1973, as amended, and State Law 97-2000, as amended, known as the Vocational Rehabilitation Law of Puerto Rico. In addition to the aforementioned legislation, we have State Law 51-1996, as amended, known as the Integral Educational Services for Persons with Disabilities, which provides for the coordination to be achieved between various local agencies to ensure an effective transition of disabled youth coming from the Department of Education. Both agencies maintain cooperative ties related to the development of their respective human resources and as such, have been planning, developing, offering and/or participating in numerous in-service training activities since 1987. Some of the topics covered in such training include: transition from school to work; vocational evaluation; supported employment; IDEIA; Americans with Disabilities Act (ADA), Public Law No. 101-336, as amended; Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128 of July 22 of 2014; among others. In addition, both agencies are members of

an Advisory Committee, which meets periodically to plan and join efforts in the development and implementation of transition services from school to work.

The efforts and alliances carried out under collaborative agreements with the PRDE, as well as with the PRDOLHR and its components, are conducive to the development of strategies and activities to comply with federal regulations.

The PRVRA has the responsibility to provide follow up to the cooperative link with the PRDE. As part of this commitment, during PY 2017, the agency participated in meetings with the Advisory Committee of Special Education.

J. STATEWIDE ASSESSMENT

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

At present, the VRA hired a new entity to carry out the Comprehensive Rehabilitation Needs Assessment of People with Disabilities 2020. Results will be included in the second year revision of the VR Portion in 2022. The 2017 Comprehensive Statewide Needs Assessment results still current and some of them will be presented in this section.

The study was a complex one, because it used mixed methodology (where qualitative and quantitative elements were integrated) and required safeguards when synthesizing the gathered information, since the internal and external validity of the study are different. At the same time, this was an extensive study, because it gathered input from four (4) professional sectors in the quantitative phase (heterogeneous among themselves, representing fifteen (15) specialties) for a total of 295 professionals (of which 81 were DE professionals and 214 belonged to the VRA), and five (5) sectors in the qualitative phase represented eight (8) sectors, among them professionals, parents or tutors and consumers for a total participation of 38 persons making up the focal groups. Details about methodology and general findings are available at the VR Portion of the State Plan 2018 revision/modification.

The professionals that made up the General Group surveyed, of which 75% came from VRC-Case Managers, were asked about supported employment and other VR services needs of people with most significant disabilities. The 10 services were classified as very necessary for the majority of those surveyed, emphasizing on services: 3 - *Evaluation in real job scenarios (ecological evaluation)*, 4 - *Evaluation to determine pre-employment needs*, and 9 - *Supported Employment* as the services with the most support for being most in need (90%, 91% and 84%, respectively). Regarding the frequency of the availability of services at the VRA, it is important to point out service: 3 - *Evaluation in real job scenarios (ecological evaluation)* classified as very necessary by 90% of those surveyed, which was at the same time classified as not available by 43% of them; at the same time, service number 10 - *Extended Support* classified as very much in need by 70% of those surveyed and classified as unavailable by 23% of them.

B. WHO ARE MINORITIES;

In Puerto Rico, 99.03% of the population is of Latino-Hispanic origin. Therefore, the ARV considers that there is no need to establish a procedure to identify persons with disabilities belonging to minority groups.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

The VRA staff that participated in the survey was asked with respect to sectors or groups that could be receiving services or are underserved when compared to the expected levels. The three (3) identified groups by all sectors surveyed included persons with include people with hearing impairments (including deaf-blind), Autism Spectrum Disorder and people with most significant disabilities. An additional group was the students with disabilities not eligible for Special Education services (Section 504).

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

For this section, focal group opinions from PRDOL, municipalities and DE staff operating under WIOA were used: Title I Programs - Youth, Adults and Dislocated Workers, Title II Programs - Adult Education, Title III Programs - Wagner-Peyser (WP), and Title IV - Vocational Rehabilitation Administration (VRA) Programs. After analyzing Focal Group Number One's remarks, we may conclude that its participants concur regarding Title II and III services under WIOA (2014) as being underutilized by the DE, because hardly any cases are being referred from the agency, and those that do arrive, are mainly self-referred. Their comments come together about the lack of independent living skills and pre-employment skills in youth applying to Title II, III, and IV programs services who were DE students. Besides, independent living and pre-employment skills, it is important that the DE develop skills for placement. Title I, II and III staff require people with disabilities management training and specialized staff in these areas because they depend on VRA's Rehabilitation Counselors.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

The service needs among students with disabilities was analyzed by four (4) groups or professional categories, be it: Transition Analyst (TA), Assessment and Adjustment Centers staff (CAA) General (GEN (VR Counselors)) and Department of Education staff (DE). The more important results of such analysis are as follows:

1. Comparative analysis by Professional Group of the needs of students with disabilities receiving special education services - The service identified as the major need by these professional groups was Career Exploration Counseling. It stands out from services that include practical experience for students (be it work-based learning experiences with on-site visits or *job shadowing*, or direct job experience - *trial work experiences*) constituted their top priority need. This fact becomes more important when observing that according to the opinion of all the professional groups, the identified services are either not offered or offered in limited occasions. Of the four (4) compared groups (TA, CAA, GEN and DE), three (3) presented a trend, moderate coincidence, or strong opinions when aligning their priorities or pre-employment transition services needs for students with disabilities receiving special education from the DE. The groups that significantly correlated between themselves are CAA, GEN and DE, correlating between moderate-high and high. The TA group presented low and non-significant correlation indexes when compared to the other three groups, a finding that could be expected

when considering that the roles of this professional allow a very particular understanding and identification of needs.

2. Comparative analysis by Professional Group, of pre-employment transition service needs for youth ages between 14 to 21, that could be receiving special education services or under Section 504 (ADA) - Analyzing the opinion of these professionals, when it comes to the needs of pre-employment transition services for these students, one may conclude that every professional group coincided by stating that their principal needs lie in the evaluation of assistive technology services, therapeutic services evaluation, occupational exploration, the timeliness of the service, and the vocational evaluation. These results increase in importance when you observe that according to the opinion of the professional groups, the identified services are not offered or offered in limited occasions. Exception to this is that the DE staff understands that the assistive technology services evaluation and the therapeutic services are being offered regularly at the DE. When comparing groups, one may observe correlating indexes between moderate highs and moderate lows not statistically significant for 5 of the 6 comparisons made. This data suggests that, even though the professionals in the groups coincided in identifying major service needs, they did not show high congruency when priorities were placed in order of need with regard to the previously identified transition services.

The service needs were also analyzed according to the Region of the ARV in which the professional works. In this analysis, DE professionals were not included. The main results were as follows:

1. Comparative analysis, per VRA Region, of the needs of students with disabilities receiving special education services - One observes that services 1, 4, 7, 8, 10 and 17 have the highest average, and were selected by the majority of the groups, or by the majority of the professionals regarding them as the services mostly in need. Among these are 1(78%), 7 (65%), and 10 (67%) as the highest numbers, suggesting that the professional groups stated that these were the services mostly needed: *1-Career Exploration Counseling in schools including information about on demand careers and industry sectors; 7 - Work-based learning experiences with on-site visits to the job-place in order to find out the required skills per occupation; and 10-Job experiences to explore student-interest areas that will include occupational practice and short-term employment (seasonal, summer).* The same as in analysis by professional groups', the comparison by region allows us to identify that *Career Exploration Counseling* was identified as of the most need by all participating professionals in every regions. Services that include practical experience for students (be it work-based learning experiences with on-site visits or *job shadowing*, or direct job experience for interest exploration - *trial work experiences*) constitute the highest needs. These results must be analyzed taking into consideration that according to the opinion of the professional groups of all regions, the identified services are not offered or offered in limited occasions. It is observed from the correlational analysis that there was a high congruence and consistency among the professionals of the regions when assign priority or hierarchy to the previously identified needs as more pressing.
2. Comparative analysis per VRA region, of pre-employment transition-service needs for youth between the ages of 14 to 21, that could be receiving special education services or under Section 504 - Results observed were that services number 1(80%) , 2 (72%), 11

(75%), and 12 (68%) has the high average percentiles selected by all or the majority of professional groups and labeled as the needed services. The aforesaid suggests that the majority of the professional groups surveyed, per VRA region, selected the following needs as those mostly in need: 1-*Assistive Technology Needs Evaluation (AT)*; 2-*Therapeutic Service Needs Evaluation (physical therapy, occupational therapy, and psychological therapy)*, 11-*Receive timely therapeutic services*, and 12-*Vocational Evaluation*. The evaluation to determine *Assistive Technology* needs received firm endorsement from all regions, suggesting that the service is needed in all of Puerto Rico. Similarly, the previously-mentioned services were recognized as of high need for evaluation, and on time delivery of therapeutic services and vocational evaluations. The same as in previous analysis, major needs are not offered or offered in limited occasions. In synthesis, there was congruency in identifying which were the priority needs, but not in a relative order of adjudication in the majority of regions.

3. Comparative analysis per VRA region, of pre-employment transition services needs that could be observed among students with disabilities receiving services from accredited post-secondary programs (private schools, technological institutes, universities, among others): The professionals in the 6 regions coincided in identifying services 5 (64%), 10 (67%), 12 (56%), and 16 (63%) as those with the highest percentiles, suggesting that in their opinion these are the services most in need. The services are: 1- *Academic tutoring*; 5-*Classroom accommodations or modifications*; 10- *Student career exploration for those with very low academic achievement*; 12- *Affective counseling for transition and adjustment process (self advocacy skills, empowerment)*; and 16-*Academic counseling (studying techniques, academic planning)*. *Counseling in career-exploration services for students with low academic achievement, accommodations or modification in the classroom and academic counseling*, received the highest average percentiles. Participant opinions regarding frequency of availability varies according to the service. For example, participants reported academic tutoring as regularly available; but career-exploration counseling and affective counseling were not offered or offered in limited occasions.
4. VRA's comparative analysis, per VRA region, regarding other vocational rehabilitation services for students and youth up to 24 years of age, and current VRA consumers - The professionals in the six (6) regions coincided in identifying services 2(69%), 4(79%), and 5(74%) as the mostly needed. These services show the highest average results, and were selected by all or by the majority of the professionals in the region. The services were: 2- *Supported Employment*; 4- *Job-searching Assistance*; and 5- *Job-placement Assistance*. All three (3) services are employment focused; search, placement and supported employment mode. The professionals in all regions also coincided in pointing out that these are regularly offered services. The correlated analysis performed lets you identify the responsive trends among regions, the more frequently endorsed activities from participating professionals. One sees that of the 15 correlations performed, 6 had significant correlated significance: San Juan-Ponce ($r = .899$; $p < .05$); Bayamón-Mayaguez ($r = .899$; $p < .05$); Bayamón-Ponce ($r = .899$; $p < .05$); Caguas-Ponce ($r = .886$; $p > .05$); Caguas-Arecibo ($r = .943$; $p > .05$); y Mayagüez-Ponce ($r = .886$; $p > .05$). The previous correlation indexes are described high, suggesting that the professionals in these regions were consistent in assigning a relative priority or hierarchy to the identified needs. The remaining correlations were not significant, fluctuating between moderate low and moderately- high, which lets us to conclude that in the rest of the comparisons made between regions, there were no high correlations when assigning priorities.>

The needs of particular groups of youth with disabilities, DE staff identified the following:

1. About the transition needs of youth with disabilities under the custody of the Juvenile Institutions Administration [*Administración de Instituciones Juveniles*], they emphasized on the importance of promoting communication skills, or learning about money management, of showing appropriate conduct, and understanding interpersonal relationships. They pointed out the need to provide them with real job experiences through orientations regarding the world of employment, and to follow-up on their therapies and the evaluations that by law, this group of youths should be receiving.
2. Regarding *Home Schooling* and their relationship with transition services, DE participants identified the needs: to provide social interaction and interpersonal communication skills; to work in groups; and to learn about their function in society, in their community coexisting with other youth. They indicated that their parents or their families are usually not aware of what Transition is, the services that are being offered by the VRA, the eligibility criteria, and the individuals' rights. They therefore recommend developing orientation and training strategies for parents. The staff also identified as a limitation the lack of formal diagnoses and the limited therapeutic services for these young people.

