

May 2018

Minnesota Disability Training Strategy



Table of Contents

EXECUTIVE SUMMARY.....	4
Background and Project Objectives	4
<i>Minnesota Disability Training Plan Strategy</i>	4
<i>Project Objectives.....</i>	4
Task 1: Project Coordination.....	4
Task 2: Review of Existing Training Materials and Identification of Training Requirements	4
Task 3: Development of Training Strategy.....	5
Analysis of Current Training Program	6
Current Training: Pros and Cons	6
<i>Strategy Recommendations.....</i>	7
<i>Recommended Enhancements.....</i>	7
Training Format Recommendations for all Modules.....	8
Core Components of Minnesota's Disability Training Strategy.....	9
MODULE 1 THEME: Training Notes for Course Delivery.....	10
Setting the Foundation of WIOA's Vision	10
MODULE 1 TITLE: WIOA & Disability.....	11
WIOA & Disability.....	11
MODULE 2 THEME: Training Notes for Course Delivery.....	15
Building Knowledge & Comfortability around Disability	15
MODULE 2 TITLE: Building Confidence around Disability.....	16
Building Confidence around Disability.....	16
MODULE 3 THEME: Training Notes for Course Delivery.....	20
Accessibility goes Beyond Policy.....	20
MODULE 3 TITLE: Accessibility for a Diversity of Customers.....	21
Accessibility for a Diversity of Customers.....	21
MODULE 4 THEME: Training Notes for Course Delivery.....	28
Partnership, Partnership, Partnership	28
MODULE 4 TITLE: Partnerships & Collaboration.....	29

Partnerships & Collaboration.....	29
MODULE 5 THEME: Training Notes for Course Delivery	36
Youth & Disabilities.....	36
MODULE 5 TITLE: Youth with Disabilities.....	37
Youth with Disabilities	37
APPENDIX	44
Outline of Minnesota's Current Training Materials	44

EXECUTIVE SUMMARY

Background and Project Objectives

Minnesota Disability Training Plan Strategy

From March to May 2018, Maher & Maher partnered with National Disability Institute's (NDI) Subject Matter Expert on disability and a Senior Consultant and Instructional Designer forming the Maher team to jointly develop recommendations of enhancement for training of front-line workforce center staff in Minnesota to better serve people with disabilities and connect them with all available resources. The proposed training strategy outline aimed to provide an overall framework and key elements for a comprehensive curriculum that could be adapted into an eLearning platform developed in a later phase of development.

Project Objectives

Task 1: Project Coordination

In early March of 2018, the Maher team coordinated with Minnesota Department of Employment and Economic Development (MN DEED) to develop and confirm a budget, workplan and timeline for this project. At this stage, all representatives connected via teleconference to review and confirm the following overarching objectives:

1. To provide a review of current Minnesota DEI training materials and develop recommendations for enhancement of training for front-line workforce center staff to better serve people with disabilities and connect them with all available resources.
2. To identify topic areas to tailor training to meet the specific needs of staff in Minnesota while also ensuring the training is as comprehensive, up to date and impactful as possible.
3. To develop a training strategy which outlines proposed content breakdown by and within modules, learning objectives recommended format for training delivery, interactivity, supportive tools and features to maximize impact of training.

Task 2: Review of Existing Training Materials and Identification of Training Requirements

In March and April 2018, the Maher team worked collaboratively with the MN DEED team to collect information, learn about promising practices in their state workforce system, as well as training needs in effectively serving individuals with disabilities. This phase also allowed for an analysis of the current training program being offered through Minnesota's Disability Employment Initiative (DEI) project.

DEI materials were developed with the intention of local youth and adult Title I counselors applying the knowledge to better serve individuals with disabilities. The training curriculum had been successful in workforce development areas and deemed beneficial by local counselors. However, the challenge with the DEI training is that there is not a way to share the information in an engaging, cost-effective way with counselors who are not participating in the youth DEI project. Thus, the goal is to provide a comprehensive training in an

on-demand e-learning format so that Minnesota may continue to build the capacity of local counselors to provide high quality services to individuals with disabilities.

The following areas of primary focus were identified during this information collection phase, which were incorporated into the framework of the training outline:

1. Inclusive Career Pathways is a driving force in Minnesota, in which people with disabilities have access to diverse training and employment opportunities
2. The Integrated Resource Team (IRT) model is a proven promising practice in Minnesota in serving individuals with disabilities, and other challenges to employment
3. Effective use and application of Youth Guideposts for Success has been instrumental in serving youth in Minnesota with disabilities
4. A major priority in Minnesota is to develop a more coordinated and more inclusive support network among providers

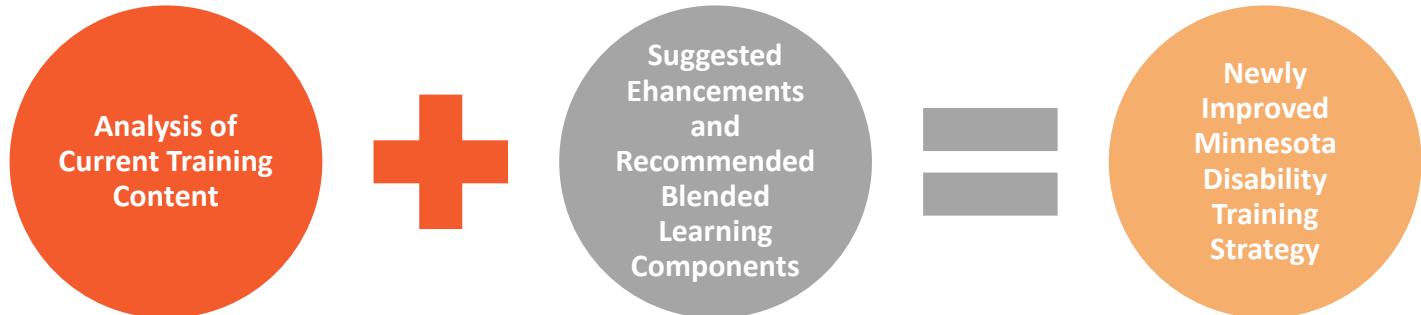
During this phase, it was recommended that MN DEED disseminate a short survey developed collaboratively with the Maher team with no more than 4 questions to gauge the perspectives and experiences statewide across a diversity of workforce staff on disability. The results from this survey may have helped to build off Minnesota's work around partnerships and promising practices from DEI, as well as to learn if/how the strategies are being implemented and the specific training needed to impact the employment for individuals with disabilities. This recommendation was not applied by MN DEED.

Task 3: Development of Training Strategy

The Maher team worked collaboratively to develop a training outline that incorporated key objectives, needs and approach preferences. A draft training strategy was developed and circulated with MN DEED for input and feedback. After a joint call was held, the following final enhancements were made:

- ▷ Addition of an Executive Summary
- ▷ Visual symbols and other recommendations added to support the adaptation of the outline into an on-demand training curriculum
- ▷ Document/hyperlinks ensured to be accessible
- ▷ PACER resources added into modules

The goal is to provide an enhanced learning strategy to teach Minnesota front-line workforce center staff how to better serve people with disabilities and connect them with all available resources. Analysis of the current training program being offered is combined with a new suggested framework and content, incorporating elements of the existing program, where possible.



Analysis of Current Training Program

The current training is offered as an in-person workshop format. It utilizes a combination of facilitation, activities, websites and videos to cover a broad range of topics. Limited scenarios are used to contextualize learning. Facilitated sessions differ in length depending on audience makeup. The current content is divided into 4 sections.

The 4 sections cover topics including:

- ▷ Overview of Disabilities, Regulations and Programs
- ▷ Disability Culture and Universal Design
- ▷ Assistive Technologies and Awareness
- ▷ Success with Various Models

A detailed analysis of the current training can be found in the [Appendix](#).

Current Training: Pros and Cons

PROS

- Interactive/blended workshop experience.
- Checklist for each module that provides links to videos and other online learning experiences.



CONS

- Requires in-person delivery in a workshop setting.
- High cost associated for ongoing travel and delivery around the state.
- Not a personalized learning experience – everyone gets everything.
- Limited scenarios in current training to contextualize content.

Strategy Recommendations

INTRODUCTION TO TRAINING: It is recommended that the MN Disability Employment Initiative (DEI) project be referenced in the introduction to this training, including how the initiative influenced its development. Since DEI is limited to certain regions within MN, a broader training approach is suggested with DEI training content infused into each module and customized with MN-specific information and examples. Throughout all modules, it is recommended that the six major elements of Career Pathways be integrated and reflected in strategies and scenarios. For example, resources and scenarios are incorporated on alternative assessments; partnerships that promote employment outcomes for people with disabilities; cross-system training and resource coordination; working with employers to support disability hiring; and supporting people with disabilities to attain a secondary school diploma, equivalent and/or at least one recognized postsecondary credential. Finally, it is recommended that each module be disseminated on a bi-monthly basis throughout the year, providing the opportunity for a pre- and post-survey for feedback and questions, as well as time for participants to engage in the ‘action’ items.

