Public Burden Statement. An agency may not conduct or sį
collection of information unless it displays a currently valid
number. The OMB control number for this project is 1230-X
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searching existing data sources, gathering and maintaining t
collection of information. Send comments regarding this bui
of information, including suggestions

U.S. Department of Labor
Office of Disability
Employment Policy
200 Constitution Avenue, I
Washington, DC 20210

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#	REVISED QUESTION	NOTES
	...ABOUT WHAT YOU DO...	
SL1	**What are the roles and responsibilities of the DEI State Lead?**	
SL2	**What are the roles and responsibilities of the DRC?**	
SL3	**What are the differences between the roles of the DPN and the DRC?**	Only for state/LWIB that still have Disability Program Navigators (DPNs)
SL4	**Describe the interaction between the DEI state lead and the DRCs.** PROBES: *How do they work together for the benefit of customers with disabilities? What is the nature and frequency of their collaborations? (3rd year) How has this evolved over the project period?*	
	...ON BECOMING AN EN...	
SL5	**Walk me through the process of your DEI site(s) becoming (an) EN(s). What was difficult? Why? What was easy? Why?**	Only for states that had non-EN sites.
SL6	**Is there any thing in particular that helped you through the EN application process?**	Only for states that had non-EN sites.
SL7	**What challenges, if any, does the One-Stop experience in participating in Ticket To Work?**	
	...ABOUT PARTNERSHIPS...	
SL8	**What partnerships and collaborations that supported the employment of people with disabilities, existed in your state prior to DEI?** PROBE: *Describe the involvement of stakeholders, partners, and collaborators and how they helped shape the services provided.*	
SL9	**Since DEI began, what partnerships have been developed?** PROBE: *Required WIA partners? State and local programs/agencies? Faith-based and community organizations?*	
SL10	**How does the region define who is a partner?** PROBE: *what about less traditional partners, like Medicaid, small business development centers, work incentive coordinators for Social Security, economic development programs, etc.*	

SL11	**Are there mechanisms in place at the state-level that stimulate or provide an incentive for partnerships collaboration or teamwork?**	
SL12	**Have the partners changed over time? Why?**	Not for year 1.
SL13	**What are the challenges the workforce system encounters in collaborating with other agencies?** PROBE: *w/ general assistance agencies (transportation, housing, etc.)? w/ local workforce development agencies (e.g. community college work initiatives, Job Corps, etc.)? w/ disability-specific agencies?* SUBQUESTION: How have these challenges been addressed?	
SL14	**How much are the VR agencies integrated with the LWIB and one-stop centers?** PROBES: *Are they co-located? Is there a full time VR staff member on-site? How is co-enrollment handled?*	
SL15	**How has the initiative improved the coordination and delivery of services and the level of alignment between agencies and service providers?**	Not year 1.
SL16	**How have the partnerships been coordinated to ensure sustainability now that the funding will be ending?** PROBE: *Sharing, leveraging, of expertise and funds***.**	Not year 1.
SL17	**What elements of this collaboration will extend beyond the life of the grant?** SUBQUESTION: What have you done to ensure that these elements are sustained?	Not year 1.
	...ABOUT STRUCTURE & POLICIES...	
SL18	**Does the state Workforce Investment Agency have any policies that specifically impact the implementation of DEI?** SUBQUESTION: What are they and how do they affect DEI?	
SL19	**Do the LWIBs have any policies that specifically impact the implementation of DEI?** SUBQUESTION: What are they and how do they affect DEI?	

SL20	**Describe any structural changes (i.e., organizational structure, policies, and procedures) that are being made or should be made to improve service delivery and integration under DEI.**	Not year 1.
	...LEVERAGING RESOURCES...	
SL21	**How are you leveraging resources and being creative with your funding to improve your services for CWDs?** PROBES: *Blending and braiding...systems leveraged...amount/type of funds/resources? What are the possibilities for (for example) leveraging technology resources (tech act programs, revolving funds...) or transportation (state transportation...united we ride...)etc.?*	
SL22	**What are some of the lessons you've learned about leveraging your resources? What has worked? What has not worked?**	
SL23	**How do IRTs facilitate services for CWDs across your multiple service delivery systems?** SUBQUESTIONS: What challenges have IRTs helped address? In what ways have IRTs contributed to the leveraging of resources?	Not for year 1. Relevant to states using BOTH the IRT and B&B strategies only.
	...SERVING CWDs...	
SL24	**What are the unique challenges of serving youth with disabilities?** PROBE: *those in the foster system? Juvenile Justice system?*	
SL25	**What programs and/or services were offered to people with disabilities prior to the DEI project?** PROBES: *Benefits Counseling, ticket to work, customized employment, DPN (how many? How long? roles?*	
SL26	**Before DEI did your WIB/LWIBs employ any of the seven strategies outlined in the SGA?** SUBQUESTIONS: What were they? Which of the seven strategies were chosen to implement for DEI and why were they chosen?	

SL27	**What services and strategies that haven't been covered are used by DEI grantees to help CWD improve their employability, or become employed?** PROBE: *Transportation, on-the-job training, apprenticeship, self-employment, customized employment etc.*	
SL28	**How are social and professional networks for youth identified and developed?** PROBES: *How are they engaged? How are the youth involved in this process?*	Talked about dropping or getting clarification...
SL29	**How do you monitor One-Stops' compliance with Section 188?** SUBQUESTIONS: What systems are in place to monitor physical, programmatic, and communications accessibility (e.g. compliance with Section 188)? What role does the EEO Officer have in this process? What are ways that DEI sites have incorporated universal design?	
SL30	**What kind of outreach has been done to potential customers with disabilities?**	
SL31	**Do you have any reports, proposals, self-evaluations, or examples of products we can have?** PROBE: *Including reports on outreach efforts?*	This information should be accessible from Quarterly reports