This professional staff of the DE understands that private or public school youth are being shoved between the importance and the guarantee of the services these students with disabilities are entitled to, are offered, and could be available. In a very particular way, they pointed out that reasonable accommodations as a service are not equally provided as per student needs and rights. They pointed out that schools are currently having a lack of specialized staff with sufficient knowledge about vocational evaluations and related matters. To that effect, they recommend the VRA staff to play a more active role by visiting schools, with the main objective of giving orientation and disseminating information regarding the VRA services offer

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

Section D of the General Group survey to professionals from the VRA was developed with the main purpose of finding out the VRA's surveyed opinions regarding the need to establish, develop or improve community rehabilitation programs. The section consisted of four (4) concrete questions aimed at differently related aspects of Community Rehabilitation Programs (CRP) that are or could be under contract by the VRA.

Based on their professional experience in the VRA and the vocational rehabilitation services needs of the VRA consumers, respondents answered the following to the first question:

1. *Do you believe that there are enough CRPs on the Island able to satisfy VRA consumers needs?*

ANSWER: The majority of the participants (68%) answered NO, that there are not enough CRPs in Puerto Rico. The detailed answers given by the participants may be distributed as follows:

Yes - 29 (18%)

No - 109 (68%)

No answer - 22 (14%)

The opinion of the majority of VRA participants is that there are not enough CRPs to keep up with the supported employment services demand. According to the surveyed professionals, the limitation of CRPs negatively affects goal and indicator achievement possibilities, because the consumers have to wait for long periods of time before receiving services. The mostly affected areas seem to be the rural-mountainous regions. Regarding the services offered by the PRCs, there seemed to be a consensus to demand more specialized trained staff of the CRPs and improve the control of the VRA on the service processes that the CRPs perform. Several participants pointed out that the main challenge is not the CRPs limitations, but the lack of competitive employment on the Island. Hand-in-hand with this observation, the need for the employers to be more sensitive toward people with disabilities rights, as well as the recognition of their potential being a must.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

All of the surveyed sectors coincide in pointing out the need to improve, or develop from the beginning, interagency coordination procedures as a pre-requisite for pre-employment transition services to be achieved according to the statutes of law. It is inferred the need for services and procedures to be more uniform throughout the regions, including active participation from consumers and also from their family.

The limited interagency coordination negatively affects and dilutes the services and procedures of eligibility for the VRA, maintaining inequality in the services rendered, by region and per school, creating lack of information to be given to future consumers, their families and education staff.

For more details regarding needs see section (j)(1)(E)-*Vocational Rehabilitation needs, among youth and students with disabilities including, as applicable, the need for pre-employment transition services, among other transition services.*

K. ANNUAL ESTIMATES

Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES

The US Census Bureau establishes that Puerto Rico has an estimate population of 3,193,394 in 2019 and the percentage of people with disabilities under age 64 years was 15.1% for 2014-2018. On the other hand, Cornell University's 2016 Disability Status Report for Puerto Rico, mentions that (in 2016) 726,100 of the 3,386,000 individuals of all ages in PR reported one or more disabilities. 365,600 of those 726,100 individuals with disabilities were between 16 to 64 years of age, which represents the 52% of the individuals with disabilities and the 11% of the total individuals in the survey. The highest prevalence rate of disability for the 16 to 20 years of age group was "Cognitive", and for the 21 to 64 years of age group was "Ambulatory". The report also mentions that in 2016, the percentage of working-age people with disabilities who were not working but actively looking for work was 8.6%. This information was based on the US Census Bureau's American Community Survey (ACS). Also, the Associate Secretary of Special Education, from the local Department of Education, shared a recent statistic (2019-2020) indicating that in Puerto Rico 40,301 people with disabilities are between 14 to 21 years of age.

Based on previous years PRVRA's data, the Agency has estimated that 57,000 individuals with disabilities will be eligible to receive services. The purpose is to assist them in achieving an employment outcome and a more independent living. The PRVRA is not under an Order of Selection.

The following section provides a description of the service areas and the breakdown of projected costs for federal fiscal year 2021:

SERVICE AREAS AND THE BREAKDOWN OF PROJECTED COSTS

Service area	Funds (\$)	Title I or Title VI-B	Estimated consumers to be served	Average cost of services
Assessment (purchased services)	0	I	2,036	0.00
Physical and Mental Restoration	241,350.74	I	15,199	15.88
Training	9,819,481.02	I	18,294	536.76
Maintenance	3,973,004.30	I	5,733	57.75
Transportation	3,400,287.83	I	4,501	62.95
Personal assistance (personal aides)	451,265.86	I	642	702.91
Assistive Technology	785,799.27	I	682	1,152.20
Post-employment	5,045.62	I	49	102.97
Small businesses, other	257,207.09	I	264	974.27
Community Rehabilitation Programs contracting	2,434,096.00	I	867	2,807.49
Supported Employment Services	300,000	VI-B	included above	
Total	21,667,537.73*	I / VI-B	48,267**	448.91

* Amounts are based on figures approved in the budget for FY 2019 and RSA-2 Federal Report.

** Consumers who receive duplicate variety of services depending on the nature of it. (Ex. A consumer may receive training support services, transportation, personal care, etc., and also be getting assistive technology services among others.)

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

Please, refer to previous section.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

PRVRA estimates 200 eligible individuals will receive SE services during FFY 2021. Please refer to section n.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.

Not applicable.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

Not applicable.

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

Please, refer to section k.1.A. above. Order of selection not applicable.

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, IF THE STATE HAS A COUNCIL, AND JOINTLY AGREED TO ANY REVISIONS

Please, refer to section L.2., below.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

The PRVRA, in partnership and collaboration with the State Rehabilitation Council (SRC), has identified the following goals and priorities needed to carry out the vocational rehabilitation and supported employment programs.

Goal 1

Strengthen the services provision process of applicants/consumers of the PRVRA; emphasizing on compliance with performance indicators and productivity measures established by the federal government and the public policy of the agency.

Priorities:

1. Continue to provide services to applicants/consumers, and technical assistance to counseling services staff for the compliance and data collection of the new performance indicators established by WIOA.
2. Collaborate with the "core-programs" in order to develop: integrated processes for the service delivery; and forms and processes for collection of common data elements to identify individuals served by more than one "core-program".

Goal 2

Ensure the provision of services to eligible youth with disabilities, and pre-employment transition services to students with disabilities coming from transition, so that they are able to achieve an employment outcome.

Priorities:

1. Maintain the level of participation of school staff, parents and students with disabilities on orientations related to VRA services, including Transition and Pre-Employment Transition services.

Goal 3

Strengthen the relationship with employers to identify opportunities for competitive integrated employment, situational assessments and career exploration.

Priorities:

1. Expand competitive integrated employment opportunities for people with disabilities.

Goal 4

Maintain the process of dissemination of the PRVRA services in accordance with the eligibility criteria and provision of rehabilitation services to the persons with disabilities.

Priorities:

1. Continue to disseminate the impact on changes in legislation and how VRA services and the integration of core programs under WIOA can help people with disabilities to achieve an employment outcome.

Goal 5

Strengthen the administrative, fiscal and programmatic procedures to comply with the regulations established and the institutional efficiency required.

Priorities:

1. Continue with the analysis of the operational performance and needs for its improvement.

These goals and priorities were developed taking into account the findings from the *Comprehensive Statewide Needs Assessment of Rehabilitation Needs* and the Amendments set forth in WIOA, among others.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

Please, refer to sections j and l.2. above.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

Please refer to sections l. 2. Goal 1, above.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

Goals and priorities were developed in collaboration with the SRC. The SRC also collaborated with PRVRA in the Statewide Needs Assessment, which provided information on areas to improve operation and effectiveness. The PRVRA also participates in the SRC's meetings where input is received directly and was considered to develop goals and priorities. SRC recommendations are included at the beginning of this VR Portions of the State Plan.

M. ORDER OF SELECTION

Describe:

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES

Not applicable.

B. THE JUSTIFICATION FOR THE ORDER

Not applicable.

C. THE SERVICE AND OUTCOME GOALS

Not applicable.

D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND

Not applicable.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

Not applicable.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT

Not applicable.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

The PRVRA has developed the following goals and plans for the distribution of Title VI, Part B funds:

Goal A

Serve at least 200 new consumers in the supported employment modality.

Goal B

Maintain a level of satisfaction of 85% of those consumers who received supported employment services at the closure of the case.

Plans:

- Use other sources of funding, in addition to the ones from Title VI, Part B, needed to expand the provision of supported employment services.
- Contract and support community rehabilitation programs (CRPs) throughout the Island so that at least 80 consumers, who received supported employment services, are able to achieve an employment outcome.
- Strengthen the provision of supported employment services through training and technical assistance to the staff of the CRPs. The Office of Support and Employment Modes (OSEM) and the centers of support and employment modes (CSEMs) will provide such technical assistance in aspects such as:
 1. Guidance to new proponents about supported employment services, as requested.
 2. Other aspects related to the provision of supported employment services and extended supports services
- Continue administering satisfaction surveys of the consumer in terms of the services received in the CRPs and in the CSEMs, in order to identify areas to be strengthened or improved.
- Continue conducting monitoring interventions to the CRPs in order to validate compliance with the provision of services established in the contracts.
- Explore in the community, in agencies, in the state legislature and in social interest groups; the availability of gathering funds to the PRVRA for the provision of supported employment services.