Recommended Enhancements

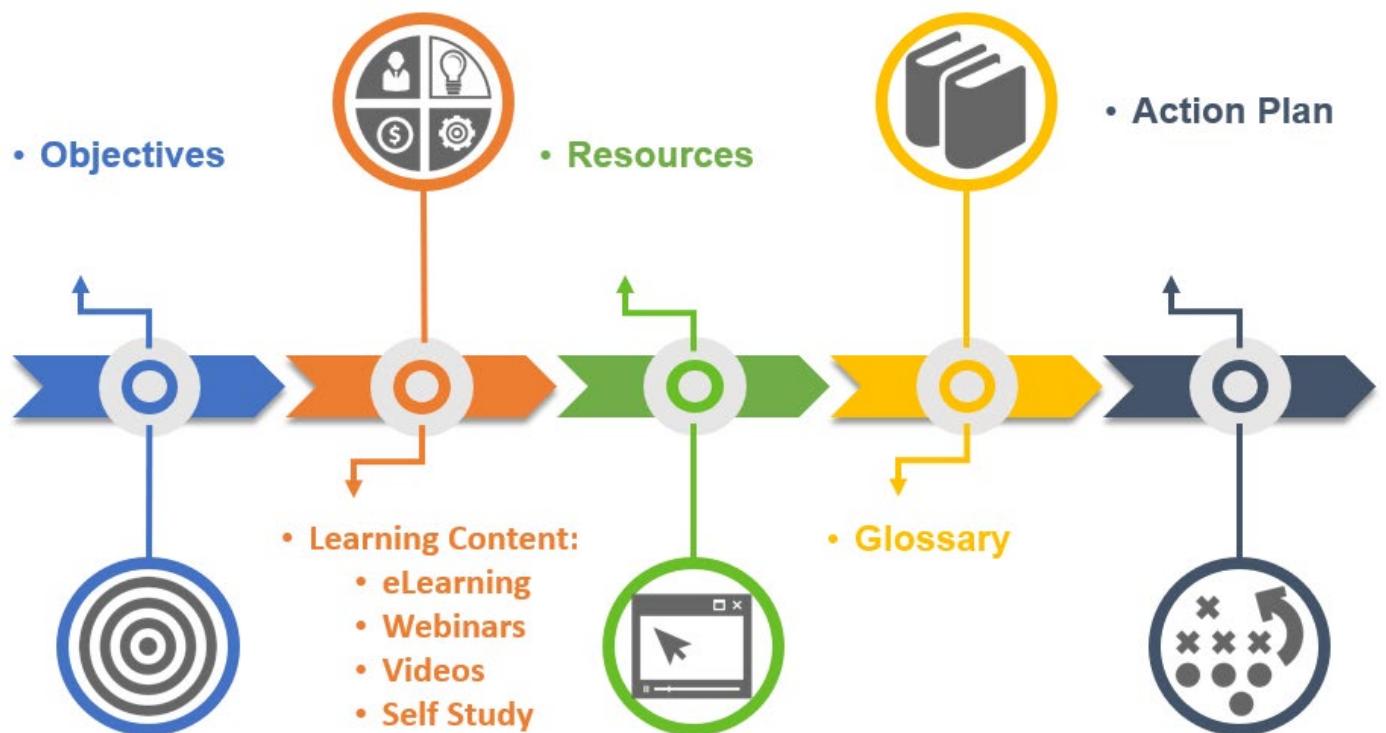
Recommended enhancements include:

- ▷ A consistent format, structure and layout across all modules.
- ▷ Design with an ACTION mindset. What can learners immediately apply and implement once they finish the training?
- ▷ Design a scenario-based training curriculum to personalize and contextualize topics.
- ▷ Create a series of eLearning/microlearning topics.
- ▷ Combine with workshops/virtual delivery, when applicable.
- ▷ Utilize a combination of existing videos, websites and other online content/assets (don’t reinvent the wheel – use what’s out there)

Training Format Recommendations for all Modules

Each learning module should be built consistently around five key components focused ultimately around taking action and applying what is learned in the participants' job setting. These five key components are:

- ▷ **Objectives** for Module and Individual Learning Components
- ▷ **Learning Content** that influences Information Sharing, Knowledge Building & Application through relevant Scenario-based Q&A that Builds Application of Skills
- ▷ Learning Where to Access **Key Resources** to Find Solutions
- ▷ Quick Access to Key Terms and Concepts in a **Glossary**
- ▷ **Taking Action** to Identify Resources & Build Partnerships



Core Components of Minnesota's Disability Training Strategy

Minnesota's Disability training strategy should include the following five (5) modules:

1. WIOA & Disability
2. Building Confidence around Disability
3. Accessibility for a Diversity of Customers
4. Partnerships & Collaboration
5. Youth & Disabilities

Each module is divided into the following categories:

Icon	Key Training Component	Proposed Content
	Learning Objectives	Contains the overall summary of module learning objectives.
	Learning Content	Provides high level guidance of various learning components that could be included within the module. These items include: <ul style="list-style-type: none">▷ eLearning▷ Video▷ Online collaboration▷ Activities▷ Webinars and Virtual Instructor-Led Training
	Resources	Contains a listing of resources and suggestion for learning content which includes: <ul style="list-style-type: none">▷ Links to websites▷ Videos▷ Learning strategies including content to review and discuss▷ Ideas for action planning and application of learning content
	Glossary	Recommended concepts and categories to include in the Glossary. Detailed items would be included when content is developed.

Icon	Key Training Component	Proposed Content
	Action Plan	Specific recommendation of an Action that can be taken based on items learned and applied in this module.

MODULE 1 THEME: Training Notes for Course Delivery

Setting the Foundation of WIOA's Vision

START WITH THE WHY: *Workforce leadership, staff and partners often respond to compliance since it can dictate the funding they receive. Therefore, it is recommended to start the training with why American Job Centers (AJC) must provide equal opportunities to individuals with disabilities from a compliance perspective. Keep in mind the key takeaways you want participants to apply to more effectively serve and partner with people with disabilities.*

MODULE 1 TITLE: WIOA & Disability

WIOA & Disability

The following includes a proposed list of learning objectives, content and resources to build content for the first module on WIOA & Disability.

Icon	Key Training Component	Proposed Content
	Learning Objectives	<ul style="list-style-type: none">▷ Describe three ways in which WIOA requires and includes individuals with disabilities as part of overall strategic plan and vision.▷ Identify how Section 188 prohibits disability discrimination in AJC programs/activities that receive federal funding assistance.▷ Identify workforce staff/partners EOO contact, complaint procedures, and areas of accessibility that are monitored for compliance.▷ Describe how Section 188 provides the framework for universal access.
	Learning Content (eLearning)	<p>Introductory eLearning on WIOA and Disability concepts that would last approximately 20 minutes. Broad concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through Virtual Instructor-Led Training (vILT), or in-person) would be provided to progress further in-depth on concepts.</p> <p>Broad introduction to the following concepts includes:</p> <ul style="list-style-type: none">▷ Key features in WIOA's vision that require inclusion of people with disabilities.▷ Individuals with disabilities must be a part of State/Local Strategic Plans; Include MN's strategic plan elements that include disability.▷ Performance outcomes must be identified and reported, including outcomes for people with disabilities.▷ Criteria for certifying One-Stops must include assessing physical and programmatic accessibility, including effective communication, facilities, programs, services, technology and materials, and appropriate staff training.▷ As a Core Partner of WIOA, Vocational Rehabilitation (VR) receives guidance from State/local boards.