#	REVISED QUESTION	NOTES
	…ABOUT WHAT YOU DO…	
DRC1	**What are the challenges that you encounter with serving CWDs? How are these challenges handled?**	Could be a good opening question so OK if it is a little generic
DRC2	**Could you walk me through some of your main responsibilities? What does your day consist of?** PROBES: *What kinds of workshops and other educational activities (e.g. financial literacy, asset development, employment related training, skill-development, job seeking, benefits eligibility) do you coordinate for the LWIB(s)? How do you coordinate services for CWDs? How do other One-Stop staff help coordinate services? How do you and other One-Stop staff help CWDs with taking advantage of employment and educational opportunities?*	
DRC3	**What are the differences between the roles of the DPN and the Disability Resource Coordinator (DRC)?**	Only for state/LWIB that still have Disability Program Navigators (DPNs)
DRC4	**Describe the interaction between the DEI state lead and the DRCs.** PROBES: *How do they work together for the benefit of clients with disabilities? What is the nature and frequency of their collaborations? (3rd year) How has this evolved over the project period?*	
	…ON BECOMING AN EN…	
DRC5	**Walk me through the process of your DEI site(s) becoming (an) EN(s). What was difficult? Why? What was easy? Why?**	Only for states that had non-EN sites.
DRC6	**Is there any thing in particular that helped you through the EN application process?**	Only for states that had non-EN sites.
DRC7	**What challenges, if any, does the One-Stop experience in participating in Ticket To Work?**	
	…ABOUT STRUCTURE & POLICIES…	
DRC8	**Does the state Workforce Investment Agency have any policies that specifically impact the implementation of DEI?** SUBQUESTION: What are they and how do they affect DEI?	
DRC9	**Do the LWIBs have any policies that specifically impact the implementation of DEI?** SUBQUESTION: What are they and how do they affect DEI?	
DRC10	**How is the DEI program being communicated to One-Stop staff, mandated partners, job seekers?**	
DRC11	**Describe any structural changes (i.e., organizational structure, policies, and procedures) that are being made or should be made to improve service delivery and integration under DEI.**	Not year 1.
	…ABOUT PARTNERSHIPS…	

DRC12	**What partnerships and collaborations that supported the employment of people with disabilities, existed at the LWIB prior to DEI?** PROBE: *Describe the involvement of stakeholders, partners, and collaborators and how they helped shape the services provided.*	
DRC13	**Since DEI began, what partnerships have been developed?** PROBE: *Required WIA partners? State and local programs/agencies, faith-based and community organizations?*	
DRC14	**How does the region define who is a partner?** PROBE: *what about less traditional partners, like Medicaid, small business development centers, work incentive coordinators for Social Security, economic development programs, etc.*	
DRC15	**Are there mechanisms in place at the state-level that stimulate or provide an incentive for partnerships collaboration or teamwork?**	
DRC16	**Have the partners changed over time? Why?**	Not for year 1.
DRC17	**What impact has do your partnerships have on serving CWDs who are co-enrolled with WIA?**	
DRC18	**What are the challenges LWIBs encounter in collaborating with other agencies?** PROBES: *w/ general assistance agencies (transportation, housing, etc.)? w/ local workforce development agencies (e.g. community college work initiatives, Job Corps, etc.)? w/ disability-specific agencies? SUBQUESTION: How have these challenges been addressed?*	
DRC19	**How do DRCs or other staff engage the school systems and incorporate their learning plans into the VR services they provide youth with disabilities?**	
DRC20	**How much are VR agencies integrated with the LWIB and one-stop centers?** PROBES: *Are they co-located? Is there a full time VR staff member on-site? How is co-enrollment handled?*	
DRC21	**How has the initiative improved the coordination and delivery of services and the level of alignment between agencies and service providers?**	Not year 1.
DRC22	**How have the partnerships been coordinated to ensure sustainability now that the funding will be ending?** PROBE: *Sharing, leveraging, of expertise and funds*.	Not year 1.
DRC23	**What elements of this collaboration will extend beyond the life of the grant?** SUBQUESTION: What have you done to ensure that these elements are sustained?	Not year 1.
	…LEVERAGING RESOURCES…	

DRC24	**How are you leveraging resources and being creative with your funding to improve your services for CWDs?** PROBES: *Blending and braiding…systems leveraged…amount/type of funds/resources? What are the possibilities for (for example) leveraging technology resources (tech act programs, revolving funds...) or transportation (state transportation...united we ride...)etc.?*	
DRC25	**What are some of the lessons you've learned about leveraging your resources? What has worked? What has not worked?**	
DRC26	**How do IRTs facilitate services for CWDs across your multiple service delivery systems?** SUBQUESTIONS: What challenges have IRTs helped address? In what ways have IRTs contributed to the leveraging of resources?	Not for year 1. Relevant to states using BOTH the IRT and B&B strategies only.
DRC27	**How have you and the One-Stop staff used the DEI TA Center?** SUBQUESTIONS: What has been helpful about the DEI TA Center? What do you think could be improved?	
	...SERVING CWDs...	
DRC28	**What are the unique challenges of serving youth with disabilities?** PROBES: *those in the foster system? Juvenile Justice system?*	
DRC29	**How do DRCs and other staff involve family members and others in the service process?** PROBES: What is the nature of their involvement?	
DRC30	**What programs and/or services were offered to people with disabilities prior to the DEI project?** PROBES: *Benefits Counseling, ticket to work, customized employment, DPN (how many? How long? roles?*	
DRC31	**Before DEI did your WIB/LWIBs employ any of the seven strategies outlined in the SGA?** SUBQUESTIONS: What were they? Which of the seven strategies were chosen to implement for DEI and why were they chosen?	
DRC32	**What services and strategies that haven't been covered are used by DEI grantees to help CWD improve their employability, or become employed?** PROBE: *Transportation, on-the-job training, apprenticeship, self-employment, customized employment etc.*	
DRC33	**What trainings did you, other DRCs, Case Managers, and other One-Stop staff complete that relate to the implementation of DEI and working with CWDs?** SUBQUESTIONS: Were any of these sponsored by NDI? What other ways did staff prepare for the implementation of DEI?	