Distribution of Title VI, Part B funds:

The estimated total of projected funds for the provision of supported employment services for is \$3,308,900 distributed as follows: \$300,000 from Title VI-B for the contracting of a CRP; and \$3,008,900 from Title I for the contracting of other CRPs and for expenses related to the supported employment services.

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

The PRVRA will make available resources for extended services for a period not exceeding 4 years. These services will be provided through contracting of CRPs. CSEM Analysts will receive the request for extended support services from employers and will negotiate with the CRP the service to be provided and the number of interventions needed to stabilize individual in employment. An authorization for services document will be created on the case management system.

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

The PRVRA will explore in the community, agencies, organizations, legislature and social interest groups, the availability of funds to the PRVRA for the provision of supported employment and extended services for the youth with the most significant disabilities. As part of those efforts, in 2016 the Agency signed a collaborative agreement with the State Council on Developmental Disabilities for the optimization of interagency resources, develop a community support network in favor of individuals with the most significant disabilities, including youth, employment activities to promote inclusion of these population into integrated work settings, activities or projects to provide extended services, among others.

O. STATE'S STRATEGIES

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES

The PRVRA has identified several strategies necessary to achieve the goals and priorities established in section (I), above.

Goal 1

Strengthen the process of providing services to VRA applicants / consumers; emphasizing compliance with performance indicators and productivity measures established by the federal government and the public policy of the agency.

Strategies:

- Strengthen coordination with the DTRH to know employment trends and types of employers.
- Continue implementing employment projects through the development of self-employment.
- Continue with programmatic monitoring and technical assistance to PRCs to guarantee quality and agility of services to consumers with the most significant impediments.
- Coordinate VRA consumer participation in employment-related activities available at the American Job Centers and other WIOA components.
- Continue with the referral of consumers who are beneficiaries of Social Security Disability Insurance (SSDI) to the Caribbean Program of Work Incentive Planning and Assistance (CWIPA) for the Service of Planning Counseling of Benefits.
- Share with the CER the normative communications that govern the provision of services.
- Continue with the programmatic monitoring of the service delivery process to ensure compliance with public policy.

- Continue to provide technical assistance to supervisory services for counseling services to improve decision-making in case management.
- Refer VRA consumers to the services of other WIOA components (Literacy, Adults and other programs) to expand their employment skills.

Goal 2

Ensure the provision of services to young people with eligible disabilities, and pre-employment transition services to students with disabilities from Transition, to obtain an employment result.

Strategies:

- Continue with the monthly monitoring of the eligibility determinations in 60 days or less and the planning and signing of the PIPE in 90 days or less, of the youth referred to transition to the VRA.
- Maintain the participation of the CRV in the COMPU meetings of the transitional youth.
- Offer Pre-Employment Transition services.
- Continue with the identification of the transition consumers referred and served in the CAA.
- Continue with the identification of the transition consumers referred and served in the CSEM and the results of these young people in the different employment modalities
- Strengthen the relationships between the DE and the VRA to facilitate the identification of students who can benefit from Transition services.
- Continue to guide school personnel on the services of the VRA.

Goal 3

Strengthen the relationship with employers to identify opportunities for integrated competitive employment and career exploration.

Strategies:

- Provide training and technical assistance to employers on ADA requirements, work-based learning experiences, recruitment of people with qualified disabilities, accommodation in employment, among others
- Continue to grant salary incentives to employers to promote employment opportunities for consumers.
- Continue to participate in meetings of the State Board and Local Boards of WIOA
- Maintain the active participation of VRA personnel in activities that bring employers together.
- Refer to programs under Wagner-Peyser to VRA consumers who possess skills and credentials to be marketed with employers.

Goal 4

Maintain the process of dissemination of VRA services, emphasizing the criteria of eligibility and provision of rehabilitation services to persons with disabilities.

Strategies:

- Continue the dissemination on the revision of the State Plan to be submitted for public comments in order to guarantee the participation of applicants / consumers, the general public and employees of the agency.
- Continue participation in outreach activities in the community, by the VRA and / or in coordination with State Rehabilitation Council and other basic programs under WIOA.
- Continue with the dissemination of VRA services in the “American Job Centers”.
- Continue with the dissemination of services in radio, television and written press programs, as requested by said media.

Goal 5

Strengthen administrative, fiscal and programmatic procedures so that they comply with the established regulations and required institutional efficiency.

Strategies:

- Offer training to staff, to strengthen knowledge and skills necessary in the performance of their duties.
- Continue to carry out periodic evaluations of the performance of the agency's employees to ensure institutional effectiveness.
- Maintain the level of financing of the State Council for Independent Living (CEVI) and the State Council for Rehabilitation (CER), to assist and support its operations; and in coordination with the VRA to develop employment and independent living opportunities for our applicants/consumers.
- Update administrative, fiscal and programmatic procedures in accordance with established state and federal regulations, and the socio-economic situation of the country, as necessary.
- Continue to support all areas of the agency in the use of available computer systems, and develop applications to streamline processes, reports and procedures according to needs presented by the areas and which in turn will be consulted with the services and administration staff.
- Hold participation meetings with agency staff on aspects related to public policy.
- Carry out monitoring to ensure compliance with the procedures.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

The VRA has the purpose of providing technology assistance services to eligible applicants/consumers who require such services. For these purposes, the VRA has the following:

- Procedures, Regulations and Manuals for the provision of technological assistance services
- Vocational Rehabilitation Counselors who refer applicants / consumers to the CAA for: assessment of technological assistance needs, recommendation and prescription of equipment, delivery and training in the use of the equipment, and technical assistance
- Parent Technology Assistance Unit at the San Juan Region Assessment and Adjustment Center
- Technology Assistance Areas in the Arecibo, Ponce, Toa Baja, Caguas and San Germán Assessment and Adjustment Centers
- Technology assistance team that meets the following needs:
 - Computer access
 - Communication
 - Alternate help for cognitive deficit
 - Independent life
 - Environmental controls
 - Visual
- Audio logical Clinic (Regions of Arecibo, Caguas and San Juan) with updated equipment of technological assistance for independent living and facilitating the communication of deaf and partially deaf consumers
- Specialized professionals and certified in technological assistance that provide these services
- Professional development opportunities to keep up to date the knowledge of human resources that provide technological assistance services

In addition, the VRA established a collaborative agreement with the Technological Assistance Program of Puerto Rico (PRATPR) to offer training to the agency's employees on new technologies and equipment. The VRA may refer consumers for technology assistance services that are not available at the agency.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

As for the outreach procedure to identify and serve persons with disabilities that are a minority, they do not apply to Puerto Rico. The Island is considered a Hispanic or Latino country, with a population of 3,337,177 (Source: US Census Bureau, Census Estimated for 2017). Of this total, 99.03% is of Hispanic or Latino origin. Therefore, the VRA considers that it does not have the need to implement any type of procedure to identify persons with disabilities that are a minority.

The VRA has Community Liaison Units, attached to the Vocational Rehabilitation Counseling Service Centers, operating in the six (6) regions. These units have a staff that maintains contact with various sources of referral such as: schools, hospitals, institutions specialized in providing services to the population with disabilities, and public / private agencies. These personnel participate in activities (guidance on vocational rehabilitation services, job fairs, among others) with the purpose of expanding the dissemination of services and increasing the inclusion of people with more significant disabilities.

The Agency also remains active and participates in the bills that are developed in the legislature, related to people with disabilities.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

See discussion of strategies under Goal 2, in section o.1

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

The VRA annually issues a public notice for the hiring of PRCs that provide services to consumers with the most significant impediments. Currently the VRA maintains contractual agreements with PRC throughout the island. The VRA conducts guidance, technical assistance and monitoring activities at all stages of service provision, and during the contractual period between the VRA and each PRC. Technical assistance will be provided to all PRCs that have areas identified with some type of need for improvement during any stage of the monitoring process.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

The VRA continues to implement the following strategies to improve the functioning of the State with respect to evaluation standards and performance indicators:

1. Continue the practice of periodically sharing statistical information with regional staff.
2. Articulate intervention plans with regional directors, directors of Vocational Rehabilitation Counseling Services Centers; Assessment and Adjustment; Support and Employment Modalities; and the directors of the Office of Rehabilitation Counseling Services and the Office of Quality Control and Programmatic Management, to meet established goals. Priority attention will be given to regions that have faced the most difficulty in achieving goals and indicators. The regions will develop a work plan based on an analysis of each work zone, the employment situation in the geographical area and projections of cases to be served.
3. The case management system has been modified to record the follow-up of post-program exit cases. The monitoring screens include fields to cover employment and salary indicators under section 116 of WIOA. In addition, a report was developed that allows users to generate a list of consumers who left the program after receiving services and the dates on which the second and fourth quarter follow-up corresponds.

The staff has been provided with information on the importance of carrying out such monitoring and compiling the data of the indicators.

4. Emphasis will be placed on the importance of service to employers, including guidance and training to raise awareness about the benefits of recruiting and retaining people with disabilities, and technical assistance after placement.
5. The VRA contacted the staff of the Department of Labor and Human Resources to coordinate the receipt of the Unemployment Insurance information to validate the information of the second and fourth quarter employment indicators under WIOA.
6. The Agency will refer consumers to other mandatory programs under WIOA and will continue to promote post-secondary education among its consumers. Many of the VRA consumers are receiving training.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES

The VRA has developed the following strategies to assist other WIOA components in providing assistance to people with disabilities:

1. Coordinate the participation of VRA staff in the American Job Centers (AJC), to properly channel the needs of those with disabilities who request information and / or services in such centers.
2. Identify possible referrals to the services of the VRA.
3. Provide the AJC staff with guidance on various topics of interest that are requested related to people with disabilities.
4. Actively participate in job fairs coordinated by the AJC.
5. Exchange of employment networks / employers.

The previously established strategies will allow the achievement of the goals in section (I).

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

All VRA strategies were developed based on the Needs Assessment and the amendments introduced by WIOA to achieve the goals and priorities established by the jurisdiction.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

The VRA will continue to identify innovation and expansion needs. Some strategies are:

1. Expansion of the provision of services to people with disabilities due to traffic accidents, through a collaboration agreement with the Automobile Accident Compensation Administration.
2. Expansion of the availability of information resources or training for new recruitment staff through the agency's internal page (intranet).
3. Continued with the use of remote interpretation video technology for deaf people.

4. Continued funding from SRCPR and CEVI to assist and support their operations, as well as jointly develop with the VRA, better employment and independent living opportunities for our applicants / consumers.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

The VRA has services available and accessible to all persons with disabilities. With the purpose of promoting participation in vocational rehabilitation and supported employment services, agency staff participates in community orientation activities. There is no difference in terms of availability of services for particular groups of disabilities, cultural or racial. In addition, the VRA carries out the necessary steps to continue ensuring that its facilities are accessible to all persons with disabilities.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

- A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Goal 1

Strengthen the process of providing services to VRA applicants / consumers; emphasizing compliance with performance indicators and productivity measures established by the federal government and the public policy of the agency.