Icon	Key Training Component	Proposed Content
	Learning Content (Discussion/Application)	<p>Reinforcement and application of concepts introduced in the WIOA and Disability eLearning either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p>
	Learning Content (eLearning)	<p>Introductory eLearning on Section 188 Equal Opportunity and Non-Discrimination Regulations concepts that would last approximately 20 minutes. Broad concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through vILT, or in-person) would be provided to progress further in-depth on concepts.</p> <p>Broad introduction to the following concepts includes:</p> <ul style="list-style-type: none"> ▷ All four titles under WIOA (as opposed to 2 titles under WIA) are responsible for aspects of AJC service delivery and 188 compliance. ▷ Describe Section 188 Final Rule, which brings provisions into accord with ADA. ▷ Outline roles of Civil Rights Center, EOO in monitoring AJCs, service providers, and programs/activities part of One-Stop delivery system operated by One-Stop partners.
	Learning Content (Discussion/Application)	<p>Reinforcement and application of concepts introduced in the Section 188 Equal Opportunity and Non-Discriminations Regulations eLearning either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p>
	Resources	<p>The following resources would be used as part of the eLearning overviews, application with activities and discussion and as a follow-up for resource access and research.</p> <ul style="list-style-type: none"> ▶ <u>Section 188 of the WIOA (Nondiscrimination and Equal Opportunity)</u> <ul style="list-style-type: none"> ▶ Summary Review of the DOL Notice of Proposed Rulemaking, from a Disability Perspective. ▶ <u>WIOA from a Disability Perspective & Section 188: A Powerful Foundation for Access</u> <ul style="list-style-type: none"> ▶ This webinar archive (March 2018) highlights the roles of WIOA Core Partners in complying with WIOA disability-

Icon	Key Training Component	Proposed Content
		<p>related provisions and Section 188, as well as their shared responsibility for administering aspects of AJC service delivery. Also learn about critical resources and key partners that can play a major role in supporting the workforce system, particularly in programmatic access to boost employment outcomes of individuals with disabilities.</p> <p>► <u>State Workforce Systems that are Making Equal Opportunity a Priority: Missouri, Virginia, California</u></p> <ul style="list-style-type: none">▶ This webinar archive (April 2018) highlights representatives from three States—Virginia, California and Missouri—who share their motivations, strategies, challenges and actions in implementing effective AJC Certification procedures, with Section 188 as the framework. <p>► <u>American Job Center (disability job-driven resources)</u></p> <ul style="list-style-type: none">▶ The resources found on the WorkforceGPS Disability and Employment Community page help strengthen the capacity of the American Job Center to support people with disabilities enter or return to the labor force. <p>► <u>The Playlists: Disability Resources for WIOA Practitioners</u></p> <ul style="list-style-type: none">▶ High-quality service to individuals with disabilities is a critical goal of WIOA partners and practitioners. Each playlist is a carefully selected set of links to resources such as toolkits, reports, online courses, and videos on a specific topic related to improving service to individuals with disabilities. The resources are intended for use by workforce development professionals, employers, rehabilitation services providers, adult educators, and other practitioners.<ul style="list-style-type: none">▶ Find useful guides that include online resources that can assist WIOA practitioners in serving persons with disabilities.▶ Locate training resources that can be used to create learning opportunities for all staff inside the American Job Center as well as partnering providers. Topics include disability etiquette, accessibility (programmatic, physical, and technological), and employer guidance in recruiting, working with, and retaining persons with disabilities (including specific guides related to working with students and veterans with disabilities). <p>► <u>WIOA Wednesday - American Job Center Certification: A Tool to Maximize State's Quality & Consistency</u></p>

Icon	Key Training Component	Proposed Content
	Glossary	<p>WIOA requires the state workforce development board (WDBs) to establish objective criteria and procedures when certifying its American Job Centers to help maximize quality of services and consistency across the state. In addition, local WDBs must follow procedures and criteria established by the state WDB and certify its American Job Centers and network at least once every three years.</p> <p>This WorkforceGPS webinar archive (April 2017) highlights emerging practices occurring in states evaluating the effectiveness, physical and programmatic accessibility, and continuous improvement of American Job Centers.</p> <p><u>WIOA: What It Means for Accessible Technology and American Job Centers</u></p> <p>Within WIOA is a provision stating that all comprehensive AJCs and affiliated sites must be physically and programmatically accessible to individuals with disabilities. More specifically, information and communication technology (ICT) designed, procured, maintained, and used by AJCs must comply with the nondiscrimination and equal opportunity provisions of Section 188 of WIOA and its implementing regulations. Check out the following resources designed to help AJCs understand their tech-related responsibilities under WIOA, along with the nuts and bolts of making their ICT accessible to customers.</p>
	Action Plan	<p>Recommend each local region requests State/local Equal Opportunity Officer (EOO) to offer info in person on Section 188.</p>

MODULE 2 THEME: Training Notes for Course Delivery

Building Knowledge & Comfortability around Disability

DISABILITY AWARENESS: *Workforce systems often receive an overload of disability sensitivity training without enough practical application of how to discuss disability with customers and employers, how to explore and implement reasonable accommodations, and how to work with partners across the spectrum of disabilities. It is recommended you start this module with an educational and humorous video to help put participants at ease with the topic. This will help set the stage for providing the legal requirement for how workforce staff/partners must discuss and store disability-related information; how reasonable accommodations are central to accessibility under Section 188/ADA; and how to build confidence in interacting with people with disabilities. It is not recommended to include the history of disability, as this is not as relevant to addressing the everyday experiences of staff/partners in the workforce system. The goal is to support participants to become more comfortable and confident in discussing disability, to encourage engagement in an interactive accommodation process with customers and to tap into useful resources.*

MODULE 2 TITLE: Building Confidence around Disability

Building Confidence around Disability

The following includes a proposed list of learning objectives, content and resources to build content for the second module on Building Confidence around Disability.

Icon	Key Training Component	Proposed Content
	Learning Objectives	<ul style="list-style-type: none">▷ Identify and practice comfortability interacting with people across the spectrum of disabilities.▷ Describe confidentiality and other legal requirements around disability-related information, including sharing information with other staff/partners and storing information.▷ Practice identifying disability disclosure and gain confidence in discussing disability-related information.▷ Engage in an interactive process around reasonable accommodations and resolve challenges to accessing services and/or employment.▷ Identify and access resources that are available to help resolve challenges around disability disclosure, reasonable accommodations, or other barriers to service/employment.
	Learning Content (Video)	<p>Watch a Disability Sensitivity Video (For example: External Link to a video on Disability Sensitivity)</p>
	Learning Content (Discussion/Application)	<p>Review resources AND/OR listen to a pre-recorded webinar, with examples on the following concepts:</p> <ul style="list-style-type: none">▷ How Section 188 Final Rule broadens the Definition of Disability & what this means<ul style="list-style-type: none">▶ What is the definition of disability under Section 188/ADA▶ How workforce staff/partners can recognize disability disclosure▶ When/how other partners or other resources are enlisted▶ When/how to explore reasonable accommodations

Icon	Key Training Component	Proposed Content
	Learning Content (eLearning)	<p>Engage in scenario-based e-learning on the interactive process of reasonable accommodations. Estimated time 15 minutes.</p> <p>Test/Quiz for understanding.</p> <ul style="list-style-type: none"> ▷ Disability-Related Information: Asking, Telling, Using and Storing <ul style="list-style-type: none"> ▶ Legal requirements that apply to: <ul style="list-style-type: none"> ‣ Asking questions that may reveal whether a person has a disability ‣ Telling or considering telling someone else about the disability ‣ Using disability-related information ‣ Storing disability-related information about customers, applicants, and employees ▶ Scenarios developed based on the interactive reasonable accommodation process
	Learning Content (Virtual Instructor-Led Training or Webinar)	<p>Accessibility Staff Training for Specific Roles.</p> <ul style="list-style-type: none"> ▷ Reasonable Accommodations <ul style="list-style-type: none"> ▶ Job Accommodation Network: The Interactive Process <ul style="list-style-type: none"> ‣ Recognizing disability disclosure ‣ Gathering information ‣ Exploring accommodation options ‣ Choosing an accommodation ‣ Implementing an accommodation ‣ Monitoring an accommodation ▶ Scenarios developed based on the interactive reasonable accommodation process ▶ Explore the Job Accommodation Network Interactive Process
	Resources	<ul style="list-style-type: none"> ▷ Module 2 Resources and Training Strategies <ul style="list-style-type: none"> ▶ Ensuring Equal Access to the Nation's Workforce Development System <ul style="list-style-type: none"> ‣ Fact sheet from the U.S. Department of Labor's Civil Rights Center on the Final Rule to promote nondiscrimination and equal opportunity in WIOA Title I–financially assisted programs and activities. ▶ Section 188 of the Workforce Innovation and Opportunity Act (Nondiscrimination and Equal Opportunity): Summary Review of the DOL Final Rule, from a Disability Perspective