DRC34	**Describe the customer intake process. In what way has the project changed the intake process at the One-Stop Career Center?** PROBE: *new materials, forms, VR's role in intake?* SUBQUESTION: Will these changes be made permanent? How?	Only ask to DRCs who work on the local level.
DRC35	**How are customers' disability-related service needs identified? By whom?** SUBQUESTION: Is there anything you do to encourage someone to disclose their disability?	
DRC36	**How do DRCs and other One-Stop staff work with customers with disabilities in exploring their vocational options, assessing their existing occupational skills, training needs, and job seeking skills?**	
DRC37	**How are social and professional networks for youth identified and developed?** PROBE: *How are they engaged? How are the youth involved in this process?*	Talked about dropping or getting clarification…
DRC38	**How do you monitor One-Stops' compliance with Section 188?** SUBQUESTIONS: What systems are in place to monitor physical, programmatic, and communications accessibility (e.g. compliance with Section 188)? What role does the EEO Officer have in this process? What are ways that DEI sites have incorporated universal design?	
DRC39	**What kind of outreach has been done to potential customers with disabilities?**	
DRC40	**Which services do you think are most effective for CWDs?** SUBQUESTION: Why?	
DRC41	**Do you have any reports, proposals, self-evaluations, or examples of products we can have?** PROBE: *Including reports on outreach efforts?*	This information should be accessible from Quarterly reports

#	REVISED QUESTION	NOTES
	…ABOUT WHAT YOU DO…	
WIB1	**How does your role in the DEI initiative mesh with the State Lead's role and the DRC's role?**	
	…ON BECOMING AN EN…	
WIB2	**Walk me through the process of your DEI site(s) becoming (an) EN(s). What was difficult? Why? What was easy? Why?**	Only for states that had non-EN sites.
WIB3	**Is there any thing in particular that helped you through the EN application process?**	Only for states that had non-EN sites.
WIB4	**What challenges, if any, does the One-Stop experience in participating in Ticket To Work?**	
	…ABOUT PARTNERSHIPS…	
WIB5	**What partnerships and collaborations that supported the employment of people with disabilities, existed at the LWIB prior to DEI?** PROBE: *Describe the involvement of stakeholders, partners, and collaborators and how they helped shape the services provided.*	
WIB6	**Since DEI began, what partnerships have been developed?** PROBE: *Required WIA partners? State and local programs/agencies? Faith-based and community organizations?*	
WIB7	**How does the region define who is a partner?** PROBE: *what about less traditional partners, like Medicaid, small business development centers, work incentive coordinators for Social Security, economic development programs, etc.*	
WIB8	**Are there any mechanisms in place that stimulate or provide an incentive for partnerships collaboration or teamwork?** SUBQUESTION: Please describe.	
WIB9	**Have the partners changed over time? Why?**	Not for year 1.
WIB10	**What are the challenges LWIBs encounter in collaborating with other agencies?** PROBES: *w/ general assistance agencies (transportation, housing, etc.)? w/ local workforce development agencies (e.g. community college work initiatives, Job Corps, etc.)? w/ disability-specific agencies?* SUBQUESTION: How have these challenges been addressed?	
WIB11	**How do DRCs or other staff engage the school systems and incorporate their learning plans into the VR services they provide youth with disabilities?**	
WIB12	**How much are the VR agencies integrated with the LWIB and one-stop centers?** PROBES: *Are they co-located? Is there a full time VR staff member on-site? How is co-enrollment handled?*	

WIB13	**How has the initiative improved the coordination and delivery of services and the level of alignment between agencies and service providers?**	Not year 1.
WIB14	**How have the partnerships been coordinated to ensure sustainability now that the funding will be ending?** PROBE: *Sharing, leveraging, of expertise and funds*.	Not year 1.
WIB15	**What elements of this collaboration will extend beyond the life of the grant?** SUBQUESTION: What have you done to ensure that these elements are sustained?	Not year 1.
	...ABOUT STRUCTURE & POLICIES...	
WIB16	**Does the state Workforce Investment Agency have any policies that specifically impact the implementation of DEI?** SUBQUESTION: What are they and how do they affect DEI?	
WIB17	**Do the LWIBs have any policies that specifically impact the implementation of DEI?** SUBQUESTION: What are they and how do they affect DEI?	
WIB18	**Describe any structural changes (i.e., organizational structure, policies, and procedures) that are being made or should be made to improve service delivery and integration under DEI.**	Not year 1.
	...LEVERAGING RESOURCES...	
WIB19	**How are you leveraging resources and being creative with your funding to improve your services for CWDs?** PROBES: *Blending and braiding...systems leveraged...amount/type of funds/resources? What are the possibilities for (for example) leveraging technology resources (tech act programs, revolving funds...) or transportation (state transportation...united we ride...)etc.?*	
WIB20	**What are some of the lessons you've learned about leveraging your resources? What has worked? What has not worked?**	
WIB21	**How do IRTs facilitate services for CWDs across your multiple service delivery systems?** SUBQUESTIONS: What challenges have IRTs helped address? In what ways have IRTs contributed to the leveraging of resources?	Not for year 1. Relevant to states using BOTH the IRT and B&B strategies only.
WIB22	**How have you used the DEI TA Center?** SUBQUESTIONS: What has been helpful about the DEI TA Center? What do you think could be improved?	
	...SERVING CWDs...	
WIB23	**What are the unique challenges of serving youth with disabilities?** PROBE: *those in the foster system? Juvenile Justice system?*	

WIB24	**What programs and/or services were offered to people with disabilities prior to the DEI project?** PROBES: *Benefits Counseling, ticket to work, customized employment, DPN (how many? How long? roles?*	
WIB25	**Before DEI did your WIB/LWIBs employ any of the seven strategies outlined in the SGA?** SUBQUESTIONS: What were they? Which of the seven strategies were chosen to implement for DEI and why were they chosen?	
WIB26	**What services and strategies that haven't been covered are used by DEI grantees to help CWD improve their employability, or become employed?** PROBE: *Transportation, on-the-job training, apprenticeship, self-employment, customized employment etc.*	
WIB27	**How do you monitor One-Stops' compliance with Section 188?** SUBQUESTIONS: What systems are in place to monitor physical, programmatic, and communications accessibility (e.g. compliance with Section 188)? What role does the EEO Officer have in this process? What are ways that DEI sites have incorporated universal design?	
WIB28	**Have you generated any reports, proposals, or self-evaluations of the efficacy of your outreach efforts?** SUBQUESTION: How can we get copies of these?	
WIB29	**Do you have any reports, proposals, self-evaluations, or examples of products we can have?** PROBE: *Including reports on outreach efforts?*	This information should be accessible from Quarterly reports