Strategy:

- Strengthen coordination with the DTRH to know employment trends and types of employers.

Progress Report:

During PYs 2017 and 2018, the staff of the Support Centers and Employment Modalities (CSEM) developed / participated in 80 activities in coordination with the Department of Labor and Human Resources (DTRH), which facilitated knowing the new employment trends and the types of employer. On the other hand, they continued to receive various publications and / or journals from the DTRH Research and Statistics Division, some of these were: Business Employment Dynamics, Industrial Composition by Municipality (published quarterly); Covered Jobs and Wages. These publications and / or magazines allow CSEM staff to continue developing workshops for consumers.

The Office of Support and Employment Modes (OSEM) received approximately 60 job offers from various types of employers by email. Once received, he referred them to the CSEM to be analyzed and identify potential consumers who could benefit from employment alternatives.

The Office of Rehabilitation Counseling Services (ORCS) referred 182 job offers to OSEM.

Strategy:

- Continue implementing employment projects through the development of self-employment.

Progress Report:

CSEM offered 1,148 workshops on job search and summary preparation, among others. They also offered 706 technical guidance and / or assistance to consumers for the development and evaluation of proposals. The Regional Committee for the Evaluation of Self-Employment Proposals conducted 48 evaluations of the Business Plan presented by consumers with the goal of self-employment.

Strategy:

- Continue with programmatic monitoring and technical assistance to Community Rehabilitation Programs (CRP) to guarantee quality and agility of services to consumers with the most significant impediments.

Progress Report:

OSEM conducted 11 monitoring of the CRPs during the 2017 program year, with a compliance result of over 90% in 45% of them. Similarly, OSEM carried out 11 monitoring during the 2019 program year. The results of these are as follows:

CRP	Date Monitoring	Compliance percentage
National Association of the Blind (CRECES)	July 18, 2019	66
Training Center People with Disabilities (CAPI)	July 17, 2019	73
Centro Nuevos Horizontes	July 16, 2019	100
College of Special Education and Integral Rehabilitation (CODERI)	July 15, 2019	100
Pre-vocational Institute (IPVI)	July 17, 2019	70
Independent Living Reach Movement (MAVI)	July 19, 2019	73
Puerto Rico Down Syndrome	July 17, 2019	63
Empleo Alianza	July 15, 2019	13
The Corporate Source	July 15, 2019	71
Program for Assistance for Educational and Social Rehabilitation (PARES INC.)	July 16, 2019	83

The Office of Quality Control and Program Management (OQCPM) developed the Survey of Training Needs of CRP staff that provides services to VRA consumers, which was sent to the CRPs by the State Rehabilitation Council (SRC). Based on the results of the needs survey, the OQCPM collaborated with the SRC in identifying resources that offered training on May 10, 2019 to 57 professionals, among which: CRP employees; CSEM’s staff and SRC councilors.

Strategy:

- Coordinate VRA consumer participation in employment-related activities available at the American Job Centers and other WIOA components.

Progress Report:

The American Job Centers (AJC) referred approximately 248 cases to the VRA. The CSEM's offered 219 orientations in the AJC. The Rehabilitation Counseling Service Centers (RCSC) offered 288 orientations in the AJCs and 584 participants benefited.

The VRA developed the 2017-04 Normative Communication "Role of the Vocational Rehabilitation Administration (VRA) in the American Job Centers and the VRA Referral Form to the AJCs.

Strategy:

- Continue with the referral of consumers who are beneficiaries of Social Security Disability Insurance (SSDI) to the Caribbean Program of Work Incentive Planning and Assistance (CWIPA) for the Service of Planning Counseling of Benefits

Progress Report:

During the 2017 and 2018 program years, 21 Counseling authorizations for Benefit Planning were SRCtified as 'service provided'; and 30 are in process (they have not been SRCtified as a service provided). This, for a total of 51 authorizations generated in the periods.

Strategy:

- Share with the SRC the normative communications that govern the provision of services.

Progress Report:

The VRA shared with SRC a total of 13 Normative Communications that had been provided to the counseling staff.

Strategy:

- Continue with the programmatic monitoring of the service delivery process to ensure compliance with public policy.

Progress Report:

The ORCS conducted internal monitoring to evaluate the process of providing services, recommendations for self-employment services and occupational equipment; analysis of: cases closed in the applicant stage, eligibility determinations in 60 days or less and development of the service plan in 90 days or less, the amount of expired plans was also evaluated, and purchases of assistive technological equipment to guarantee services offered to the consumers of the VRA; achieving:

- 107 internal monitoring of the service delivery process with 180 monitored files;
- 12 internal monitoring of recommendations for self-employment services and occupational equipment with 23 files monitored;

- 1 internal monitoring of cases closed in the applicant's stage with 21 files monitored;
- 1 internal monitoring of the service request process (60-day analysis) with 151 files monitored;
- 1 internal monitoring of the eligibility determination process with 3 monitored files;
- 1 internal monitoring on the development process and signing of the Individualized Plan for Employment in 90 days with 151 files monitored;
- 1 internal monitoring for analysis of plans versus expired plans with 151 files monitored;
- 312 corrective actions with the objective of guaranteeing services offered to VRA consumers.
- 1 internal monitoring on the process of buying technological assistive equipment with 4 files monitored.

The RCSC carried out internal monitoring of service files of the applicants / consumers to evaluate the process of providing services, achieving:

- 239 internal monitoring of the eligibility determination process with 483 records monitored;
- 323 internal monitoring of the development of the Individualized Employment Plan with 597 files monitored;
- 247 internal monitoring of the transition process with 966 files monitored;
- 3,271 internal monitoring of the budget management process with 6,858 records monitored;
- 861 internal monitoring of the stabilization process, transition to extended support and closure with 1,079 monitored files;
- 198 internal monitoring of the process of closing rehabilitated cases with 342 files monitored;
- 101 internal monitoring of the referral process with 190 monitored files;
- 26 internal monitoring of cases closed in the applicant's stage with 86 files monitored;
- 335 internal monitoring of the training process with 484 files monitored;
- 172 internal monitoring of cases with more than 10 years with 174 files monitored;
- 584 internal monitoring of the case discussion process with 1,173 files monitored.

The OQCPM carried out 243 monitoring of electronic files. In these, compliance with the following aspects was evaluated: eligibility determinations in 60 days or less, development of the Service Plan in 90 days or less, and registration of Credentials obtained before the closing of the file. The results of the process are shared with the Regional Directors, Counselors Directors and Supervisors

Strategy:

- Continue to provide technical assistance to supervisory services for counseling services to improve decision-making in case management.

Progress Report:

The ORCS carried out the following activities:

- 4,119 technical assistances through the user help desk of the mechanized service delivery system called: Customer Rehabilitation Information System or CRIS;
- 7,014 technical assistance to: Vocational Rehabilitation Counselors (CRV), supervisory services supervision staff; RCSC directors and Regional Directors, to improve decision-making in case management, compliance with evaluation standards and performance indicators and increase the level of compliance of the CRVs that achieve the established goals;
- 312 corrective actions with the objective of guaranteeing services offered to the VRA consumers.

Strategy:

Refer VRA consumers to the services of other WIOA components (Literacy, Adults and other programs) to expand their employment skills.

Progress Report:

The VRA referred to the Programs under the WIOA Titles a total of 275 consumers. CSEM maintained contact with AJC Ponce to identify new proposals in the WIOA Adult and Youth Program in January, February, March April, May and June 2019; managing to impact 10 people.

Goal 2

Ensure the provision of services to youth with eligible disabilities, and pre-employment transition services to students with disabilities from Transition, so that they obtain an employment result.

Strategy:

- Continue with the monthly monitoring of eligibility determinations in 60 days or less and the planning and signing of the PIPE in 90 days or less, of the youth referred to transition to the VRA.

Progress Report:

The OQCPM monitored compliance with these measurement criteria, achieving:

- during the 2017 program year; 93% in the eligibility determinations of the cases referred by the schools were carried out in 60 days or less; and 90% of the plans were developed in 90 days or less.

- during the 2018 program year; 93% in the eligibility determinations of the cases referred by the schools were carried out in 60 days or less; and 95% of the plans were developed in 90 days or less.

Strategy:

- Maintain the participation of the CRV in the COMPU meetings of the transitional youth.

Progress Report:

Rehabilitation Counseling Analysts (ACR):

- They reported 5,799 young people with Transition impediments to the CRV.
- They achieved a total of 2,094 participations at COMPU meetings.
- The CRV achieved a total of 277 participations to COMPU meetings

Strategy:

- Offer Pre-Employment Transition services.

Progress Report:

The VRA coordinated the offering of services and mandatory activities as part of the Pre-Employment Transition (Pre-ETS) services, achieving:

The OAA carried out the following activities:

- Completed performance evaluation of 56 transition students who participated in the Work Based Learning Experience in August 2017.
- Revised Collaboration Agreement between the VRA, Department of Labor and Human Resources and the Department of Education (DE) to provide pre-employment services to ED students with disabilities who meet the criteria for receiving Pre-ETS services as established by the WIOA Law.
- Formalized the Project to Offer Vocational Evaluation Services through a Mobile Unit as an innovative alternative, for which it carried out the following activities:
 1. Require approval of the Rehabilitation Services Administration (RSA).
 2. Require approval from the Office of Management and Budget.
 3. Participated in a meeting at the General Services Administration (ASG) to clarify doubts and require guidance on the pre-auction procedure and formal auction.
 4. Prepared and submitted to the director of the Purchasing Division of the VRA a detailed and descriptive report of the components of the mobile bus; This responded to a request from the ASG for the pre-auction.
 5. Participated in the formal auction held on April 30, 2019.
- 1,200 students benefited from pre-employment transition activities coordinated by the Assessment and Adjustment Centers / Assessment and Adjustment Units.

The VRA planned and coordinated the offer of mandatory activities through service fairs and workshops to students in the process of transition from the ED between the ages of 14 to 21, including those receiving special education services or under section 504 of the Rehabilitation Law achieving:

- Work Based Learning Experience Activity (July 2017).
- 2,475 young people with disabilities participated in the experience
- Services Fair and closing of the work-based learning experience (1 / August / 2017)
- 69 employers lent their facilities so that transition students had a real work experience.

- November / 2017 - Hiring of five (5) service providers, achieving: 4,937 students benefited from pre-employment transition activities coordinated by service providers through service fairs.
- January / 2019 - Hiring of twelve (12) service providers, achieving: That 3, 656 students benefited from pre-employment transition activities coordinated by the entities through service fairs.
- Evaluation of Proposals of entities interested in providing workshops / trainings / orientations to students in the transition process of public schools and colleges between the ages of 14 and 21, including those receiving special education services or under section 504 of the Law of Rehabilitation. The following activities were carried out:
 1. Public Notice in press
 2. Proposal Evaluation Committee was instituted
 3. Proposal Evaluation
 4. Establishment of contractual conditions for service provision
- Managed the signing of Executive Order No.: 2019-05 (March 18/2019), which encourages and promotes students with disabilities who receive special education services or under section 504; receive pre-employment transition services by participating in Work-Based Learning Experiences (WBLE), in the agencies and instrumentalities of the Government of Puerto Rico.
- 97 contracts formalized with agencies and instrumentalities of the Government of Puerto Rico that participated in the Work-Based Learning Experience (June and July 2019).
- 2,829 young people with disabilities participated in the work-based learning experience.

