

Technical Assistance Center (TAC) Joint Needs Assessment

Introduction to needs assessment

Welcome!

In the Fall 2015, the Rehabilitation Services Administration (RSA) proposed four new technical assistance centers to support the activities of state vocational rehabilitation agencies. The following centers began their work on October 1, 2015:

- **Workforce Innovation Technical Assistance Center (WINTAC)**
- **Vocational Rehabilitation (VR) Training and Technical Assistance (TA) Center for Youth (Y-TAC)**
- **Targeted Communities Technical Assistance Center: Educate, Empower, and Employ (TC-TAC)**
- **Program Evaluation and Quality Assurance Technical Assistance Center (PEQA-TAC)**
- **National Technical Assistance Center on Transition (NTACT) - (began work in 10/1/2014)**

As indicated in the request for proposals and included in subsequent cooperative agreements between each project with RSA, each center is tasked with conducting a needs assessment to inform the technical assistance activities provided to state VR agencies.

In response to a request from the Council of State Administrators of Vocational Rehabilitation and support from RSA, these centers elected to collaborate in securing the information critical to the development and operation of their technical assistance activities. To that end, these centers developed a joint needs assessment to decrease the burden on state VR agencies associated with completing multiple assessments.

The following pages of this joint needs assessment represents the composite efforts of these centers to collect information that will assist us in providing technical assistance in numerous areas that is of high quality and utility. We thank you for taking the time to complete this assessment and providing us with your input on the activities of these centers.

On the final page of this survey, we provide a list of these centers, their website information, and a contact person and his or her contact information. You are welcome to print a copy of this page but we will be emailing you this information to thank you for your participation in this study.

Thank you again for your participation!

Workforce Innovation Technical Assistance Center (WINTAC)

The purpose of the Workforce Innovation Technical Assistance Center (WINTAC) is to provide training and technical assistance (TA) in five topic areas related to WIOA to State Vocational Rehabilitation Agencies, related agencies, rehabilitation professionals and service providers. The goal is to assist VR agencies and partners to achieve full implementation of the requirements of (WIOA).

The WINTAC will provide training and TA in five topic areas related to the requirements of WIOA. Please identify your agency's anticipated level of need (gap between current and desired performance) in each of these areas identified below:

	None	Low	Medium	High	Unsure
A. Implementation of effective provision of pre-employment transition services to students with disabilities and supported employment to youth with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Implementation of the requirements in Section 511 of the rehab Act (referring to limitations on the use of sub-minimum wage employment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Provision of resources and strategies to help individuals with disabilities to achieve competitive integrated employment, including customized and supported employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Integration of the VR program into the workforce development system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Transition to the new common performance accountability system under Section 116 of WIOA, including the collection and reporting of common data elements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how would you rate your agency's current level of implementation of the requirements of WIOA?

- Limited implementation
- Average implementation
- Above average implementation
- Full implementation

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Vocational Rehabilitation (VR) Training and Technical Assistance (TA) Center for Youth (Y-TAC)

The Vocational Rehabilitation (VR) Training and Technical Assistance (TA) Center for Youth (Y-TAC) is charged with providing State VR Agencies (SVRAs) and related rehabilitation professionals with training and TA around serving all Youth with Disabilities (YWD) more effectively in order to

Please complete the table below regarding your current level of satisfaction as it relates to the provision of services to all youth with disabilities (YWD)**.

	Dissatisfied	Neither satisfied or dissatisfied	Moderately Satisfied	Extremely Satisfied
Recruitment and Continued Engagement of YWD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment Process and Career Exploration Process for YWD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YWD Post-Secondary Credential/Certificate Attainment Rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YWD Competitive Integrated Employment Placement Rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YWD Competitive Integrated Employment Retention Rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Including youth with disabilities who are not engaged in comprehensive special education programs, such as those that are on 504 Plans, are other system connected youth (i.e. Foster Care or Juvenile Justice) or who are otherwise disconnected youth.