#	REVISED QUESTION	NOTES
	…ABOUT WHAT YOU DO…	
1SM1	**What are the challenges that your One-Stop encounters in serving CWDs? How have you tried to resolve these challenges?**	
1SM2	**Before DEI, what challenges did you face related to starting programs and partners? Related to leveraging resources?**	
1SM3	**Since DEI began, what challenges have you faced related to starting programs and partners? Related to leveraging resources?**	
1SM4	**How do the DEI State Lead and DRC(s) support your efforts?**	
1SM5	**What trainings did you and your One-Stop staff complete that relate to the implementation of DEI and working with CWDs?** SUBQUESTIONS: Were any of these sponsored by NDI? What other ways did staff prepare for the implementation of DEI?	
	…ABOUT STRUCTURE & POLICIES…	
1SM6	**What challenges, if any, has your One-Stop faced in participating in Ticket To Work?**	
1SM7	**Does the state Workforce Investment Agency have any policies that specifically impact the implementation of DEI?** SUBQUESTIONS: What are they and how do they affect DEI?	
1SM8	**Does your LWIB have any policies that specifically impact the implementation of DEI?** SUBQUESTIONS: What are they and how do they and how do they affect DEI?	
1SM9	**How is the DEI program being communicated to One-Stop staff, mandated partners, job seekers?**	
1SM10	**Describe any structural changes (i.e., organizational structure, policies, and procedures) that are being made or should be made to improve service delivery and integration under DEI.**	Not year 1.
	…ABOUT PARTNERSHIPS…	
1SM11	**What partnerships and collaborations that supported the employment of people with disabilities, existed here prior to DEI?** PROBE: *Describe the involvement of stakeholders, partners, and collaborators and how they helped shape the services provided.*	
1SM12	**Since DEI began, what partnerships have been developed?** PROBE: *Required WIA partners? State and local programs/agencies, faith-based and community organizations?*	

1SM13	**How does the region define who is a partner?** PROBE: *what about less traditional partners, like Medicaid, small business development centers, work incentive coordinators for Social Security, economic development programs, etc.*	
1SM14	**Have the partners changed over time? Why?**	Not for year 1.
1SM15	**What impact has do your partnerships have on serving CWDs who are co-enrolled with WIA?**	
1SM16	**What are the challenges the One-Stop encounters in collaborating with other agencies?** PROBE: *w/ general assistance agencies (transportation, housing, etc.)? w/ local workforce development agencies (e.g. community college work initiatives, Job Corps, etc.)? w/ disability-specific agencies?* SUBQUESTION: How have these challenges been addressed?	
1SM17	**How much are VR agencies integrated with Center?** PROBES: *Are they co-located? Is there a full time VR staff member on-site? How is co-enrollment handled?*	
1SM18	**How has the initiative improved the coordination and delivery of services and the level of alignment between agencies and service providers?**	Not year 1.
1SM19	**How have the partnerships been coordinated to ensure sustainability now that the funding will be ending?** PROBE: *Sharing, leveraging, of expertise and funds*.	Not year 1.
1SM20	**What elements of this collaboration will extend beyond the life of the grant?** SUBQUESTION: What have you done to ensure that these elements are sustained?	Not year 1.
	...LEVERAGING RESOURCES...	
1SM21	**How do IRTs facilitate services for CWDs across your multiple service delivery systems?** SUBQUESTIONS: What challenges have IRTs helped address? In what ways have IRTs contributed to the leveraging of resources?	Not for year 1. Relevant to states using BOTH the IRT and B&B strategies only.
1SM22	**How have you and your staff used the DEI TA Center?** SUBQUESTIONS: What has been helpful about the DEI TA Center? What do you think could be improved?	
	...SERVING CWDs...	
1SM23	**What are the unique challenges of serving youth with disabilities?** PROBE: *those in the foster system? Juvenile Justice system?*	

1SM24	**How do DRCs and other staff involve family members and others in the service process?** PROBES: What is the nature of their involvement?	
1SM25	**What programs and/or services were offered to people with disabilities prior to the DEI project?** PROBE: *Benefits Counseling, ticket to work, customized employment, DPN (how many? How long? roles?*	
1SM26	**What services and strategies are now used by DEI grantees to help CWD improve their employability, or become employed?** PROBE: *Transportation, on-the-job training, apprenticeship, self-employment, customized employment etc*.	
1SM27	**How do you monitor One-Stops' compliance with Section 188?** SUBQUESTIONS: What systems are in place to monitor physical, programmatic, and communications accessibility (e.g. compliance with Section 188)? What role does the EEO Officer have in this process? What are ways that DEI sites have incorporated universal design?	
1SM28	**What kind of outreach has been done to potential customers with disabilities?**	
1SM29	**Which services do you think are most effective for CWDs?** SUBQUESTION: Why?	
1SM30	**Do you have any reports, proposals, self-evaluations, or examples of products we can have?** PROBE: *Including reports on outreach efforts?*	This information should be accessible from Quarterly reports