Strategy:

- Continue with the identification of the transition consumers referred and served in the CAA.

Progress Report:

The Centers / Units of Assessment and Adjustment (CAA / UAA) received 2,229 referrals of cases at transition ages and offered a total of 2,074 services.

Strategy:

- Continue with the identification of the transition consumers referred and served in the CSEM and the results of these young people in the different employment modalities.

Progress Report:

388 Transition consumers were referred to the Support Centers and Employment Modalities (CSEM). 175 Transition consumers with employment results (St. 26) were served in CSEM in the following modalities:

- Regular Employment: 96
- Supported Employment: 75
- Self-management: 4

Strategy:

- Strengthen the relationships between the DE and the VRA to facilitate the identification of students who can benefit from Transition services.

Progress Report:

The VRA participated in 20 meetings with the Special Education Advisory Committee.

Strategy:

- Continue to guide school personnel on the services of the VRA.

Progress Report:

19,612 guidance were offered on the transition process to:

- Parents: 7,746
- Teachers: 2,744
- Students: 9,122

Goal 3

Strengthen the relationship with employers to identify opportunities for integrated competitive employment and career exploration.

Strategy:

- Provide training and technical assistance to employers on ADA requirements, work-based learning experiences, recruitment of people with qualified disabilities, accommodations in employment, among others.

Progress Report:

OSEM carried out the following activities:

- It offered guidance to the CRP TIPCO on Auto intercessory, this in coordination with Support Analyst and Employment Modalities, in May 2018.
- Provided technical assistance to the CRP CODERI related to WIOA requirements (new services related to extended services).
- Established contact with the Industry for the Blind Company in North Carolina for the recruitment of blind people; it also shared the information with the Rehabilitation Counselors. Subsequently, It contacted executives of the company located in Mayagüez, PR in order to explore available employment opportunities and the viability of recruiting people with disabilities.
- It participated in a monthly “call conference” with the Puerto Rico Federal Buildings-GSA including the New York region to monitor potential stores for commercial facilities.
- It offered technical assistance to six employers who have recruited VRA consumers in order to guarantee their permanence in employment.
- Participated in a meeting with the president of the Ponce Employers Committee (May 2019).
- Participated in a meeting of the Carolina Board of Trustees, in which the president and employers were present (June 2019).
- It directed the Public Affairs Manager of Walmart Puerto Rico regarding the recruitment of people with disabilities and explored the feasibility of coordinating work-based learning experience opportunities in June 2019.

CSEMs carried out the following activities:

- They offered approximately 1,393 orientations to potential employers.
- They offered approximately 540 orientations by telephone communication to potential employers.
- They sent approximately 315 electronic communications to potential existing employers.
- They offered approximately 1,684 face-to-face technical assistance, telephone and electronic communication; impacting approximately 999 people.

Strategy:

- Continue to grant salary incentives to employers to promote employment opportunities for consumers.

Progress Report:

- The VRA formalized 4 salary incentive contracts, benefiting 7 consumers.

Strategy:

Continue to participate in meetings of the State Board and Local Boards of WIOA.

Progress Report:

- VRA staff participated in 43 meetings of state and local boards.
- The VRA attends monthly, or as convened at meetings scheduled by the different public and private agencies with a view to joining efforts aimed at providing services to people with disabilities, such as: Employers Committee; Proposal Review Committee; Monitoring Committee; Committee for Persons with Disabilities; American Job Centers, among others.

Strategy:

- Maintain the active participation of VRA personnel in activities that bring employers together.

Progress Report:

The VRA participated in approximately 57 job fairs and other activities in the community. Some of the activities were the following:

- Educational and Occupational Fair called: You are the Protagonist of your Success Story, in March 2018 and 154 people were impacted.
- Job fair called: Meeting, Innovation and Job Opportunities, Passport to Work, in March 2018 and 180 people were impacted.
- Economic Development Forum: The Cooperative Model, a solution to boost the Economic Development of the Southwest Area (Information Board), in August 2018 and 22 people were impacted.
- Employment Fair of the Government of Puerto Rico (El Capitolio de PR) in August 2018, approximately 28 employers participated, and 5 consumers benefited.
- Participation in educational activity with the North Board of Trustees. The theme was: Sexual harassment in the workplace, in August 2018; Approximately 25 employers benefited.
- Tu Cámara Emprende (Information Board), in September 2018 and 20 people were impacted.
- Orientation: How should we work with deaf people (Information Board), in September 2018 and 50 people were impacted.
- Participation in: Self-Employment and Entrepreneurship Event for Young People with Disabilities, in September 2018 and 57 people were impacted.
- Employers Workshop: "Fit in or Set Out", in October 2018 and 36 people were impacted.

- Meeting with President Committee of Employers at the University of Turabo in October 2018, 1 person was impacted.
- Employers Committee Meeting at the University of Turabo (6 / October / 2018), 3 employers participated, and 2 representatives of the VRA (director of CSEM and Analyst).
- Employment Fair of the Municipal Alliance of Integrated Services, in October 2018; 5 service agencies participated, and 4 consumers benefited.
- Transition to the World of Work fair at the University of Turabo in October 2018, 15 employers participated, and 5 consumers benefited.
- Employment Fair for the Tourism-Hotel Industry at the Puerto Rico Convention Center in October 2018, 4 consumers benefited.
- Employer Workshop Collaboration: Recent Changes Labor Licenses, in November 2018 and 30 people were impacted.
- Job fair in the Arecibo Region in December / 2018
- Conference to employers: The key concepts in sound and hearing loss in December / 2018 and 12 employers benefited.
- Job fair at Pueblo Supermarket Offices in January 2019, 3 consumers benefited.
- Participation with the Ponce Employers Committee / WIOA Employment Service during a visit to Hogar San Miguel in January 2019, and 20 people were impacted.
- Job fair of the Jobs for You agency in Caguas, in January 2019, 5 people were impacted.
- Job fair produced by Brenda Marrero and Associates in February 2019, 5 consumers benefited.
- Job fair in Sizzler, Ponce in February 2019, 10 consumers benefited.
- Job fair at La Esperanza School in February / 2019, and 23 people were impacted.
- Workshop: Ergonomics and Technological Assistance with Ponce Employers Committee/WIOA Employment Service in February 2019, and 31 people were impacted.
- Presentation of VRA-CSEM Talent Bank to Zimmer in April 2019, and 2 people were impacted.
- Job fair in Villa Parguera, Lajas in April 2019 and 40 people were impacted.
- Participation with the Coamo Employers Committee in Educational Seminar in April 2019 and 12 people were impacted.
- Restaurant Industry Recruitment Fair in May 2019, approximately 20 employers participated, and 145 people were impacted.
- Camera in your Community at the Aguadilla Mall in May 2019, 6 people were impacted.
- Orientation: Care of the Golden Age, at the Direidi Nursing Home in May 2019, and 28 people were impacted.

Strategy:

- Refer to programs under Wagner-Peyser VRA consumers who possess skills and credentials to be marketed with employers.

Progress Report:

- The VRA referred 146 consumers to the programs under Wagner Peyser.

Goal 4

Maintain the process of dissemination of VRA services, emphasizing the criteria of eligibility and provision of rehabilitation services to persons with disabilities.

Strategy:

- Continue the dissemination on the revision of the State Plan to be submitted for public comments in order to guarantee the participation of applicants / consumers, the general public and employees of the agency.

Progress Report:

The OQCPM carried out the following activities:

- In March 2018, it directed the members of the State Rehabilitation Council on the official plans of the agency, including the Unified State Plan and the Strategic Plan; and provided them with technical assistance for the development of their recommendations.
- In April 2018, it held a meeting with the management staff of the VRA program offices to review the Goals, Priorities and Strategies of the State Plan.
- In June 2018, 26 directors of: Central Level, Regional, Rehabilitation Counseling Service Centers, Assessment and Adjustment Centers, and Employment Support and Modalities Centers were directed to the official plans of the agency, including the State Plan Unified and the Strategic Plan.
- It Completed the revision of the Portion of Vocational Rehabilitation Services 2018-2020 of the Unified State Plan 2016-2020; complied with submitting this to the Department of Economic Development and Commerce (DDEC) for the applicable publication process.
- In October 2018, it wrote a Public Notice notifying the availability of the draft of the VRA portion of the Unified State Plan for consumer comments and the general public to this document. At the same time, he urged in the Public Notice that any comments to another section of the Unified State Plan be addressed to the DDEC (electronic address indicated). The Public Notice was sent to the six regional offices and was placed in each of the waiting rooms; in turn it was placed on the bulletin boards of the offices / divisions / areas of the Central Level. On the other hand, the DDEC publishes a Press Notice about the availability of the Unified State Plan and its availability for comments.

Personnel from the administrator's office participated in 2 meetings related to the Unified State Plan in the DDEC and in the Department of Labor and Human Resources on July 17, 2018.

Strategy:

- Continue participation in outreach activities in the community, by the VRA and/or in coordination with SRCPR and other basic programs under WIOA.

Progress Report:

The ORCS offered 21 guidelines on the services offered by the VRA benefiting 799 people, which are detailed below:

- Services Fair on August 1, 2017; 650 people impacted;
- Deafblind Advisory Committee of Puerto Rico on August 24/2017, with the participation of 10 people;
- RYAN Program (Ryan White Law of 1990) on October 31, 2017, with the participation of one (1) person;
- Department of Correction; on November 1, 2017, with the participation of one (1) person;
- Labor Development Board on December 19, 2017;
- Labor Development Board on January 29/2018, with the participation of one (1) person;
- Medical Center Trauma Hospital on February 20, 2018, with the participation of one (1) person;
- Specialized School on 6 / March / 2018, with the participation of one (1) person;
- Committee for People with Disabilities-Local Area Board Labor Development Guaynabo/Toa Baja on March 8, 2018;
- Movement for the Reach of Independent Living on April 18/2018, with the participation of one (1) person;
- Department of Justice on July 13, 2018, with the participation of eight (8) people. The orientation was provided by ORCS and OAA staff;
- Goodwill Grays LLC agency dedicated to job search and development of occupational skills on July 26, 2018, with the participation of 14 people;
- Program of the Blind and People with Mental and Developmental Physical Disabilities Industry (CIRIO) on 6 / September / 2018, with the participation of five (5) people;
- Mech-Tech College of Caguas on 6 / September / 2018, with the participation of 30 people;
- Colegio San Ignacio de Loyola on September 24, 2018, with the participation of eight (8) people;
- Puerto Rico Department of Public Security on October 19, 2018, with the participation of 19 people;
- State Council for Independent Living on February 14/2019, with the participation of 25 people;
- Patient Procurator on April 25/2019, with the participation of three (3) people;

- Associate Secretary of Special Education on May 1, 2019, with the participation of 10 people;
- Department of Housing on June 4, 2019, with the participation of 10 people;
- University of the Sacred Heart on May 29, 2019, by telephone. Orientation was offered to one (1) person about the service of scorers and readers.