Icon	Key Training Component	Proposed Content
		<ul style="list-style-type: none">▶ The purpose of this policy brief is to provide a summary of the final rule revising the regulations implementing the nondiscrimination and equal opportunity provisions of Section 188 of the Workforce Innovation and Opportunity Act from a disability perspective.▶ <u>Job Accommodation Network (JAN) Just-In Time Training Modules</u><ul style="list-style-type: none">▶ Self-contained resources feature videos and publications on a variety of topics that can be used by individuals or in larger training sessions. Topics include the Interactive Process; Disability Awareness to Increase Your Comfort, Confidence, and Competence; Ergonomics in the Workplace; All About JAN: Resources in Spanish; and more.▶ Use the 12-minute training module and accompanying transcript and handouts to provide an overview of JAN to AJC leadership, staff and partners.▶ Introduce EO Officers, Business Services team, job developers and job coaches, and human resources and employer partners to JAN's training modules of various lengths (from 11 minutes to 43 minutes) on various topics, strategies and resources that will increase access and successful employment outcomes and retention for job seekers/employees with disabilities.▶ <u>Staff Training Resources</u><ul style="list-style-type: none">▶ General staff training on accessibility basics goes hand in hand with training on diversity and disability awareness. The Partnership on Employment & Accessible Technology provides a list of accessibility staff training for specific roles.▶ <u>Disability Employment Related Websites and Resources</u><ul style="list-style-type: none">▶ The websites and resources found on the WorkforceGPS Disability and Employment Community page represent Federal agencies and technical assistance centers that have developed and created user-friendly videos, toolkits, guides and other information to assist the job seeker or employer.▶ <u>Disability Technical Assistance Videos</u><ul style="list-style-type: none">▶ These videos found on the WorkforceGPS Disability and Employment Community page can help you learn about disability employment issues as well as humanize the work we do to help connect the pieces. The informative videos cover a diverse range of disability topics including Service Integration; Physical and Programmatic Access; Effective

Icon	Key Training Component	Proposed Content
	Communication: Disability Awareness and Etiquette; and Financial Capability Strategies.	Disability Awareness
	<ul style="list-style-type: none"> ▶ Engage participants in disability awareness training by having them test their knowledge on how much they know about people with disabilities (Test Your Knowledge Disability Awareness). Include an opportunity for participants to learn from personal experiences shared by an individual with a disability. ▶ Suggested resources: Access different resources to build the quiz (e.g., Disability Statistics Online; U.S. Census Bureau Disability; and/or Myths and Facts About the Americans with Disabilities Act) ▶ Provide an Overview of the Americans with Disabilities Act <ul style="list-style-type: none"> ▶ Arrange for training by the Regional ADA National Network Center ▶ Focus on Title I & Title II of ADA as it applies to the American Job Centers ▶ Discuss Programmatic and Physical Accessibility using the Promising Practices in Achieving Universal Access and Equal Opportunity: A Section 188 Disability Reference Guide 	Disability Etiquette
	<ul style="list-style-type: none"> ▶ Engage participants to begin thinking about disability etiquette through a test your knowledge exercise (Disability Etiquette quiz). Through group activity, participants identify how people with disabilities might do things differently. ▶ Suggested resources: Disability Etiquette Guide and Job Accommodation Network. 	Glossary
	Glossary of key terms and concepts covered with Disability Sensitivity, Reasonable Accommodations, Awareness and Etiquette, and Section 188.	Action Plan
	<p>Challenge local workforce regions invite diversified panel of partners across spectrum of disabilities to discuss accessibility challenges/solutions and coordinate a process to collaborate.</p> <ul style="list-style-type: none"> ▷ VR, Deaf Agency, Blind Organization, Center for Independent Living, etc. 	

MODULE 3 THEME: Training Notes for Course Delivery

Accessibility goes Beyond Policy

Moving from Policies to Practices: If you ask workforce staff/partners about accessibility, many will cite reasonable accommodation policies, ADA building compliance, or having materials that state, “we provide auxiliary aids upon request”. Some also relay that they have assistive technology. In this module, it is recommended to share concrete examples of physical, programmatic, and communication accessibility, as well as ways in which the workforce system may ensure that policies are operationalized with plain language procedures in place. While Section 188/ADA provides the framework for accessibility, AJC Certification offers the opportunity bi-annually to assess and expand accessibility. AJC Certification also includes a Continuous Improvement element, in which AJCs must work towards expanding accessibility and creating a culture that is universally accessible. Finally, providing examples of universal access will support workforce staff/partners with serving a diverse customer base.

MODULE 3 TITLE: Accessibility for a Diversity of Customers

Accessibility for a Diversity of Customers

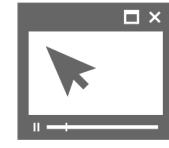
The following includes a proposed list of learning objectives, content and resources to build content for the third module on Accessibility for a Diversity of Customers.

Icon	Key Training Component	Proposed Content
	Learning Objectives	<ul style="list-style-type: none">▶ Identify and discuss how physical, programmatic, and communication access are implemented from policy to practice under WIOA Section 188.▶ Demonstrate how Section 188 and AJC Certification together offer a window of opportunity for AJCs and partners to evaluate and continuously improve accessibility.▶ Identify various assistive technology available for people across the spectrum of disabilities.
	Learning Content (eLearning)	<p>Introductory eLearning on Section 188 and AJC Certification concepts that would last approximately 10 minutes. Broad concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through vILT, or in-person) would be provided to progress further in-depth on concepts.</p> <p>Broad introduction to the following concepts includes:</p> <ul style="list-style-type: none">▶ Under WIOA all four titles are responsible for:<ul style="list-style-type: none">▶ Delivering center services▶ Providing center maintenance▶ Developing an AJC Certification process (One-Stop Operations Guidance for the American Job Center Network-TEGL 16-16)
	Learning Content (Discussion/Application)	<p>Reinforcement and application of concepts introduced in the Section 188 and AJC Certification eLearning either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p>

Icon	Key Training Component	Proposed Content
	Learning Content (eLearning)	<p>Introductory eLearning on Physical Accessibility concepts that would last approximately 10 – 15 minutes. Broad concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through vILT, or in-person) would be provided to progress further in-depth on concepts.</p> <p>Broad introduction to the following concepts includes:</p> <ul style="list-style-type: none"> ▶ Physical Accessibility <ul style="list-style-type: none"> ▶ ADA Accessibility Guidelines (ADAAG) contains scoping and technical requirements for accessibility to buildings and facilities by individuals with disabilities under ADA of 1990. ▶ Common trusted partners/resources for assessing and providing TA for physical access: <ul style="list-style-type: none"> ▶ State/local Centers for Independent Living (CILs) ▶ Regional ADA Centers ▶ Mayor's/Governor's Offices on Disabilities ▶ Assistive Technology & physical accessibility ▶ Examples of physical accessibility
	Learning Content (Discussion/Application)	<p>Reinforcement and application of concepts introduced in the Physical Accessibility eLearning either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p>
	Learning Content (eLearning)	<p>Introductory eLearning on Programmatic Accessibility concepts that would last approximately 10 – 15 minutes. Broad concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through vILT, or in-person) would be provided to progress further in-depth on concepts.</p> <p>Broad introduction to the following concepts includes:</p> <ul style="list-style-type: none"> ▶ Programmatic Accessibility <ul style="list-style-type: none"> ▶ Under WIOA Section 188, Core Partners (all 4 titles) of One-Stops must assess programmatic accessibility in which: “policies, practices, and procedures must provide effective and meaningful opportunity for persons with disabilities to participate in or benefit from aid, benefit, service and training”. ▶ This definition is different than the similar term “program accessibility” in ADA Title II, which refers to accessibility of

Icon	Key Training Component	Proposed Content
	Learning Content (Discussion/Application)	<p>facilities, programs, services, technology, and materials for individuals with disabilities; Section 188 definition is more encompassing, requiring AJCs to ensure full participation of people with disabilities from policy to practice.</p> <ul style="list-style-type: none"> ▶ All WIOA Title I-financially assisted programs and activities must be programmatically accessible, including: <ul style="list-style-type: none"> ▶ Providing reasonable accommodations for individuals with disabilities. ▶ Making reasonable modifications to policies, practices, and procedures. ▶ Administering programs in the most integrated setting appropriate. ▶ Communicating with individuals with disabilities as effectively as with others, and providing appropriate auxiliary aids or services, including assistive technology to afford equal opportunity to participate in, and enjoy the benefits of, the program or activity. ▶ Assistive Technology & programmatic accessibility ▶ Examples of programmatic accessibility
	Learning Content (eLearning)	<p>Reinforcement and application of concepts introduced in the Programmatic Accessibility eLearning either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p> <p>Introductory eLearning on Effective Communication concepts that would last approximately 10 – 15 minutes. Broad concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through vILT, or in-person) would be provided to progress further in-depth on concepts.</p> <p>Broad introduction to the following concepts includes:</p> <ul style="list-style-type: none"> ▶ Effective Communication <ul style="list-style-type: none"> ▶ Whatever is written or spoken must be as clear and understandable to all individuals, including those who are d/Deaf/Hard-of-Hearing (HoH) or other disabilities. ▶ It is required except when it would fundamentally alter the nature of the service or program or would result in an undue financial and administrative burden.