#	REVISED QUESTION	NOTES
	...ABOUT WHAT YOU DO...	
1SS1	**Could you walk me through some of your main responsibilities? What does your day consist of?** PROBE: *What kinds of workshops and other educational activities (e.g. financial literacy, asset development, employment related training, skill-development, job seeking, benefits eligibility) do you participate in? How do you coordinate services for CWDs? How does your work overlap with other One-Stop staff? How do you and other One-Stop staff help CWDs with taking advantage of employment and educational opportunities?*	
1SS2	**What are the challenges that you encounter with serving CWDs? How are these challenges handled?**	Could be a good opening question so OK if it is a little generic
1SS3	**What are the unique challenges of serving youth with disabilities?** PROBE: *those in the foster system? Juvenile Justice system?*	
1SS4	**Describe the client intake process. In what way did the project change the intake process at the One-Stop Career Center (e.g., new materials, forms, VR's role in intake)? Will these changes be made permanent? How?**	
1SS5	**How are disability-related service needs identified? By whom?** SUBQUESTION: Is there anything you do to encourage someone to disclose their disability?	
1SS6	**How do you involve family members and others in the service process?** PROBE: *What is the nature of their involvement?*	
1SS7	**How do you work with customers with disabilities in exploring their vocational options, assessing their existing occupational skills, training needs, and job seeking skills?**	
1SS8	**How are social and professional networks for youth identified and developed?** PROBE: *How are they engaged? How are the youth involved in this process?*	
1SS9	**What approaches does the One-Stop employ to reach out to CWDs?**	
	...ABOUT STRUCTURE & POLICIES...	
1SS10	**How are the One Stop staff being informed about the DEI changes or implementation?**	
1SS11	**What trainings did One-Stop staff complete that relate to the implementation of DEI and working with CWDs?** SUBQUESTIONS: Were any of these sponsored by NDI? In what other ways did you prepare for DEI?	
1SS12	**What challenges have you and other One-Stop staff had in implementing DEI?**	
1SS13	**Are there any LWIB policies that impact the implementation of DEI?** SUBQUESTION: What are they? How do they impact the implementation?	

1SS14	**What are the challenges do you encounter in collaborating with other agencies?** PROBE: *w/ general assistance agencies (transportation, housing, etc.)? w/ local workforce development agencies (e.g. community college work initiatives, Job Corps, etc.)? w/ disability-specific agencies?* SUBQUESTION: How have these challenges been addressed?	
1SS15	**How do DRCs or other staff engage the school systems and incorporate their learning plans into the VR services they provide youth with disabilities?**	
1SS16	**Which services do you think are most effective for CWDs?** SUBQUESTION: Why?	
1SS17	**How have you used the DEI TA Center?** SUBQUESTIONS: What has been helpful about the DEI TA Center? What do you think could be improved?	

#	REVISED QUESTION	NOTES
	...ABOUT WHAT YOU DO...	
PA1	**What are the challenges that you encounter with serving CWDs? How are these challenges handled?**	Could be a good opening question so OK if it is a little generic
PA2	**What are the unique challenges of serving youth with disabilities?** PROBE: *Those in the foster system? Juvenile Justice system?*	
PA3	**What type of services and or supports does your organization provide to assist customers with disabilities in obtaining and retaining employment (e.g. on-the-job training, apprenticeship, self-employment, customized employment etc.)?**	
PA4	**Has DEI changed the services you provide or the way you work with people with disabilities?**	Changed for relevance
	...ABOUT PARTNERSHIPS...	
PA5	**How would you define "being a partner" with the DEI site/LWIB(s)?**	
PA6	**Describe how you came to be a collaborative partner in the DEI project? PROBE: How was the partnership developed and formalized/not formalized?**	
PA7	**What is the nature of the relationship between your agency and the LWIB/One Stop?** PROBES: *What is the extent to which your agency is integrated into the LWIB/One-Stop centers? Describe how co-enrollment is handled.*	
PA8	**How are changes in strategies and service processes being communicated to the One-Stop Career Center staff, mandated partners, other systems, and job seekers?**	
PA9	**How are services for CWDs coordinated between your agency and the One-Stop(s)?** PROBES: *What does the process typically look like? Are customers referred to you? Co-enrolled?*	
PA10	**What are the challenges that you and your agency staff have encountered with the partnership?** SUBQUESTION: How has your agency and the One-Stop staff tried to resolve these challenges?	
PA11	**How does being in partnership with the One-Stop(s) change your agency's order of business?** PROBE: *In what ways have your agency's procedures changed as a result of working with the One-Stop(s)?*	

PA12	**Are there any policies in your agency or the One Stop that have hindered the partnership?** SUBQUESTION: Have there been any efforts to resolve this?	
PA13	**How are disability-related service needs identified? By whom?** SUBQUESTION: Is there anything you do to encourage someone to disclose their disability?	
PA14	**How do you think the relationship between your agency and the LWIB/One-Stop has impacted amount or quality of services for your CWDs?**	
PA15	**Which DEI services do you think are most effective for CWDs?** SUBQUESTION: Why?	
PA16	**Describe any structural changes (i.e., organizational structure, policies, and procedures) that are being made or should be made to improve service delivery and integration under DEI.**	
PA17	**How has your partnership with the LWIB(s) changed over time? What were the reasons for the changes?**	Not in year 1.
PA18	**How have the developed or preexisting partnerships been coordinated so as to ensure sustainability now that the funding will be ending?** PROBE: *on sharing, leveraging, and exploitation of expertise and funds.*	Later site visit
PA19	**What elements of this collaboration will extend beyond the life of the grant? What have you done to ensure that these elements are sustained?**	Later site visit

#	REVISED QUESTION	NOTES
E1	**What services or interaction did you have with your local WIB or one-stops prior to DEI?**	Changed for relevance.
E2	**What are the challenges your company has encountered working with people with disabilities?**	
E3	**What are the unique challenges of serving youth with disabilities?** PROBE: *those in the foster system? Juvenile Justice system?*	
E4	**What is the nature of the relationship between your company and the One-Stop(s)?** SUBQUESTIONS: How has this collaboration affected your business? What has been its impact/results thus far?	
E5	**What services or approaches did your local one-stop, DRC, or WIB provide to help match your company needs with potential workers with disabilities?**	**Changed for relevance**
E6	**Did the Local one-stop, DRC or WIB provide any supports or services to facilitate your hiring of, or subsequent employment of an individual with disabilities?** SUBQUESTION: **If so how? Please describe**	**Changed for relevance**
E7	**Describe any structural changes (i.e., organizational structure, policies, and procedures) that are being made or should be made to improve service delivery and integration under DEI.**	
E8	**How has your partnership with the LWIB/One-Stop enhanced your ability to employ individuals with disabilities?**	
E9	**What challenges has your company encountered in collaborating with the One-Stop(s)?** SUBQUESTION: How have these challenges been addressed?	
E10	**Which DEI services do you think are most effective for CWDs?** SUBQUESTION: Why?	