The OQCPM carried out the following activities:

- Developed the Survey of Training Needs of the personnel of the CRP Community Rehabilitation Programs that provide services to VRA consumers; which was sent to the CRPs by SRC.
- Collaborated with the SRC in the identification of resources that offered training on May 10, 2019 to 57 professionals among which participated: CRP employees; CSEM's staff and SRC councilors and this based on the results of the needs survey. In this activity, the availability of the satisfaction survey for consumers and employers was reported.
- It collaborated in the review of the surveys administered to consumers and employers, published on the SRC website on March 14, 2019.

The OAA carried out the following activities:

- It offered guidance to 16 employees of the Municipality of Manatí related to the services offered in the Centers and Units of Assessment and Adjustment.
- Provided guidance on VRA services to the administrative staff of Mech-Tech College on September 14, 2018, with the participation of 22 people.
- Offered guidance through one (1) interpreter of the agency's signs, in the Student Services Division of the University of Puerto Rico on March 1, 2019, benefiting 47 teaching and non-teaching professionals.
- Offered guidance on the provision of services in the CAA / UAA to professionals and students of Occupational Therapy at Huertas College on May 3, 2019, benefiting 13 professionals.

OSEM carried out the following activities:

- Coordinated and participated in a meeting with staff of the Federal Department of Labor (Division of Standards and Wages) discussed aspects established in WIOA for employers and provided guidance on the services of the VRA.
- Participated in several meetings with the State Council of Developmental Deficiencies (27/February/2019; 27/March/2019; 9, 17 and 25 /April/2019).
- Provided guidance on VRA services and served as liaison with other agencies on May 15, 2019.

CSEM participated / developed in various activities, some of these were the following:

- Mayaguez / Las Marias Labor Development Area Services Fair (August 2017), nine (9) people were impacted.
- Chamber Services Fair in your Community (August 2017), 32 people were impacted.
- Stop & Go Services Fair / Office of the First Lady / Fortaleza (November 2017), 96 people were impacted.
- Aguada Convention Center Services Fair (December 2017), 95 people were impacted.
- Service Fair at the Bobby Cruz de Hormigueros Convention Center (April 2018), 280 people were impacted.
- Services Fair: Government Services Summit (May 2018), 99 people were impacted.
- Member of the Mentoring Committee of the Libera Incubator of the MATRIA Caguas Project (August 2018), eight (8) people were impacted.
- It offered guidance on Law 51 and Supported Employment at Juan Cancio Ortiz School (October 2018), impacting 19 students.
- Interagency Meeting at the Humacao Judicial Center (October 2018, and April 2019), 13 agencies participated.
- Consolidated Cigar Corporation Services Fair (October 2018), approximately 100 employees were impacted.
- Workshop: How much power do I have to be successful, in December 2018, impacting 14 consumers.
- Participation in Cross Training of Mandatory Partners of the Carolina Labor Development Board, in November 2018, impacting 48 people.
- Workshop: Preparation for job interview (February / 26/2019) at the Julia de Burgos Protected House, 16 people were impacted.
- Orientation at Bristol Myers Squibb Factory, in March and April 2019, impacting 22 people.
- Orientation at Aspen Factory, in April 2019, impacting approximately 15 people.
- Services Fair on April 9, 2019, 155 people were impacted.
- Participation in Innovative Conversation towards Northwest Business and Labor Development, on May 1, 2019, 17 people were impacted.
- Services Fair on May 21, 2019, 114 people were impacted.

Strategy:

- Continue with the dissemination of VRA services in the "American Job Centers" (AJC).

Progress Report:

The CSEM offered 219 orientations in the AJC. The RCSCs offered 288 orientations in the AJC.

CSEM offered talks / workshops / orientations to participants and / or employees of the AJC; some of these activities are as follows:

- Workshop: Preparation of resume and job application (July 2018; January 2019 and February 2019)
- Workshop: Frustration Management (July 2018) ü Workshop: Job interview (July 2018)
- Workshop: Developing our personal appearance (July and August 2018 / April and May 2019)
- Workshop: Effective communication and interpersonal relationships in employment (July, August and September 2018 / February, April, May and June 2019)
- Workshop: Strengthening our self-esteem (July, August and September 2018; March 2019, May and June 2019)
- Workshop: Fundamental actions in employment / Attitude management (August 2018)
- Workshop: Decision making in employment (September 2018)
- Workshop: Work culture incursion (September 2018 / March and April 2019)
- Workshop: Critical management (September 2018) ü Guidance on VRA / CSEM services to staff of:
 1. AJC Ponce (August 2018), impacting 10 people
 2. AJC Coamo (November 2018), impacting two (2) people
 3. AJC Mayagüez (December 2018 / June 2019), impacting 37 people
 4. AJC Arecibo (October to December 2018/May and June 2019), impacting five (5) people
 5. AJC Manatí/Dorado (October to December 2018/May and June 2019), impacting seven (7) people
- Guidance on VRA/CSEM services to AJC participants of:
 1. AJC San Juan (October and November 2018), impacting 13 people
 2. AJC Mayagüez (November and December 2018), impacting 24 people
 3. AJC Ponce (January 2019), impacting 16 people
 4. AJC Mayagüez (February 2019), impacting 10 people
 5. AJC Mayagüez (March 2019), impacting 10 people
 6. AJC Manatí / Dorado (February and June 2019), impacting two (2) people
- Guidance on the services of the self-management modality (September 2018), impacting 17 people.
- Presentation of CSEM Talent Bank and identification of job offers at AJC Ponce (November 2018 / January, February, March, April, May and June 2019), impacting 19 people.
- Workshop: What to do to keep our job? (January 2019)

- Workshop: Important areas in the job interview (January, February, March, April, May and June 2019)
- Workshop: Strengthen areas of need in a job (February and April 2019)
- Workshop: Misuse of social networks (April 2019)
- Workshop: Decision making (June 2019)

Strategy:

- Continue with the dissemination of services in radio, television and press programs, as requested by said media.

Progress Report:

The VRA participated in the following outreach activities:

Date	Name of station (radio/TV)	Topic
3/13/2018	WIPR 940 (radio interview)	Conversation about the Week and Day of the Rehabilitation Counseling Professional
4/17/2018	Press release reviewed by News Forum	Delivery of applications to participate in the Work-Based Learning Experience
5/7/2018	Press release reviewed by La Fortaleza	Increase in benefits for applicants and consumers of the agency
6/11/2018	Press release by La Fortaleza and Ponce News	Work Based Learning Experience
8/10/2018	Website review of: Notiuno and Al Aire Victoria 840	Completion and closure of the Work-Based Learning Experience
9/25/2018	Press release reviewed by La Fortaleza	Payment to youth who participated in the Work-Based Learning Experience
12/18/2018	Press release reviewed by First Time, WIPR	Signing of Agreement between the VRA and the Department of Education of PR
1/14/2019	Press release reviewed by WIPR	Extension of the application period to participate in the Work-Based Learning experience
2/20/2019	Press release	Start of Services Fairs

Date	Name of station (radio/TV)	Topic
3/4/2019	Press release reviewed by Primera Hora	Signing of Collaborative Agreement between the VRA and the Department of the Family so that students with disabilities who receive services from the VRA participate in the Work-Based Learning Experience program
3/19/2019	Channel 4: WAPA TV	Conversation about the Week and Day of the Rehabilitation Professionals and Promotion of the Services of the VRA
3/19/2019	Channel 4: WAPA TV	Promotion of the VRA Services
4/2/2019	Press release	Young people with Autism Spectrum Disorder work as VRA employees for a day
5/13/2019	Press Release Review by: WIPR	Interagency effort in favor of the deaf population in Puerto Rico
5/30/2019	Press Release Review by: WIPR	Increasing the number of students with disabilities requesting employment opportunities through the VRA
6/27/2019	Press Release Review by: WIPR	Training for interpreters for the deaf on meteorological terminology

Goal 5

Strengthen administrative, fiscal and programmatic procedures so that they comply with the established regulations and required institutional efficiency.

Strategy:

- Offer training to staff, to strengthen knowledge and skills necessary in the performance of their duties.

Progress Report:

The ORCS carried out the following activities:

- Guided Transition Analysts in the six regions of the VRA on pre-employment transition services, benefiting 12 professionals (January 15, 2019).
- Reinforced the process of providing services and meeting goals to the agency's counseling staff, benefiting 24 professionals (January 18, 2019); personnel from the six regions of the agency participated (Regional Directors, directors of the: Counseling Services Centers, Assessment and Adjustment Centers and Support Centers and Employment Modalities).
- Provided guidance on the Impact of the WIOA Law to central and regional level management staff, benefiting 12 professionals (March 18, 2019).
- Through the Workforce Innovation Technical Assistance Center (WINTAC), counseling personnel from the six regions of the agency were trained, benefiting 475 professionals (March 19-20, 2019).

- In collaboration with the OAA, it offered guidance on the implications of WIOA in the process of providing services to Toa Baja CAA staff on June 6, 2019, including: CRV, CAA Analyst, Teachers, Vocational Evaluators and Occupational Therapist.

The RCSCs represented by the supervisory staff coordinate administrative meetings, offer mentoring, discuss normative communications and reinforce issues related to the provision of services.

OSEM carried out the following activities:

- Held a conversation with CRV of the Caguas Region on January 30, 2019.
- They directed the directors of the Support Centers and Employment Modalities and Regional Directors related to the Job Club initiative and the results of the first experience on February 11, 2019.

CSEM carried out the following activities:

- 457 RCSC staff orientations
- 19 guidance to CAA staff
- 1,891 technical assistances to RCSC staff;
- 47 technical assistances to CAA staff
- 56 guidance to CRV on labor market trends and occupations with higher demand

The OQCPM carried out the following activities:

- Provided face-to-face and telephone technical assistance to Rehabilitation Counselors and / or Counseling Supervisors. The theme was: How to correctly complete the fields of information to PIPE and record comparable benefits. Six (6) sessions (one (1) per region).
- Technical assistance to Regional and Counseling Directors on productivity goals / indicators (via email and telephone).
- Guidance on State and Strategic Plan to 26 employees (June 27, 2018), among which there were 20 rehabilitation counselors who hold management positions.
- Training for 211 employees in the counseling area of the six regions of the agency (November and December 2018), among which were: Rehabilitation Counselors (CR), Counseling Supervisors (SC), Directors of Counseling Service Centers (DCSCR), and Counseling Services Technicians (TSC). The training theme was: How to Complete the WIOA Follow Up Screens (post-exit monitoring) and Information on Productivity Indicators.
- Collaborated with the State Rehabilitation Council in the identification of resources that offered training on May 10, 2019 to 57 professionals among which participated: VRA

CSEM staff, SRC councilors, and employees of the Rehabilitation Programs The Community is based on the results of the needs survey.