Icon	Key Training Component	Proposed Content
	Learning Content (Discussion/Application)	<ul style="list-style-type: none"> ▶ Under WIOA Section 188, it is considered highly difficult to prove undue burden especially when ensuring effective communication access (e.g., AJCs paying for sign language interpreters).
	Learning Content (eLearning)	<p>Reinforcement and application of concepts introduced in the Effective Communication eLearning either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p> <p>Introductory eLearning on Universal Design and Access concepts that would last approximately 10 – 15 minutes. Broad concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through vILT, or in-person) would be provided to progress further in-depth on concepts.</p> <p>Broad introduction to the following concepts includes:</p>

Icon	Key Training Component	Proposed Content
	Learning Content (Discussion/Application)	<p>Reinforcement and application of concepts introduced in the Universal Design and Access eLearning either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p>
	Learning Content (eLearning)	<p>Scenario-based interactive e-learning that highlights physical, programmatic, and communication access combining the various components learned in this module. This would last approximately 15 – 20 minutes depending on choices made during scenarios.</p>
	Resources	<ul style="list-style-type: none"> ▷ Module 3 Resources and Training Strategies ▷ Contact Your Regional ADA Center <ul style="list-style-type: none"> ‣ The ADA National Network consists of 10 regional ADA Centers and an ADA Knowledge Translation Center. The regional ADA Centers are distributed throughout the United States to provide local assistance and foster implementation of the ADA. ▷ Promising Practices in Achieving Universal Access and Equal Opportunity: A Section 188 Disability Reference Guide <ul style="list-style-type: none"> ‣ DOL has developed this Reference Guide to assist AJCs by providing promising practices that correlate with specific nondiscrimination requirements in Section 188 and the current Section 188 regulations. While this Reference Guide is focused on AJCs, it may be used as a resource document for anyone that desires to ensure universal access and equal opportunity for individuals with disabilities. ▷ American Job Center Customer Flow Scenarios <ul style="list-style-type: none"> ‣ This booklet features five illustrated stories that represent scenarios of customer experiences, and the guidance an AJC staff member might provide. Two focus on disability issues: 1) Sam has an undisclosed disability and needs guidance on reasonable accommodations and other rights under the Americans with Disabilities Act while returning to the labor force. 2) Charles is an employer seeking guidance to hire and accommodate workers with disabilities and is seeking resources on employee retention. Use these storyboards combined with the accompanying resources as a training tool for AJC staff and partners to connect their work to

Icon	Key Training Component	Proposed Content
		<p>guidance, strategies and resources on disability related issues.</p> <p>► <u>Accessibility Staff Training for Specific Roles</u></p> <ul style="list-style-type: none"> ‣ General staff training on accessibility basics goes hand in hand with training on diversity and disability awareness. The Partnership on Employment & Accessible Technology provides staff training recommendations for different roles.
		<p>► <u>Universal Design</u></p> <ul style="list-style-type: none"> ‣ Universal Design (UD) is a strategy for making products, environments, operational systems, and services welcoming and usable to the most diverse range of people possible. Its key principles are simplicity, flexibility, and efficiency. These resources offer helpful information related to Universal Design.
		<p>Interacting with People with a Wide Range of Disabilities</p> <p>► Provide a brief overview on tips and strategies on interacting with people with disabilities. Participants review and discuss responses to disability etiquette quiz. This can also be an opportunity to share some educational videos.</p> <ul style="list-style-type: none"> ‣ <u>Unconscious Biases: Shattering Assumptions and Surprising Ourselves</u> (5 min) - Through this creative animation, learn about unconscious biases against people with disabilities and their ability to work in the competitive workplace and how to challenge those assumptions. ‣ <u>Disability Sensitivity</u> (4 min) - Learn strategies to become more disability aware and sensitive through examples of awkward or insensitive communications intermixed with tips on effective communication with individuals with disabilities. ‣ <u>At Your Service: Engaging Customers with Disabilities</u> (20 min) - Learn about best practices offering insights, tips, and recommendations on how to provide exemplary customer service to individuals with disabilities.
		<p>People First Language</p> <p>► Participants learn about how to use affirmative phrases when communicating with and about people with disabilities by engaging in a group exercise to identify negative phrases in a mock press release.</p> <ul style="list-style-type: none"> ‣ Suggested resource: <u>Communicating With and About People with Disabilities</u>

Icon	Key Training Component	Proposed Content
	Reasonable Accommodations	<ul style="list-style-type: none">▶ Access Job Accommodation Network training modules/videos to learn and identify when and how to provide reasonable accommodations.▶ Job Accommodation Network Tools-- Through this four-minute animation, learn how JAN can help increase the productivity of the workplace using low-cost, practical solutions to accommodation situations.
	Glossary	Glossary of key terms and concepts covered with Section 188, AJC Certification, Physical Accessibility, Programmatic Accessibility, Effective Communication and Universal Design and Access.
	Action Plan	Challenge workforce staff/partners to explore the procedures behind AJC policies for reasonable accommodations, providing assistive technology, and ensuring effective communication.

MODULE 4 THEME: Training Notes for Course Delivery

Partnership, Partnership, Partnership

Serving People with Multiple Resource Needs: A major recurring theme of many of the promising practices collected from the DEI and Disability Program Navigator Initiative (DPN) included in the Section 188 Disability Reference Guide are about partnerships and collaboration. This module describes the steps that can be taken by AJCs to improve operational collaboration (e.g., establish partnerships and linkages through memoranda of understanding or other mechanisms) with entities that have experience working with individuals with disabilities in order to enhance capacity to effectively serve individuals with disabilities and ensure equal opportunity and nondiscrimination. This module also describes Integrated Resource Teams (IRT) as a highly effective way to assist customers with multiple resource needs in reaching positive employment outcomes.

MODULE 4 TITLE: Partnerships & Collaboration

Partnerships & Collaboration

The following includes a proposed list of learning objectives, content and resources to build content for the fourth module on Partnerships & Collaboration.

Icon	Key Training Component	Proposed Content
	Learning Objectives	<ul style="list-style-type: none"> ▷ Identify how physical, programmatic, and communication access are implemented from policy to practice under WIOA Section 188. ▷ Discuss how Section 188 and AJC Certification together offer a window of opportunity for AJCs and partners to evaluate and continuously improve accessibility. ▷ Identify various assistive technology available for people across the spectrum of disabilities.
	Learning Content (eLearning)	<p>Introductory eLearning on Effecting Collaboration, including Partnership and Linkages concepts that would last approximately 10 – 15 minutes. Broad concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through vILT, or in-person) would be provided to progress further in-depth on concepts.</p> <p>Broad introduction to the following concepts includes:</p> <ul style="list-style-type: none"> ▶ Effecting Collaboration, including Partnerships & Linkages <ul style="list-style-type: none"> ▶ Steps are taken by the AJC to improve operational collaboration with partners across the spectrum of disabilities in areas such as: <ul style="list-style-type: none"> ▶ Registration ▶ Common data intake and sharing ▶ Customer outreach ▶ Service delivery and coordination ▶ Cost sharing ▶ Performance measures and outcome data collection
	Learning Content (Discussion/Application)	<p>Reinforcement and application of concepts introduced in the Effecting Collaboration, including Partnerships & Linkages eLearning either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p>

Icon	Key Training Component	Proposed Content
	Learning Content (eLearning)	<p>Introductory eLearning on Cost Sharing concepts that would last approximately 10 – 15 minutes. Broad concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through vILT, or in-person) would be provided to progress further in-depth on concepts.</p> <p>Broad introduction to the following concepts includes:</p> <ul style="list-style-type: none"> ▶ Cost Sharing <ul style="list-style-type: none"> ▶ AJC coordinates funds and resources available to/through AJCs and other agencies that improve common outcome measures related to career advancement, employment, job retention, and earnings. ▶ Cost sharing arrangements cover the cost of dedicated staff experts, such as a Disability Resource Coordinator (DRC), who can establish and/or formalize commitments from partner organizations as well as contribute to the overall development and/or implementation of efforts pertaining to individuals with disabilities within the AJC. ▶ Integrated Resource Team (IRT) coordinates services and leverages funding to meet the employment needs of job seekers who may need access to multiple service providers and resources to reach training and employment goals. <ul style="list-style-type: none"> ▶ IRTs may involve a diverse range of supports to ensure job training, job search, and employment outcomes are successful for the individual, such as community transportation or housing coordinators, community college liaisons, special education transition assistance, or certified benefits planners, among others.
	Learning Content (Discussion/Application)	<p>Reinforcement and application of concepts introduced in the Cost Sharing eLearning either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p>
	Learning Content (eLearning)	<p>Introductory eLearning on Service Delivery and Coordination concepts that would last approximately 10 – 15 minutes. Broad concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through vILT, or in-person) would be provided to progress further in-depth on concepts.</p>