In the table below, please indicate the level of need for your agency's staff related to the following professional development competencies for working with youth with disabilities:

	None	Low	Medium	High	Unsure
Knowledge of the Youth Services Field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication with Youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment and Individualized Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship to Family and Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Exploration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Exploration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Planning and Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships with Employers, and Between Employers and Employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connection to Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is your agency currently engaging in and/or utilizing Customized Employment as one of your Supported Employment Strategies.

- Yes
- No

The Guideposts for Success, developed by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth), are a research-based, comprehensive approach and holistic framework designed to aid all youth, including youth with disabilities (YWD), in the transition to adulthood. The Guideposts identify a set of standards that all youth need as well as additional standards that YWD need in order to successfully transition to adulthood. In the table below are the five key areas of the Guideposts, and a scale to indicate the level of Training and TA your agency needs as related to the standards associated with each of the Guideposts.

	None	Low	Medium	High	Unsure
School-Based Preparatory Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Preparation and Work-Based Learning Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth Development and Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Involvement and Supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Targeted Communities Technical Assistance Center (TC-TAC)

The goal of the Targeted Communities Technical Assistance Center (TC-TAC): Educate, Empower, and Employ is to provide State VR agencies and their partners with the skills and competencies needed to address barriers to VR program participation and competitive integrated employment encountered by *economically disadvantaged persons with disabilities living in high poverty and unemployment communities*. The TC-TAC will provide general technical assistance to all state agencies regarding promising practices to identify and engage individuals with disabilities in these communities in vocational rehabilitation services leading to competitive employment. The TC-TAC will also provide intensive TA to 12 targeted communities across the country and provide technical assistance on the strategies associated with successful outcomes identified in these communities

High-leverage groups with national applicability are those groups of individuals with disabilities who are frequently identified by State VR agencies throughout the Nation in their statewide comprehensive needs assessments as groups comprised of individuals that are either under-served or who have achieved substandard performance. Please rate your TA needs for the following groups:

	None	Low	Medium	High	Unsure
Residents of rural and remote communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjudicated adults and youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth with disabilities in foster care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals with disabilities receiving Federal financial assistance through TANF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally diverse populations (e.g., African Americans, Native Americans, and non-English speaking populations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school dropouts and functionally illiterate consumers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persons with multiple disabilities (e.g., deaf-blindness, HIV/AIDS with substance abuse)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SSI and SSDI recipients, including subminimum-wage employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In thinking of the geographic areas of your state that have high poverty and unemployment above the national average, please rate the level of technical assistance needed to serve specific groups of persons with disabilities living in those areas.

	None	Low	Medium	High	Unsure
Amputations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arthritis or Rheumatoid Disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asthma or other Allergies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attention-Deficit Hyperactivity Disorder (ADHD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blindness or Low Vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blood Disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cancer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cerebral Palsy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deafness or Hearing Loss	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diabetes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Epilepsy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HIV and AIDS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual Disability or other Cognitive Impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	None	Low	Medium	High	Unsure
Multiple Sclerosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muscular Dystrophy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obesity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parkinson's Disease and other Neurological Disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific Learning Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spinal Cord Injury (SCI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stroke	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traumatic Brain Injury (TBI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol Abuse or Dependence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug Abuse or Dependence (other than alcohol)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post Traumatic Stress Disorder (PTSD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxiety Disorders other than PTSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personality Disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schizophrenia and other Psychotic Disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other groups of individuals with disabilities not indicated above that you are in need of technical assistance?

In thinking of the geographic areas of your state that have *high poverty and unemployment* above the national average, please rate the level of concerns each item has on service provision or limits economic opportunities for people with disabilities living in these areas.

	None	Low	Medium	High	Unsure
Lack of high quality jobs in the area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of self-employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of community-based rehabilitation providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of high-quality VR personnel to provide services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of training of VR personnel in the specific needs of people living in these communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of promising or evidenced based practices to serve people living in these communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of other employer networks in these areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pervasive poverty stressors (food insecurity, secondary health problems, safety concerns, etc.) experienced for more than one generation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of affordable, reliable, safe transportation options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited access to vocational training and/or educational options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Single parent homes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor health status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigration related issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extremes of climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What other barriers impact service provision or limit economic opportunities for to persons with disabilities living in these areas?