The OAA carried out the following activities:

- 4 trainings and / or workshops and / or orientation to professionals of the Assessment and Adjustment Centers (Occupational Therapists and / or Occupational Therapy Assistants; Vocational Evaluators and Counselors in Vocational Rehabilitation) and others (to professionals in the process of completing SRCTification in Vocational Evaluation) to 41 employees. They were:
 1. Pre-Employment Skills for Students in the Process of Transition to Adult Life and the Importance of Occupational match from the Perspective of the Counselor in Vocational Rehabilitation in the Planning of Occupational Goals to 15 employees (15 / September/2017).
 2. Work samples of the VALPAR System for 18 employees and 8 external professionals (August 30 and 31 and September 1, 2017).
- Guidance on Regulatory Communications: 2018- 02 Procedure for the use of test work experiences (ETP), 2018- 03 and 2018- 05 Collaboration Agreement / Referral Form for Pre-Employment Transition Services (PRE ETS) to Students with Disabilities Referred by the Puerto Rico Department of Education (DEPR) to the Vocational Rehabilitation Administration (VRA) to 70 employees (December 1, 2017; March 1 and 8, 2018), among which were Directors Regional, Directors of the Assessment and Adjustment Centers, Directors of the Vocational Rehabilitation Counseling Service Centers, Assessment and Adjustment Analysts, Vocational Evaluators, Supervisor of the Assessment and Adjustment Center.
- Guidance to CRV on the services offered at the Assessment and Adjustment Centers (CAA) in the areas of Occupational Therapy and Speech and Language Pathology to 20 employees (February 20, 2018).
- Coordinated and offered guidance on the Occupational Demand Occupations in the Labor Market to 23 Vocational Assessors (March 8, 2018) with staff from the Department of Labor and Human Resources.
- Training Vocational Evaluators on Psychometric Properties in the Vocational Evaluation Tests to 23 employees (6 / April / 2018 and 4 / May / 2018), among which there were Vocational Evaluators and a CAA director.
- Training for Occupational Therapists about the COMPASS Functional Assessment Software (AM) Technological Assistance Program and Discussion of report formats for occupational therapy services to standardize them (Wheelchair Evaluation, Technology Assistance Evaluation) (PM) to 19 employees (20 / April / 2018).
- Training for Vocational Evaluators on the Theory, Administration and Interpretation of the Test of Vocational Interests and Computerized Self-Efficiency Cirrena Gerena Computerized to 17 employees. It was held at the Test Innovation Company in San Juan (May 11, 2018).
- Training on the Importance of Occupational match From the Perspective of Rehabilitation Counselor in the Planning of Occupational Goals. Pre-Employment Skills

and Transition Process to Adult Life to 22 employees (May / 23/2018) among which were Workstation Professionals, Areas of Functional Academic Skills and Pre-Employment.

- Guidance to 29 professionals in the counseling area of the San Juan Region regarding those referred to the Assessment and Adjustment Centers (CAA), the purpose, the indicators and how to write the question of that referral, according to the services requested to 28 CRV and the Regional Director, on September 21, 2018.
- 1 training on the vocational evaluation process on October 25, 2018 to one (1) teacher relocated to the CAA of San Juan.
- Provided guidance to professionals in the area of counseling regarding compliance with the Interagency Agreement for services offered to injured workers between the VRA and the State Insurance Fund Corporation, benefiting 45 professionals (7.13, and December 20, 2018).
- 1 training for CAA / UAA professionals. The theme was: Characteristics and functioning of the person with autism / Intervention strategies for the process of evaluation and development of skills on 2 / May / 2019, benefiting 51 professionals.
- 3 training and professional training in the area of vocational evaluation to be located in the CAA of Caguas from 3 to 5 / June / 2019, benefiting 1 professional.
- 1 training and training related to the APTICOM test to a professional transferred to the Vocational Evaluation area on June 17, 2019.
- 1 sign language guidance on the terminology used when reporting natural phenomena on June 26, 2019. They joined in this effort, the Bureau of Emergency Management, the VRA and the National Meteorological Service, benefited 4 interpreters to signs of the agency.
- Collaborated in the coordination of the Second Vocational Evaluation Symposium: Change Strategies, held on 10 / October / 2018 at the Central University of Bayamón, benefiting 21 professionals among whom were CAA / UAA personnel: Vocational Evaluators, Analysts and directors; and director of OSEM.
- Through the Workforce Innovation Technical Assistance Center, CAA / UAA personnel were trained on March 19-20, 2019, benefiting 36 professionals.

The Budget Division:

- Provided individual guidance as required to senior management at the regional level related to Use and Management of Funds. ü Trained two (2) employees in the area of budget analysis.
- Coordinated training with the Department of the Treasury on the PRIFAS System (January 9 and 23/2019)

The Office of Labor Affairs and Human Resources (OALRH):

- Trained 225 employees in the counseling area, distributed as follows:

151 counselors in Rehabilitation

74 support staff

- Coordinated 160 training activities for VRA personnel reaching 2,039 participations. Some of the topics were:
 1. Disaster preparedness
 2. New trends and challenges in human resources management
 3. Second symposium of vocational evaluation
 4. Quick response in suicidal behavior situations
 5. Inclusion and integration in society
 6. Social evolution conflict management
 7. Assertiveness and resilience in times of change
 8. Technological assistance in communication
- Directed the agency's management personnel in relation to Memorandum No. 11 - 2018 of the Office of Administration and Transformation of Human Resources of the Government of Puerto Rico, related to the update of the Employee Duties Sheet (May 2018).

Strategy:

- Continue to carry out periodic evaluations of the performance of the agency's employees to ensure institutional effectiveness.

Progress Report:

Through electronic communication (December / 2017 and February / 2018), OALRH guided all supervisory personnel, directors and senior advisors at the island level, in relation to amendments made to the form called the Performance Evaluation and Development System. 90 VRA management employees benefited from the orientation. In turn, 713 employees were evaluated during the period.

Strategy:

- Maintain the level of financing of the State Council for Independent Living (CEVI) and the State Council for Rehabilitation (SRC), to assist and support its operations; and in coordination with the VRA to develop employment and independent living opportunities for our applicants/consumers.

Progress Report:

- The VRA provided an allocation of funds to both councils during the 2017 and 2018 program year. In addition, it maintains agency representation and collaboration on both councils.

Strategy:

- Update administrative, fiscal and programmatic procedures in accordance with established state and federal regulations, and the socio-economic situation of the country, as necessary.

Progress Report:

- During the 2017 and 2018 programs the agency developed official communications for this purpose. Some of the aspects were: Procedure to refer applicants / consumers of the Vocational Rehabilitation Administration with auditory conditions for the acquisition of the Caption Call telephone; Manual of Vocational Evaluation Procedures; Procedure to provide extended services to young people with more significant disabilities, consumers of the vocational rehabilitation administration, placed in employment under the modality of supported employment; Procedure for the use of test work experiences; criteria for receiving pre-employment transition services; Integrated Competitive Employment; Procedure to recommend commercial enterprise by means of the Randolph-Sheppard Law; Procedure for coding pre-employment transition services in the Activity Logs by Program, among others.

Strategy:

- Continue to support all areas of the agency in the use of available computer systems, and develop applications to streamline processes, reports and procedures according to needs presented by the areas and which in turn be consulted with the services and administration staff.

Progress Report:

The Information Systems Office carried out the following activities:

- According to the electronic registry of Technical Services, a total of 1,370 services were reported and worked during the period.
- 80 services provided in the Systems Analysis and Development Division.
- They monitored the “Kronos” system to ensure the correct implementation of the changes made in the past period.
- Provided support to the OAA with the projects of: the Mobile Unit of Vocational Evaluation and Transition Services, and the Mobile Unit of Guiding Classes; evaluating the adaptability of the networks to the computer systems and operating equipment that will be used, in the unit. On the other hand, he offered support with the Hydroponic project so that the integration of the CAA ARVI system was achieved with the provision of services in the green area station in the Assessment and Adjustment Unit.
- Evaluated and recommended recruiting company that would work on issues related to the implementation of the project for the agency's New Case Management System.
- They participated in a meeting with staff of the General Services Division of the agency to elucidate aspects of the platform developed to carry out the inventory of equipment of the agency.

- They participated in 230 meetings in support of programmatic, services and administrative offices.
- At the request of the OQCPM, OSI programmers made adjustments to the case management system to comply with federal regulations.

The OQCPM carried out the analysis of the necessary adjustments to the programming of the existing case management system to comply with the federal requirements related to the RSA-911 report, referred them to the OSI, and provided the programmers and counseling staff related technical assistance.

Strategy:

- Hold participation meetings with agency staff on aspects related to public policy.

Progress Report:

The ORCS carried out the following activities:

- 11 meetings with a total of 36 participations, which included directors and supervisors of the Rehabilitation Counseling Services Centers with the objective of analyzing goal compliance.
- In addition, he guided and served as a mentor for the CRV in the implementation of public policy aimed at complying with the process of providing vocational rehabilitation services according to amendments to legislation, offering 271 interventions and benefiting 329 employees.
- Coordinated and participated in teleconference with counseling services staff (counselors and supervisors) and CAA personnel (CAA Analyst and Occupational Therapist) on August 6, 2018, related to vehicle modification of the Mobile Vocational Evaluation and Services Unit.
- Schedule 1 meeting with former director of OSEM to elucidate the protocol for contracting the Community Rehabilitation Programs (August 13, 2019).

In the Finance and Budget Divisions, at least once a month, face-to-face meetings were held to discuss particular compliance matters; others were given by telephone daily one or more times a day. In addition, different queries related to public policy procedures were answered daily.

The OAA carried out the following activities:

- Offered Guidance on the granting of contracts to entities for offering pre-employment transition services according to federal requirements to 20 employees (November 14, 2017).
- Guidance to directors: Regional, Rehabilitation Counseling Service Centers, Appraisal and Adjustment Centers and Units and the Employment Support and Modalities Center related to the implementation of normative communications on the criteria for receiving extended services and Test work experiences, benefiting 20 employees (December 1, 2017).