Icon	Key Training Component	Proposed Content
	Broad introduction to the following concepts includes:	<ul style="list-style-type: none"> ▶ Service Delivery and Coordination <ul style="list-style-type: none"> ▶ Incorporates dedicated staff, such as DRCs, as part of the staffing structure of AJC to facilitate linkages across partner organizations, establish IRTs, and convene a “disability and employment task force” or other partnership working group to address policy and systemic issues impacting the employment of individuals with disabilities, among other endeavors that can improve successful employment outcomes. ▶ Makes any local Work Incentives Planning and Assistance (WIPA) project(s) for individuals with disabilities a part of the team service coordination process, as needed. WIPA counselors can help customers with disabilities consider how getting a job will affect any disability benefits they may receive. The counselors can also train staff of the AJC or other workforce organizations about these benefits issues. ▶ Maintains a list of agencies and other local resources designed to assist individuals with disabilities (e.g., agencies providing interpreters for individuals who are deaf; financial capability services; information on applying to the state Medicaid Buy-in program; and how to access housing and transportation services) and makes that information available to both staff and customers. This information should be regularly updated.
	Learning Content (Discussion/Application)	<p>Reinforcement and application of concepts introduced in the Service Delivery and Coordination eLearning either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p>
	Learning Content (eLearning)	<p>Introductory eLearning on AJC Staff/Partner Ongoing Training concepts that would last approximately 10 – 15 minutes. Broad concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through vILT, or in-person) would be provided to progress further in-depth on concepts.</p> <p>Broad introduction to the following concepts includes:</p> <ul style="list-style-type: none"> ▶ AJC Staff/Partner Ongoing Training

Icon	Key Training Component	Proposed Content
	Learning Content (Discussion/Application)	<ul style="list-style-type: none"> ▶ Cross-training is conducted (by and for individuals in various roles such as State VR agency counselors, job service personnel, job training staff, service coordinators (including case managers), local disability providers, etc.) to promote relationship-building between various partner agencies in areas such as job search techniques, job development, and employer negotiation, and job support strategies related to individualized employment services. ▶ AJC staff members are trained to problem-solve and proactively offer assistance to customers who appear to be having difficulty accessing services (i.e., providing appropriate assistance to customers who need assistance to access self-directed services, including assistance using computers and other forms of technology). ▶ The AJC staff regularly accesses learning tools and resources with information about how to better provide integrated, seamless, and accessible services and programs to individuals with disabilities and/or other individuals facing challenges to employment.
	Learning Content (eLearning)	<p>Reinforcement and application of concepts introduced in the AJC Staff/Partner Ongoing Training eLearning either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p> <p>Introductory eLearning on Ticket to Work (Ticket) Program concepts that would last approximately 10 – 15 minutes. Broad concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through vILT, or in-person) would be provided to progress further in-depth on concepts.</p> <p>Broad introduction to the following concepts includes:</p> <ul style="list-style-type: none"> ▶ Ticket to Work (Ticket) program ▶ The Ticket program is a good fit for people who want to improve their earning potential and are committed to preparing for long-term success in the workplace. ▶ The Ticket program offers beneficiaries with disabilities access to meaningful employment with the assistance of

Icon	Key Training Component	Proposed Content
	Learning Content (Discussion/Application)	<p>Ticket to Work employment service providers called Employment Networks (EN).</p>
	Learning Content (eLearning)	<p>Reinforcement and application of concepts introduced in the Ticket to Work (Ticket) Program eLearning either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p>
	Resources	<p>Scenario-based interactive e-learning that highlights IRTs combining the various components learned in this module. This would last approximately 15 – 20 minutes depending on choices made during scenarios.</p> <p>► Module 4 Resources and Training Strategies</p> <p>► WIOA Resources Page</p> <ul style="list-style-type: none"> ‣ The WIOA Resource Page provides information and resources for States, local areas, non-profits and other grantees, and other stakeholders to assist with implementation of the Act. This page is updated to reflect newly developed materials, including responses to frequently asked questions. ‣ Promising Practices in Achieving Universal Access and Equal Opportunity: A Section 188 Disability Reference Guide ‣ DOL has developed this Reference Guide to assist AJCs by providing promising practices that correlate with specific nondiscrimination requirements in Section 188 and the current Section 188 regulations. While this Reference Guide is focused on AJCs, it may be used as a resource document for anyone that desires to ensure universal access and equal opportunity for individuals with disabilities. ‣ Integrated Resource Team (IRT) Information and Resources ‣ This page contains links to information and resources to assist with the understanding and implementation of the Integrated Resource Team approach. The IRT approach involves diversified service systems coordinating services and leveraging funding in order to meet the needs of an individual job seeker with a disability. ‣ Video Integrated Resource Team – (14 minutes): Learn about an innovative customer centered approach within

Icon	Key Training Component	Proposed Content
	an AJC in Portland, Oregon that involves diversified service systems coordinating services and leveraging funding to meet the needs of an individual job seeker with a disability.	<p>► Video—Finding Integration: Success in American Job Centers</p> <ul style="list-style-type: none">‣ Take a road trip, through this 11-minute video, with the Workforce Innovation Technical Assistance Center and earn how three different AJCs define “service integration”. Make stops on the front lines in Creston, IA; Covington, KY; and Woodbridge, VA, and learn about best practices and innovative customer service flow to maximize seamless service delivery. <p>► Video - Meet Ben: An Introduction to Ticket to Work</p> <ul style="list-style-type: none">‣ Easy to understand animation of the key benefits of participation in the Ticket Program (5 minutes).‣ Learn more about the Ticket to Work Program.

Icon	Key Training Component	Proposed Content
	Glossary	Glossary of key terms and concepts covered with Collaboration, Cost Sharing, Service Delivery and Coordination, AJC Staff/Partner Ongoing Training, and Ticket to Work Program.
	Action Plan	Challenge workforce staff/programs to engage in resource mapping in their local areas to identify new partners, conduct outreach and coordinate cross-training opportunities.

MODULE 5 THEME: Training Notes for Course Delivery

Youth & Disabilities

Serving Youth with Disabilities: WIOA outlines a broad youth vision that supports an integrated service delivery system and provides a framework through which states and local areas can leverage Federal, state, and local resources to support youth. Key provisions under WIOA should be outlined around eligibility, use of funding, braided funding, and program elements. For the first time under WIOA, financial literacy education is included as a program element, supporting youth to effectively managing finances.

This module should relay the challenges that youth with disabilities face in accessing the workforce system and employment, including a higher drop-out and poverty rate, a lack of disability identification, and higher unemployment rate. This leads to the Guideposts for Success and what all youth need in order to make a successful transition from school to postsecondary education, employment, and independent living. Guideposts for youth provide the research that identifies educational and career development interventions to promote employment success of all youth, including youth with disabilities. The elements of Guideposts should be integrated throughout this module, with themes of high expectations for all youth; equality of opportunity for everyone; individualization, inclusion, and integration; full participation and informed choice; and competitive integrated employment and economic self-sufficiency, with or without supports.

MODULE 5 TITLE: Youth with Disabilities

Youth with Disabilities

The following includes a proposed list of learning objectives, content and resources to build content for the fifth module on Youth with Disabilities.