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Program Evaluation and Quality Assurance Technical Assistance Center (PEQA-TAC)

The PEQA-TAC seeks to increase the capacity of state VR programs to evaluate the effectiveness of rehabilitation services provided to persons with disabilities. This TAC will offer a certificate training curriculum in program evaluation. In addition, the PEQA-TAC will provide training in intermediate level special topics for state program evaluators to support their efforts to evaluate existing services and emerging practices. Through these technical assistance activities, PEQA seeks to

increase the capacity and sophistication of state VR program evaluators to provide timely and relevant program evaluation data to help state VR agencies develop new competencies capable of responding in new and different ways to create and deliver outcomes in a dynamic economy.

Does your state have an individual designated to conduct program evaluation?

- Yes
- No

If you have a program evaluator, approximately how long has this individual served in this capacity at your agency?

Does your state have an individual designated to assess quality assurance?

- Yes
- No

If you have a person responsible for quality assurance, approximately how long has this individual served in this capacity at your agency?

Please rate your current capacity of your program evaluator to meet the evaluation or quality assurance needs of your agency

	None	Low	Medium	High	Unsure
The staff member(s) responsible for gathering and compiling our state VR data have adequate evaluation knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff skills in preparing data for reports and presentations to non-research audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data is prepared and available to administrators in a format that can easily be used to inform programmatic decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacity of staff to identify under-performing units or offices in the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacity of staff to identify and evaluate factors associated with variable performance of units or offices in the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The PEQA-TAC will provide at least four specialized training topics per year for intermediate level program evaluators. Please rate the importance of the following specialized training areas based on the needs of your agency.

	Not Important	Low	Medium	High Importance	Unsure
Evaluating effectiveness of services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced analysis of RSA 911 data and other data sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualitative analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Survey design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of outcomes-focused business models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodologies for evaluation of staff development and training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodologies for evaluation of staff satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodologies for evaluation of client satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodologies for evaluation of innovation within the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and developing quality assurance measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of quality assurance strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodologies for evaluation of diffusion of emerging practices within the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other topics that you would like to see included in the specialized workshops for intermediate level program evaluators or persons providing quality assurance?

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National Technical Assistance Center on Transition

NTACT's purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment. NTACT provides universal, targeted, and intensive levels of technical assistance focused on (a) secondary students with disabilities (SSWD) accessing and succeeding in rigorous academic instruction, (b) SSWD accessing and succeeding in career related curricula and activities, (c) quality transition planning for SSWD, including interagency collaboration, (d) SSWD graduating, and (e) data-driven decision making to improve programs and systems.

Please rate your needs for technical assistance in the following areas:

	None	Low	Medium	High	Unsure
Effective practices to teach employment skills and essential characteristics of programs correlated with positive employment outcomes for students and youth with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative strategies and models to implement pre-employment transition services between vocational rehabilitation, education, and other stakeholders for all students or youth with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative strategies and models WIOA between vocational rehabilitation, labor, education, and other stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative strategies and models to identify, recruit and engage persons with disabilities living in geographic areas with high poverty and high unemployment between vocational rehabilitation, community agencies, and other stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative strategies and models to develop program evaluation systems and strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Demographic Information

In which state or territory is your agency located?

Which of the following best describes your agency?

- Combined agency
- General agency for persons with disabilities except those who are blind
- Agency for the Blind

How many years have you been with the agency?

Which of the following best describes your position in the agency

- Director
- Deputy Director
- Other Position (please specify)

What department in state government is your program located?

- Education
- Labor/Workforce Development
- Health and Human Services
- VR is an independent agency
- Other location in state government (please specify)

Does your agency have specialized caseloads for specific disabilities or age groups?

- Yes
- No

If you answered yes to the previous question, which of the following specialized caseloads does your agency support?