- Training of trainers or “Train the trainer” on 1 / March / 2018 with the RCSC of the Mayagüez Region in relation to the Normative Communication 2018- 05 Collaboration Agreement / Referral Form for Pre-Employment Transition Services (PRE-ETS) to Students with Disabilities Referred by the Puerto Rico Department of Education (DEPR) to the Vocational Rehabilitation Administration (VRA).
- Guidance on the Comprehensive Action Contract to offer vocational rehabilitation services to injured workers referred by the CFSE to 148 employees, including CRVs and RCSC directors / supervisors.
- 3 meetings with the participation of 15 professionals of the CAA / UAA with the objective of completing works of the Poster Project in Sign Language; whose purpose is to allow better communication with deaf people in the public agencies of the Government of Puerto Rico, (July 13, 18, August 9, 18, and September 13, 18). The posters were divided into three themes: Alphabet and Numbers in sign language, Basic Sign Language and Sign Language for Health Emergencies. 1,000 impressions were made of each of the 3 posters for a total of 3,000. The posters were distributed in 21 government agencies, corporations and with the general public.
- Started a project for the development of a Modular House in the Center for Assessment (CAA) and Adjustment of Toa Baja, whose purpose is: to develop independent living skills in food preparation, bedroom cleaning, laundry, among others; evaluate the skills of independent living and activities of the daily live of applicants / consumers referred to the CAA and the Units of Assessment and Adjustment (UAA); and provide adjustment services in the category of daily, family and community life to applicants / consumers referred to the CAA / UAA. To carry out this initiative, he carried out:
 - 2 meetings (April 3, 2019 and May 14, 2019) with the participation of 12 agency professionals
 - Quotation for the purchase of equipment and materials, development of the plan of the selected place, the distribution of space and work with the furniture.

OSEM:

- They directed CSEM directors about customized employment services and discussed the draft normative communication.
- They met with the director of the OSI and analyzed alternatives for the creation of an annotation code in CRIS “Consumer Rehabilitation Information System” related to the customized employment service, it will be included in the communication for these purposes.
- They met with director of the Purchasing Division for guidance on: the purchase of occupational equipment for small businesses and the Normative Communication Wage Incentive Formulas and Hiring and Payment Process.
- In coordination with the CSEM of Arecibo and its Regional Director, the “Job Club” project was presented to the directors of CSEM and Regional Directors (29 / November / 2017).

- Participated in one (1) guidance in conjunction with the directors of OAA and ORCS related to the implementation of normative communications on the criteria for receiving extended services and test work experiences, benefiting 20 employees (December 1, 2017), among which there were directors: Regional, Rehabilitation Counseling Service Centers, the Valuation and Adjustment Centers and Units and the Employment Support and Modality Centers.
- Participated in union with directors of ORCS and OAA in guidance on the granting of contracts to entities to offer pre-employment transition services according to federal requirement to 20 employees (November 14, 2017).

The OQCPM carried out the following activities:

- Throughout the period, the OQCPM continued to analyze the way in which users of the CRIS System record the data used for federal reports and provide them with individual technical assistance. Based on this, it generated emails with group instructions to the counseling staff about the procedures for such data recording. Next, the breakdown of months and number (number) of messages sent: July 2017: 10; August 2017: 1; September 2017: 2; December 2017: 7; January 2018: 5; March 2018: 1; April 2018: 1; May 2018: 3; August 2018: 2; September 2018: 5; October 2018: 2; November 2018: 1; December 2018: 2; January 2019: 2; February 2019: 1; March 2019: 3; April 2019: 1; May 2019: 3; June 2019: 2; for an approximate total of 54.
- In November 2017 several of the messages were discussed in person or by telephone with the Rehabilitation Counselors, Directors of Counseling Centers and / or Counseling Supervisors. There were Six (6) group sessions (one (1) per region).

Strategy:

- Carry out monitoring to ensure compliance with the procedures.

Progress Report:

- The programmatic offices carried out internal monitoring during the program year (as recorded in the achievements under previous strategies), to evaluate the service delivery process. Some of these are given to both the electronic and physical files; and to non-profit organizations under contract with the VRA; among other.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

The agency met the established goals for the VR program.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Please, refer to sections n and q

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

The economic situation of the Island affected the availability of employers to recruit, which in turn affected the amount of supported employment successful closures.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

For previous years, WIOA section 116 performance indicators were identified as Baseline.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

The PRVRA carried out the following I&E activities:

- Expansion of the provision of the services to the blind persons, through referrals for employment to the Puerto Rico for the Blind Company.

Progress Report: The company recruited consumers referred by the VRA program.

- Expansion of the provision of the services to the blind persons, with intellectual deficit and other disabilities, through training and employment in the Corporation for the Blind.

Progress Report: No activities were carried out during the period.

- Expansion of the availability of the training resources to the newly recruited staff (e.g. modules), through access to the internal Web page of the agency (Intranet).

Progress Report: During PY 2018 and 2019, new Normative Communications were placed on the internal web page as a reference for new and current counseling staff.

- Continuation with the use of the video remote interpretation technology for the deaf persons.

Progress Report: The PRVRA has such technology in all its regions and is available for the deaf persons, when necessary.

- Continuation with the financing of the SRC and the SILC to assist and support their operations as well as to develop, together with the PRVRA, better employment opportunities and independent living for our applicants/consumers.

Progress Report: The PRVRA provided funds to SRC and SILC during the period.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES

Include the following:

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

Quality

The *Workforce Innovation and Opportunity Act (WIOA)* of July 22 of 2014, emphasizes on the provision of the supported employment services for the consumers with the most significant disabilities. Therefore, the PRVRA in its mission to integrate the people with disabilities into the labor force and towards a more independent living promotes the provision of the supported employment services leading to an employment outcome.

The Office of Support and Employment Modes (OSEM), at the central level of the PRVRA, intends to collaborate, provide assistance and facilitate the applicability of the public policy to the center of support and employment modes (CSEM), at the regional level, on career development services, services to employers and development of support and employment modes for the consumers. The OSEM staff contributes with other operational/administrative offices of the PRVRA, in the coordination and collaboration of efforts regarding the assessment services and the programmatic monitoring and interpretation of data/relevant information to ensure compliance with the VR Portion of the Unified State Plan and the Strategic Plan of the agency.

The PRVRA, through its CSEMs, develops inter/transdisciplinary work teams to ensure that the supported employment services offered by the CRPs are provided uniformly, agile and responsive to the needs of the consumers with the most significant disabilities.

OSEM and CSME staff also carries out monitoring activities with the purpose of verify compliance, project development, quality of services, identify limitations, use of resources, and consumer's participation, among others.

Scope

Individuals can receive up to 24 months of supported employment services, or more if necessary to achieve job stabilization. In addition, youth with disabilities may receive up to four years of extended services until the youth reaches 25.

The VR counselor identifies those consumers with the most significant disabilities who could benefit from supported employment, in accordance with the federal provisions set forth in 34 CFR 361.34. Such identification begins with the initial interview, the analysis of medical evidence, the analysis of pre-employment skills and any other aspect relevant to the evaluation process.

The supported employment modality is provided through the CSEMs of the PRVRA; which offer support to the VR counselor in order to validate the vocational strengths and needs of the applicants/consumers, as well as to promote them towards competitive integrated employment under such supported employment modality. Prior to the consumer's referral to the CSEM, he may receive services in the center of assessment and adjustment (CAA) of the PRVRA in order to be evaluated in the following areas:

- Personal skills, daily/family/community living
- Cognitive-Psychosocial skills
- Perceptual-Psychomotor skills
- Training, Job and Work skills

The referral to the CAA will identify that the consumer will be sent to a community rehabilitation program (CRP) to be serviced under the supported employment modality, whereby the evaluation process must have an ecological approach.

The supported employment process has been framed within the following five (5) stages developed for the provision of these services:

Stage I. Determination of Needs

- Revision of documents: assessment of pre-employment skills, needs and support resources
- Comprehensive situational evaluation
- Determination of needs through profile evaluation
- Support: consumer and family
- Drafting of Habilitation Plan.

Stage II. Vocational Preparation/Supplementary Assessment

- Ecological evaluation
- Possible revision of Habilitation Plan
- Continuous support

Stage III. Placement Services

- Marketing Plan
- Promotion
- Occupational analysis
- Job proposal
- Reasonable accommodation
- Recruitment process
- Revision of Habilitation Plan (if it applies)
- Meetings with the employer and the family
- Continuous support.

Stage IV. Training and Job Retention

- Intensive and moderate training
- Development of natural support networks
- Revision of Habilitation Plan (if it applies)
- Evaluation/monitoring
- Submittal of reports
- Meetings with the employer and the family
- Continuous support

Stage V. Stabilization and Closure

- Meetings with the employer and the family
- Beginning of the employment monitoring phase (minimum of 90 days)
- Consumer's performance evaluation carried out by the employer, supervisor and job coach.
- Identification of extended support to be provided by family, employees (co-workers), and community.
- Satisfaction survey about services provided to consumer/family/employer/counselor.

The previous information about quality, scope and extent of services apply to youth. The PRVRA will continue to provide SE and Extended Services to youth with the most significant disabilities referred from Transition. Through CRIS case management system the CSEM will identify those consumers between ages 14-24.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

In accordance to WIOA, the PRVRA will make resources available for extended services to youth with more significant disabilities, for a period not to exceed four (4) years. These services will be provided by Community Rehabilitation Programs through service authorization, with the recommendation of the centers' staff.

In order to improve the quality, the scope and the extent of the supported employment services, the PRVRA is committed to meet the goals and the strategies established and described in the Part (n) of this VR Portion of the Unified State Plan.

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Vocational Rehabilitation Administration

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER SECTION 111 OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

ENTER THE NAME OF DESIGNATED STATE AGENCY

Department of Labor and Human Resources

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY AGREES TO OPERATE AND ADMINISTER THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[19] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Madeline Hernández-Dipiní

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Administrator

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

[14] Public Law 113-128.

[15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

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

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

[18] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations.

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

[20] Applicable regulations, in part, include the citations in footnote 6.

CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	Madeline Hernández Dipiní
Title of Signatory	Administrator
Date Signed	03-26-2020

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes
3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;** Yes
4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement: Yes
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement: Yes
6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law: Yes
7. The Authorized Representative listed above has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement: Yes

8. The Authorized Representative listed above has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services: Yes
9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement: Yes

Footnotes

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

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

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

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

Certification 3 Footnotes

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

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

Additional Comments on the Certifications from the State

Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Certification Regarding Lobbying — Supported Employment

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

ASSURANCES

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

The State Plan must include	Include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.	
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected):	
3.b.(A) "is an independent State commission" (Yes/No)	No

The State Plan must include	Include
3.b.(B) "has established a State Rehabilitation Council" (Yes/No)	Yes
3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act	
3.d. The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	No
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.k. The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act	
3.l. The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	

The State Plan must include	Include
4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	Yes
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act	
4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act	
4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act	

The State Plan must include	Include
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act	
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act	
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.i. The comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.ii. An individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	13.0%	17.0%	15.0%	20.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.