#	REVISED QUESTION	NOTES
AC1	**How did you hear about the DEI program? Can you describe your initial experiences coming to your local one-stop?**	
AC2	**How do One-Stop staff help you or people you know find employment?** PROBES: *Exploring vocational options, assessing existing occupational skills, identifying training needs, teaching job seeking skills…*	
AC3	**What kind of workshops and activities do they have?** PROBES: *Financial literacy, asset development, employment related training, skill-development, job seeking, benefits eligibility...*	
AC4	**Please walk us through your experience when you first came to this Center. If you can, try to tell us what happened in the order of when it happened.** PROBES: *Describe the intake process. How did you go about getting assistance from the One-Stop Career Center?*	Combined with CE question
AC5	**How do One-Stop staff help determine your disability-related service needs?**	WE NEED A PROMPT/EXAMPLE FOR THIS ONE.
AC6	**What has been the result of your experience with this Center?**	CE question
AC7	**In general, are you satisfied with the help you receive from the Center?**	CE question
AC8	**Do you feel like you have a say in the help you received?**	CE question
AC9	**Which DEI services do you think are most effective for CWDs?** SUBQUESTION: Why?	

#	REVISED QUESTION	NOTES
YC1	**How did you hear about the DEI program? Can you describe your initial experiences coming to your local one-stop?**	
YC2	**Please walk us through your experience when you first came to this Center. If you can, try to tell us what happened in the order of when it happened.** PROBES: *Describe the intake process. How did you go about getting assistance from the One-Stop Career Center?*	Combined with CE question
YC3	**How do One-Stop staff help you or people you know find employment?** PROBES: *Exploring vocational options, assessing existing occupational skills, identifying training needs, teaching job seeking skills…*	
YC4	**What kind of workshops and activities do they have?** PROBES: *Financial literacy, asset development, employment related training, skill-development, job seeking, benefits eligibility, Youth Council...*	
YC5	**Can you describe how staff addressed you and your needs upon your interest in their services?** PROBES: *How did they explore your career goals? Did you feel your options were evaluated adequately?*	
YC6	**Did you work with your one-stop to identify social and professional networks that would help you with your education or career goals?**	Changed for appropriateness
YC7	**How was your family involved in the services you were provided?**	
YC8	**What has been the result of your experience with this Center?**	CE question
YC9	**In general, are you satisfied with the help you receive from the Center?**	CE question
YC10	**Do you feel like you have a say in the help you received?**	CE question
YC11	**Which DEI services do you think are most effective for CWDs?** SUBQUESTION: Why?	

A. What collaborative relationships were needed to be in place to design an

- It what ways is the existing career pathways system accessible in ter
- It what ways is it inclusive?
- In what ways does it accommodate people with disabilities?

B. Accommodations

How does the career pathways program accommodate the following grou

- At the secondary level (such as local education agencies, high school
- At the postsecondary level (such as occupational certificate programs
- With workforce agencies, business and other community stakeholder
  - o Workforce Investment Board(s) and local job centers
  - o Secondary Education staff;
  - o Adult Basic Education providers
  - o Transitional Assistance for Needy Families (TANF)providers and
  - o Economic Development agencies
  - o Business/Employer representative(s)
  - o Vocational Rehabilitation specialists
  - o Other community-based organizations
  - o State agencies:
- State Departments of Labor
- Adult Basic and Postsecondary Education
- Economic Development
- Human Services
- Rehabilitation
- Corrections/Juvenile Justice
- Mental Health
- Intellectual/Development Disabilities
- o Other Stakeholders/Services
- Medicaid
- Social Security/Ticket to Work Employment Networks
- Transportation
- Housing
- Registered apprenticeship programs
- Asset development entities
- Carl D. Perkins Act providers
- Career and Technical Education (CTE) providers

- Are there written agreements that clearly define the agreed upon roles and r

- Has a leadership or steering committee for the DEI collaborative partnershi

PROBE: Please describe the structure of this committee, or alternative governa

PROBE: Who are the specific sector/industry partners for your DEI career pa

C. Service Delivery

What role does the Disability Resource Coordinator(s) play in the context of the

What role does the DEI State Lead play in the context of the career pathway str

What steps or supports are in place to follow the individual through the various

How are the stakeholders, including the American Job Centers, involved in assi

PROBE: In what ways do they provide comprehensive support that leads to em

Are there specific strategies or supports being used, such as the following:

- Integrated Resource Team (IRT)
- Integrated Resources (blended and braided funds), and leveraging res
- Participating in the Social Security Administration's (SSA) Ticket to
  Program to access training and employment resources;
- Fostering partnerships and collaborations at the state and local levels
- Implementing the "Guideposts for Success";
- Implementing customized employment;
- Hiring a dedicated staff person, at the local level, with workplace and
- Using Universal Design Principles;
- Aligning adult and youth career pathways programs with the use of I

D. Employer Engagement –

- Are there state industry organizations, business associations, or local employers invol
the design of curriculum and/or work-based learning opportunities (such as on-the-job trai
summer youth employment, registered apprenticeships, internships, and other paid and un
work experiences)?

  o Describe the role they have in any of these activities:
    - Determining which occupations within targeted industries and se
    - Vetting the set of foundational academic, work readiness, and te
  - Vetting the certificates and credentials that are required for key occupations.
- Collaborating with training institutions to design education and training
- Participating as instructors or training sites in the skill training programs.
- Providing training funds for individuals through tuition reimbursement or
- Participating in the skill certification/credentialing process.
- Serving as mentors.
- Serving as a job shadowing site.
- Providing paid or unpaid internship positions for students.