Icon	Key Training Component	Proposed Content
	Learning Objectives	<ul style="list-style-type: none">▷ Identify and discuss the complex challenges that face youth with disabilities in gaining equal opportunities in transitioning from school to employment and economic self-sufficiency.▷ Identify the key elements or Guideposts for Success that support youth with disabilities to successfully transition from school to postsecondary education, employment, and independent living.▷ Access key resources available to youth with disabilities and their families including Ticket to Work, WIPA, Independent Living Centers and financial education that can lead to positive employment outcomes and self-sufficiency.▷ Develop real strategies that are currently supporting MN youth with disabilities to reach employment and self-sufficiency goals.
	Learning Content (eLearning)	<p>Introductory eLearning on How the MN Workforce System Fosters the Guideposts for Success of Youth Transition concepts that would last approximately 3 - 5 minutes. Then a series of more specific eLearnings on each component. Concepts will be introduced during eLearning and then follow-up activities, video and discussion (either online, through vILT, or in-person) would be provided to progress further in-depth on concepts.</p> <p>Broad introduction to the following concepts includes:</p> <ul style="list-style-type: none">▶ How the MN Workforce System Fosters the Guideposts for Success of Youth Transition<ul style="list-style-type: none">▶ School-Based Prep Experiences▶ Career-Prep & Work-Based Learning▶ Youth Development & Leadership▶ Connecting Activities▶ Family Involvement

Icon	Key Training Component	Proposed Content
	Learning Content (eLearning)	<p>Detailed eLearning on the 1st topic (School-Based Prep Experiences) involved with How the MN Workforce System Fosters the Guideposts for Success of Youth Transition. The eLearning would last approximately 5 - 7 minutes.</p>
	Learning Content (eLearning)	<p>Detailed eLearning on the 2nd topic (Career Prep and Work-Based Learning) involved with How the MN Workforce System Fosters the Guideposts for Success of Youth Transition. The eLearning would last approximately 5 - 7 minutes.</p>
	Learning Content (eLearning)	<p>Detailed eLearning on the 3rd topic (Youth Development and Leadership) involved with How the MN Workforce System Fosters the Guideposts for Success of Youth Transition. The eLearning would last approximately 5 minutes.</p>

Icon	Key Training Component	Proposed Content
	Learning Content (eLearning)	Detailed learning on:
	Learning Content (eLearning)	<p>Detailed eLearning on the 4th topic (Connecting Activities) involved with How the MN Workforce System Fosters the Guideposts for Success of Youth Transition. The eLearning would last approximately 5 - 7 minutes.</p> <p>Detailed learning on:</p>
		<ul style="list-style-type: none"> ▶ 4th topic in How the MN Workforce System Fosters the Guideposts for Success of Youth Transition ▶ Connecting Activities <ul style="list-style-type: none"> ▶ Acquiring assistive technologies ▶ Learning about diversified resources available: mobility/travel training; independent living centers and community-based support services; personal assistance services, including attendants, readers, interpreters, or other such services ▶ Critical importance of benefits-planning counseling to support transition from public assistance to self-sufficiency
		<p>Detailed eLearning on the 5th topic (Family Involvement) involved with How the MN Workforce System Fosters the Guideposts for Success of Youth Transition. The eLearning would last approximately 10 minutes.</p> <p>Detailed learning on:</p>
		<ul style="list-style-type: none"> ▶ 5th topic in How the MN Workforce System Fosters the Guideposts for Success of Youth Transition ▶ Family Involvement

Icon	Key Training Component	Proposed Content
	Learning Content (Discussion/Application)	<ul style="list-style-type: none"> ▶ Understanding the youth's disability and how it may affect his or her education, employment, and daily living options ▶ Knowledge of rights and responsibilities under disability legislation ▶ Knowledge of and access to programs, services, supports, and accommodations available for young people with disabilities ▶ Understanding of how individualized planning tools can assist youth in achieving transition goals and objectives
	Learning Content (eLearning)	<p>Reinforcement and application of concepts introduced and defined in each of the eLearnings on the 5 components involved with MN Workforce System Guideposts for Success of Youth Transition either through the use of Video, Online, Virtual or In-Person discussion and activities/exercises.</p> <p>Test/Quiz for understanding.</p>
	Resources	<p>Scenario-based interactive e-learning that highlights application of Youth Guideposts for Success. This would last approximately 15 – 20 minutes depending on choices made during scenarios.</p> <p>▷ Module 5 Resources and Training Strategies</p> <p>▶ WIOA Title I Youth Formula Program Guidance</p> <ul style="list-style-type: none"> ▶ This Training and Employment Guidance Letter provides guidance and planning information to states, local workforce areas, and other recipients of WIOA Title I youth formula funds on the activities associated with the implementation of WIOA. <p>▶ National Parent Center on Transition and Employment (NPCTE)</p> <ul style="list-style-type: none"> ▶ PACER's NPCTE has a wealth of information on the topic of helping youth with disabilities prepare for high school. While most resources have been developed with youth and their parents in mind, several are geared towards the various professionals who work with youth and their families. <p>Selected resources include:</p>

Icon	Key Training Component	Proposed Content
		<ul style="list-style-type: none">‣ <u>High Expectations: A Most Valuable Tool</u> – highlights the importance of having “high expectations” of youth with disabilities and its impact on transition outcomes.‣ <u>Promoting High Expectations for Post-School Success by Family Members: A “To Do” List for Professionals</u> – provides a “to-do” list of 7 strategies and 13 activities special education professionals can use in partnership with families to promote high expectations for post-school success for young adults with disabilities.‣ <u>The Path to Independence: Mobile Apps to Support Transition-Age Youth</u> -- this list includes apps that have been reviewed by parents and professionals and found to be useful and well-designed to support transition-age youth.‣ <u>Opportunities for Work While Receiving Social Security Benefits: Work Incentives and the Ticket to Work Program</u> – highlights the different programs available to support work while receiving Social Security benefits.‣ <u>Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities</u> -- cultural and linguistic issues may increase the complexities and challenges of the transition process. This resource provides tips on culturally appropriate practices in transition planning.‣ <u>Understanding the New Vision for Career Development: The Role of Family</u> – this brief discusses the three phases of career development, highlights Individualized Learning Plans as a tool for facilitating the career development process, and offers strategies on how families can be involved.‣ <u>The Guideposts for Success: A Framework for Families Preparing Youth for Adulthood</u> – this brief examines how the Guideposts for Success can be used as a framework from which families of youth with disabilities can consider the support needs of their youth during the transition planning process.‣ <u>Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in Job Search and Retention</u> – this brief explores the important role families and other caring adults play in the career planning, job search, and job retention of youth with disabilities.

Icon	Key Training Component	Proposed Content
		<ul style="list-style-type: none">▶ <u>Youth and Disability Disclosure: The Role of Families and Advocates</u> – this brief highlights the National Collaborative on Workforce and Disability for Youth's 411 on Disability Disclosure, and explores the roles families and advocates play in helping youth understand the importance of appropriate disability disclosure.▶ <u>National Collaborative on Workforce and Disability for Youth (NCWD/Youth)</u>▶ NCWD/Youth assists state and local workforce development systems to better serve all youth, including youth with disabilities and other disconnected youth.▶ <u>Youth Strategies and Solutions</u> – includes strategies and solutions to support youth, families and professionals including:<ul style="list-style-type: none">▶ Guideposts for Success▶ Innovative Strategies▶ Individualized Learning Plans▶ Transition Models▶ <u>Youth Videos</u> – highlight experiences of youth including:<ul style="list-style-type: none">▶ Hitting the Open Road Video Series – options while in high school.▶ Youth Action Council on Transition▶ 411 on Disability Disclosure▶ <u>Employment Resource Guide: Successfully Preparing Students with Disabilities for Competitive Integrated Employment</u>▶ This guide is designed for high school students with disabilities and outlines a series of exercises to prepare students for graduation and the choice to move into competitive integrated employment.▶ <u>The 411 on Disability Disclosure: A Workbook for Youth with Disabilities</u>▶ This workbook is designed for youth and adults working with them to learn about disability disclosure and help them make informed decisions about whether or not to disclose their disability and understand by considering how that decision may impact their education, employment, and social lives.▶ <u>Youth with Disabilities</u>▶ These resource links on the WorkforceGPS Disability and Employment Community page have been compiled to support workforce professionals and other stakeholders to

Icon	Key Training Component	Proposed Content
	Glossary	<p>Glossary of key terms and concepts covered with Guideposts for Success of Youth Transition, School-Based Prep Experiences, Career-Prep and Work-Based Learning, Youth Development and Leadership, Connecting Activities, and Family Involvement.</p>
	Action Plan	<p>Challenge workforce staff/programs to learn about Ticket to Work, local Employment Networks and regional Work Incentives, Planning & Outreach program to learn more about the many employment resources available to youth with disabilities.</p>

APPENDIX

Outline of Minnesota's Current Training Materials

Content included in current training materials:

Learning Topic	Content Covered
Benefits of DRC Training	<p>To be knowledgeable in the below areas:</p> <ul style="list-style-type: none">▷ Disability etiquette▷ Universal access▷ Reasonable accommodations▷ Americans with Disabilities Act▷ Awareness of various disabilities
Section 1: Handout and Learning Objectives  DRI Level 1 Training-Section 1 2.1	<ul style="list-style-type: none">▷ To know the practices that promote effective American Job Center services/programs for people with disabilities.▷ To understand the WIOA regulation (Section 188) for American Job Center customers with disabilities.▷ To understand how the Disability Employment Initiative assists with the implementation of WIOA regulation (Section 188) in American Job Centers.
History of Disabilities and Brief	<p>Subtopics include:</p> <ul style="list-style-type: none">▷ Ancient Era 1500 B.C. – 475 A.D.▷ The 17th and 18th Centuries▷ 1800 -1950: The Rise of Institutions▷ The Awakening 1950 – 1980▷ Key Legislative Advancements
Disability Sensitivity	External link to video on Disability Sensitivity
Disability Etiquette	<p>Pass and review handout “Basic Disability Etiquette Tips</p>
People First Language	External link to video on People-First Language (with Disability Etiquette) <p>Other content included language to use when discussing disabilities.</p>

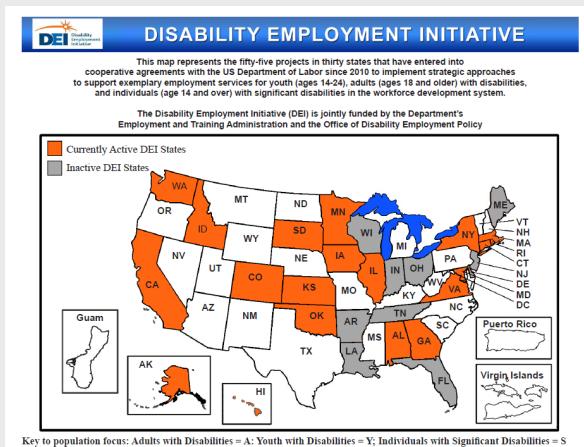
Learning Topic**Content Covered****DEI Grantees**

Since 2010, the U.S. Department of Labor awarded grants to 55 projects in 30 states to improve education, training, and employment outcomes of youth and adults with disabilities totaling approximately \$139 million. More recent DOL grants incorporate a Career Pathways focus that includes apprenticeship to align with the goals and objective of the Workforce Innovation and Opportunity Act (WIOA) and close the skills gap.

Minnesota DEI

Minnesota has been awarded three rounds

1. Round 3 youth focused
2. Round 5 adult and career pathway focused
3. Round 7 youth focused

DEI Overview**National Disability Institute**

[External link to the home page for National Disability Institute](#)

Create and Register Account

[External link to WorkforceGPS to create an account](#)

Section 188 of the Workforce Innovation and Opportunity Act

[External link for U.S. Department of Labor's page on Section 188 of the Workforce Innovation and Opportunity Act](#)

Minnesota State Plan & Section 188

Provide State plan/section 188 handout

Reception and Resource Area Certification Program

[External link for Minnesota's Online Training Modules for Reception and Resource Area Certification Program](#)

Learning Topic	Content Covered
Section 1 Assessment	 DRC I- Section 1 Assessment 2.18.docx  DRC I- Section 1 Answers 2.18.docx
Section 2 Handout and Learning Objectives  DRI Level 1 Training-Section 2 2.1	<ul style="list-style-type: none"> ▷ To know aspects of disability culture to increase the effectiveness of service delivery. ▷ To understand how people with disabilities and employers define accessibility. ▷ To know how the universal design and accessibility guidelines are implemented in your American Job Center.
Olmstead Plan	Provide Olmstead Plan hand-out
Access for All	Reference their reading and reference link to the entire manual in section 2.
What is Accessibility?	External Link to What is Accessibility Video
Universal Design	Explain Universal Design concept
Building Access Survey	<p>Recertification of WFCs occurs every 3 years</p> <p>All components of a building are identified including parking, pathways, entrance, common elements of the building, accessible route and features specific to a WFC. The tool is provided to site managers prior to a review.</p>
Electric Curb Cut	External link to video on The Electric Curb Cut
Let Good Customer Service be your Guide (Source: Access for All)	Listing of items that constitute good customer service.
Screening Tools	Provide and discuss the reading tool. Talk through "how would you use this"? Ask specific questions to determine how, when, where, and why.
Learning Disability	Content that might help to determine what kind of accommodations might be useful to overcome difficulties in the workplace.

Learning Topic	Content Covered
Job Concern and Accommodations	Possible accommodations for a Reading Concern
How Can I Help You?	<p>External link to video on How Can I Help You?</p>
Visit (Websites/Organizations)	<ul style="list-style-type: none"> ▷ National Center on Workforce and Disability ▷ PACER Center ▷ Disability Minnesota Website ▷ Job Accommodation Network ▷ Minnesota State ADA ▷ ADA Checklist for Readily Achievable Barrier Removal ▷ Minnesota Star Program
Autism "Awareness" 10 Things You Should Know	<p>External link to video on Autism "Awareness" - Ten Things You Should Know</p>
Section 2 Assessment	 DRI I -Section 2 Assessment 2.18.docx  DRI I -Section 2 Answers 2.18.docx
TEDx Talks	<p>External link to Ted Talk video on Let's change the way we think about disability</p>
Section 3 Handout and Learning Objectives  DRI Level 1 Training-Section 3 2.1	<ul style="list-style-type: none"> ▷ To understand disclosure in the work place. ▷ To be aware of different assistive technology. ▷ To increase awareness on hidden disabilities and mental health.
The Disclosure Dilemma for Advocate	Pass out "Disclosure Dilemma" hand-out
Disclosing a Disability to an Employer	<p>External link to video on Disclosing A Disability To An Employer</p>
Scenario	Scenario on disclosing a previous seizure to a potential employer.

Learning Topic	Content Covered
Assistive Technology	<p><u>External link to video on Understanding Assistive Technology: Simply Said</u></p>
CMJTS Assistive Technology	<p>Sub topics include:</p> <ul style="list-style-type: none">▷ Pocket Talker▷ UbiDuo▷ NexTalk▷ Jaws▷ ZoomText▷ Optelec
Scenarios	<p>Optional if there is time. Scenario content not included in source.</p>
Video	<p><u>External link to video on "We All Have Problems" - Mental Health Awareness Ad</u></p>
How to spot Signs of Mental Health	<p><u>External link to video on How to spot the signs of mental illness</u></p>
Tips When Communicating with People Who Have Mental Health Concerns	<p>Respect, Listen and Acknowledge content</p>
Job Accommodation Network (JAN)	<p>Scenarios for OCD baker and possible accommodations from employer. Employee with severe depression had difficult taking notes and paying attention. Discussion on possible accommodations.</p>
Section 3 Assessment	<p> DRI I -Section 3 Assessment 2.18.docx  DRI I -Section 3 Assessment answers 2</p>

Learning Topic	Content Covered
Section 4 Handout and Learning Objectives  DRI Level 1 Training-Section 4_2.1	<ul style="list-style-type: none"> ▷ To understand the integrated resource team (IRT) model. ▷ To understand Guideposts for Success. ▷ To know the Career Pathways model. ▷ To understand the basics of employment networks.
What is an Integrated Resource Team?	Description discussion
Integrated Resource Team Models...	Collaboration and Partnerships
Who Participates on an IRT?	Listing of potential IRT members
IRT Scenario	Scenario not provided
Introduction to the IRT	External link to video on the Integrated Resource Team model
Guideposts for Success	Discussion and handout of the Guideposts for Success form
Opening Career Pathways	<p>Anoka county is an expert with Career Pathways. Would anyone like to share their experiences with Career Pathways?</p> <p>External link to video on Minnesota FastTRAC: Opening Career Pathways</p>
Employment Networks	<p>Subtopics include:</p> <ul style="list-style-type: none"> ▷ Advanced Manufacturing ▷ Healthcare ▷ Retail ▷ Healthcare Careers Infographic <p>ENs offer – career planning, job leads, job placement, ongoing employment support</p> <p>Customers or advocates can assist in locating a provider using the find help tool</p> <p>External link to the Ticket to Work's website Choose to Work</p> <p>External link to video on Disability Awareness</p>

Learning Topic**Content Covered****Section 4 Assessment**DRI I -Section 4
Assessment 2.18.docxDRI I -Section 4
Assessment 2.18 answ

Maher & Maher, an IMPAQ Company, completed this project with federal funds, under contract number 1630DC-17-U0009 ORM 2017, from the U.S. Department of Labor, Employment and Training Administration. The contents of this publication do not necessarily reflect the views or policies of the Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Maher & Maher is a specialized change management and talent-development consulting firm focused on advancing the collaboration between workforce, education, and economic development.



Maher & Maher
Investment Advisors for Talent Development.
AN IMPAQ COMPANY