- Transition
- Mental Health/Psychiatric
- Criminal Justice
- Juvenile Justice
- TANF
- Homeless/Runaway Program
- Substance Abuse/Dependence
- Traumatic Brain Injury
- Other Specialized Caseload (please specify)

Which statement accurately reflects your state agency regarding the Order of Selection

- My agency is not under or been approved for an Order of Selection
- My agency has been approved for, but not implemented, an Order of Selection
- My agency has implemented an Order of Selection but does not currently have a waitlist for services
- My agency has implemented an Order of Selection and has a waitlist for services

Does your agency have an Employer or Business Engagement Unit?*

- Yes
- No

If you have an employer engagement unit, how many years has your agency had this unit?

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Demographic Information (cont.)

Has your agency implemented any policies and programs within the following topic areas that could be considered national models (Check all that apply)?

- Provision of pre-employment transition services to students with disabilities
- Supported employment to youth with disabilities.
- Implementation of the requirements in Section 511 of the Rehab Act (referring to limitations on the use of subminimum wage employment)
- Strategies to help individuals with disabilities to achieve competitive integrated employment
- Integration of the VR program into the workforce development system
- Transition to the new common performance accountability system under Section 116 of WIOA
- Transition of youth to post-secondary education or vocational education
- Transition of youth to employment
- Outreach to persons with disabilities or community leaders from geographic areas with high poverty and unemployment
- Service provision to persons with disabilities from geographic areas with high poverty and unemployment
- Program evaluation of existing and emerging practices within the state VR program
- Quality Assurance of existing and emerging practices within the state VR program

For areas that you have checked, can you please provide the title of each service or practice?

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If possible, please provide the name and contact information for an individual that would be willing to provide further information on these practices.

Name	<input type="text"/>
Title	<input type="text"/>
Email	<input type="text"/>
Phone	<input type="text"/>

In what areas would you like your agency to receive technical assistance TA and/or training (check all that apply):

- Provision of pre-employment transition services to students with disabilities
- Supported employment to youth with disabilities.
- Implementation of the requirements in Section 511 of the Rehab Act (referring to limitations on the use of subminimum wage employment)
- Strategies to help individuals with disabilities to achieve competitive integrated employment
- Integration of the VR program into the workforce development system
- Transition to the new common performance accountability system under Section 116 of WIOA
- Transition services for youth and young adults with disabilities
- Outreach and service provision to persons with disabilities or community leaders from geographic areas with high poverty and unemployment
- Program evaluation and quality assurance training

Please identify a member of your agency that the technical assistance centers can contact to follow-up on your request for technical assistance.

Name	<input type="text"/>
Title	<input type="text"/>
Email	<input type="text"/>
Phone	<input type="text"/>

Do you have any recommendations for the Technical Assistance Centers to improve the outreach, engagement, or technical assistance provided by these centers?

Is there any additional information or concerns not addressed in this needs assessment that you would like to share with the technical assistance centers?

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Thank you and TAC information

Thank you for completing the TAC joint needs assessment. We value your input and willingness to support our efforts to provide you with the technical assistance required by your agency. Below is the contact information of the different centers involved in this needs assessment. We will also email the individual you designated to receive information on the technical assistance centers this information.

INSERT WINTAC LOGO AND CONTACT INFO HERE

INSERT Y-TAC LOGO and CONTACT HERE

Target Communities Technical Assistance Center: Project E3 (TC-TAC)

<http://e3-tc.com/>

Dr. Madan M. Kundu, Project Director

225-771-2325 or 225-771-2335

kundusubr@aol.com OR madan_kundu@subr.edu

National Technical Assistance Center on Transition (NTACT)

www.transitionta.org and ntactmail@uncc.edu

Catherine Fowler, Project Coordinator

chfowler@uncc.edu, 704-687-8606

Program Evaluation and Quality Assurance Technical Assistance Center (PEQA-TAC)

<http://www.peqatac.org/about/>

Cayte Anderson, Project Director

andersoncay@uwstout.edu or (715)232-2150