- Hiring individuals who have obtained the required certificates and credentials.

E. Professional development –

Are there professional development opportunities that support the design, implementation, and maintenance of CP, foster innovative teaching and learning strategies, and are available for administrators, teachers, faculty, and other education professionals?

eer pathways service delivery to youth inclusive, integrated, and based upon and consisten
- · How is the Guidepost for Success, School-Based Preparatory Experiences integra
- · How is the Guidepost for Success, Career Preparation & Work-Based Learning E:
- · Describe how the Guidepost for Success, Youth Development & Leadership, is ir
- · How is the Guidepost for Success, Connecting Activities integrated into your car
- · How is the Guidepost for Success, Family Involvement & Supports integrated int

F. Universal Design for Learning (UDL) and teaching and learning :

Is UDL used in the design of career pathways program? What kinds of innovati

Secondary and post-secondary curriculum –

- Is the secondary and post-secondary curriculum sequenced so studen
- Are formal agreements in place between secondary and postsecondar
- Guidance counseling and advising – Is there guidance support and aca

- **PROBE:** Is there a "disability coordinator" or office at the various po

G. Wraparound services –

Does the program provide wraparound and support services (such as child care, tran

Services may also include such supportive services as:
- job coaching;
- social support;
- financial literacy training;
- drop-out prevention services;
- life skills;
- financial capability counseling;
- Using the Integrated Resource Team (IRT) approach to integrate
- Participating in the Social Security Administration's (SSA) Ticke
   - Program to access training and employment resourc
- Fostering partnerships and collaborations at the state and local le
- Implementing the "Guideposts for Success";
- Implementing customized employment;
   - workplace and disability experience and expertise (
- Using Universal Design Principles; and

- Aligning adult and youth career pathways programs with the use

- **PROBE:** Please describe each component of the wraparound service

- **PROBE:** What role, if any, do the DRCs and integrated resource tea

- **PROBE:** Is active resource coordination being used in conjunction v

H. Academic/technical skills, standards, and assessment –

Are content standards clearly defined and are assessments used to ensure students

- Have accommodation procedures been incorporated into the assessm
- "screen out" individuals with disabilities?

I. Competency model –

Are there competency models that define successful performance in a defined v

- *A competency model is a clear description of what a person need*

PROBE: Have the education, training, and skill needs of employers in the state/regio

PROBE: Has pre-apprenticeship or apprenticeship been considered for the career path

PROBE: Has work experience, on-the-job training, and internships been incorporated

Are these used to assist individuals in identifying preferable career paths?

PROBE: Do any of the career paths incorporate paid employment into the academic e

PROBE: Has a plan been put in place to support working with business associations

J. Develop career ladders (vertical movement between jobs) and lat

Are there career ladders and lattices that students can pursue after completing an i

PROBE: Are programs stackable and articulate to progressively higher-l

PROBE: Do the programs have multiple entry points and exit points (on-

PROBE: Are curricula "chunked" or organized in progressive modules, v

PROBE: Please describe how contextualized learning and, accelerated in

These strategies may include
- compressed training
- awarding credit for prior learning

- dual enrollment
- hybrid learning approaches
- Are individuals provided opportunities for self and career exploration
- Describe how individualized career plans or ILPs are used to support
- Who is responsible for developing them and supporting the individua

- **PROBE**: Describe the assessment tools used to determine placement
- Are accommodations available when using these assessments?

K.   Employer validation –

Have your career pathways programs been reviewed by employer and industry pers

L. Flexible scheduling –

Does your career pathways programs provide flexible scheduling or attendance via

- Are alternate methods of demonstrating proficiency in course/training materials ava

- Describe how course/syllabus modifications techniques such as univ

Career Pathways Participant Focus Group Questions

M. Enrollment and Onboarding

- Is there guidance and support available for you from your school or t

- Is there help available for course work (e.g., tutoring, mentoring, etc.

- Did you get any kind of academic counseling on planning your caree

- When you first registered for the career pathways program, did you t

- Does your program include any instruction related to developing soft

- Does your program include any instruction related to developing self

- **PROBE:** Did you have an opportunity to explore work environments

- **PROBE:** Describe how you feel about getting school or training site

- Were you offered or did you request an accommodation and was it p

- When you enrolled in your program, did you use an individualized ca

- Did you get services at your local American Job Center or through a

PROBE: Did the American Job Center staff or vocational rehabilitation s

- Are there other programs or services you are involved with in the co

- **PROBE:** Did somebody help you with this process? What help have

- Why did you select this career pathway? What do you think about th

- How hard are the courses you are enrolled in? Are you working har

  - What types of services and supports being provided are most hel
  - Are there other types of services and supports that you need that

N. Class Experience

- Is the information you receive in class presented in a way that you u

- Do you have access to a person at the college who can work with yo

- How did you meet this person? Is this person a staff at the school, fr

- Are the standards or expectations for your program clearly defined b

- Are the expectations reasonable? Why or why not?

- Do you believe the experiences you are having in your program are a

- Are there additional experiences that you believe would enhance you

- **PROBE:** Does your program provide flexible scheduling, or means

- **PROBE:** Do you have difficulty getting transportation to your scho

- Is the course material you receive provided in an accessible way? Ca

- **PROBE:** Once you receive your certificate, does the program provid

- **PROBE:** About how much reading and writing are you asked to do

- What do you think about the amount of school work you are asked to

- Do you ever contact your instructor to ask questions about the cours

- **PROBE:** Do you feel that you get the information you need from yo

- **PROBE:** Do you use email to communicate with your instructor?

- Is the instructor responsive?

- Has the American Job Center or educational institution assisted you

- **PROBE:** Have you been linked with any employers for mentoring,

O. Outside of Class

- Do you ever work with your classmates outside of class on course as

- **PROBE:** What's it like working with your classmates on course mat

- Do you discuss ideas from readings or class discussions with other st

- **PROBE:** How do you feel about these discussions? Do you learn an

- Has it been difficult to juggle school and others things in your life?

- What things have been difficult to juggle?

- How long does it take you to get to campus?

- How, if at all, does your disability impact your participation and succ
- If so, what types of supports and strategies work best for you in these
- Are you able to access them as part of your training program?
- Do you feel you are benefiting from your training program?
- Are there additional supports that you believe would help you to obtain more

- **PROBE:** Did you request an accommodation? How did the educatio

ıd implement the career pathways program?

ıns of needed accommodations, including assistive technology, flexible scheduling, and unive

ıps?

ls, alternative high schools, Job Corps programs, YouthBuild program, career academies, and
s offered by community colleges, registered apprenticeship programs, and associate's and bac
:s

ı Human Service agencies

responsibilities of partnership members?

ıp been established to guide the process of making the existing career pathways system inclusi

ınce structure, and its role in the development of the DEI career pathways initiative.

thways

e career pathway program in terms of design? What about in terms of local level implementat

ategic design at the state level?

components of a career pathway process (i.e. enrollment, completion, support services, transp

sting the individual progress of participants?

ployment and career advancement?

sources across multiple service delivery systems;
 Work

;

l disability experience and expertise (Disability Resource Coordinators or Disability Program

ndividualized Learning Plans (ILPs).

ved in
ining,
paid

ctors should be included within the career pathways system.
chnical skills, abilities, and knowledge that are chosen as required for key occupations.

t with the "Guidepos

ated into your career pathway service delivery model for youth with disabilities?

xperiences integrated into your career pathway service delivery model for youth with disabilities?

ntegrated into your career pathway service delivery model for youth with disabilities.

eer pathway service delivery model for youth with disabilities?

to your career pathway service delivery model for youth with disabilities?

strategies–

ve and creative instructional approaches are being used, that enable teachers to integrate acad

ts do not duplicate coursework?

y systems that allow students to earn postsecondary academic or career and technical educatic

idemic advisement that assists students in planning for their careers by mapping a complete se

st-secondary entities involved in the workforce or regional career pathway model?

isportation, case management, academic and career counseling, college adjustment and reten

resources and services, blend and braid funds, and leverage resources across multiple service

at to Work

:es;

vels;

Disability Resource Coordinators or Disability Program Navigators);

of ILPs.

s that are being provided.

ms have in connecting the individual to career pathways services? What about the AJC and it

vith Integrated Resource Teams to facilitate access to wraparound services?

meet them?

ent process?

vork setting or the career pathways programs that are provided?

ls to know and be able to do – the knowledge, skills, and abilities – to perform well in a speci
n been analyzed and gaps identified?

hway, industry sectors or employers identified in the DEI grant (or regional or local workforc

l into the DEI (or career pathway) strategic design?

experience? Which ones?

and employers during various phases of the project (design, launch, operation, and evaluation

tices (horizontal movement between jobs) -

nitial certificate? Please describe the career lattices that are available through your career p

evel credentials or degrees.

-ramps and off-ramps)?

with each level clearly articulated to the next?

ntegrated education and training strategies are being used to facilitate attaining positive emplo

n prior to choosing a career pathway?

t an individual through the pathway.

al in implementing them?

: and advancement including credit for prior learning.

onnel that can validate the competencies and pathways for each of your programs? Please des

technologies such as video conferencing for students that may not be able to attend class on a

ersal design, alternate assessments, individual learning and planning tools, and other strategie

raining site? Is there guidance and support available for your family from the school or traini

)? What help have you received? Who provided the help? Was it useful?

r or selecting a career path? Tell me about the kinds of academic counseling you received. W

ake any kind of assessment to determine your academic skill level or career interests? Tell m

t skills?

-advocacy skills?

s through an internship, work experience, or on-the-job training? Did you find it helpful?

staff to listen to you when you have a concern about something? How responsive are these s

rovided?

areer plan to help you in identifying your career path? If so, who helped you in developing yc

rehabilitation counselor?

specialist stay in touch with you?

mmunity that are helping you progress on your career pathway?

you received? Who provided the help? Was it useful?

e career path you chose?

ler than you thought you would?

pful to your being successful in completing your coursework/training program?
you are not receiving?

iderstand? What would you change about the way the information is presented?

u individually to help you with administrative issues and other issues, like managing your time

iend or colleague? If you do not have access to a person at the college, who can help you? W

y the instructor?

idequately preparing you for the career you have chosen?

ir preparation?

of attendance such as video conferencing or recorded lectures, so you can attend to other thing

ol or training site? If so, how has it been addressed?

an you access it as needed?

le ways of building on your existing skill level to higher levels of skills and credentials or deg

outside of class?

o do outside of class?

ework?

ur instructor? Is it helpful?

with obtaining employment?

work experience, or other counseling?

signments?

erial?

tudents or your instructors after class?

nything from other students? Do you find these discussions enjoyable? Is your instructor help

cess in the career pathways program?
e situations?

onal entity handle your request?

rsal design for learning?

secondary career technical education programs)
helor's degree programs)

ve of people with disabilities?

ion?

portation, advisory services, counseling services, completion, lattice (vertical movement) and

Navigators);

emic and technical instruction?

on (CTE) credit while in secondary school?
equence of coursework that ensures secondary graduation and preparation for a postsecondary

tion services, financial aid, employment assistance/job retention assistance)?

delivery systems;

:s partners more broadly?

ic job, occupation, or industry.

e area approach)?

)?

athways program.

yment outcomes for individuals with disabilities.

scribe this process.

regular basis? Please describe your flexible scheduling and/or attendance policies.

s are being used to effectively integrate and accommodate individuals with disabilities in the e

ng site?

hat help have you received? Who provided the help? Was it useful?

e about this assessment? Did you find it useful? Why/Why not?

taff to your needs?

our plan? Was self-exploration and career exploration part of the process?

e and work, and getting any accommodations you may need?

hat can you do to find out what resources are available?

ʒs such as work, family and errands? What happens if you miss a class or two? Can the work

rees?

ful when you talk with him/her outside of class?

ladders (vertical) and horizontal (lattices) movement?

training/education program?

existing career pathways system?

be made up?