

## Administration 2

### Respondent Characteristics

1. Which Equitable Transition Models (ETM) grant are you affiliated with?
  - a. [DROPDOWN with the four options]
2. Which of these options most closely aligns with the function of your organization?
  - a. [DROPDOWN: Youth agency and service provider; Disability agency and service provider; Local health/mental health agency and service provider; Parent advocacy organization and service provider; K-12 local education agency; American Job Center (One-Stop Career Center); Postsecondary education/training institution; Business or industry partner (ex. Chamber of Commerce, business membership association)]  
Other [OPEN FIELD]
3. What is your role in carrying out your organization's ETM grant?
  - a. Administrator/Program manager (examples: supervisor of staff, director, team lead)
  - b. Direct service professional (examples: youth worker, case worker, employment specialist)

### Experience with Technical Assistance Received

4. The Department of Labor ETM grant requires that grant recipients implement seven programmatic elements for serving transition-age youth with disabilities, which are listed below.
  - 4a. Please indicate the area(s) you received technical assistance between (DATE 1) and (DATE 2) (Check all that apply- LETTERS A through G)
  - 4b. Please indicate the three most valuable areas of technical assistance received (Check all that apply- LETTERS A through G)
  - 4c. What other areas related to your work, such as partnerships, data collection and sharing processes, barriers to employment and postsecondary supports, Guideposts for Success, recruitment, employer connections, and community stakeholder engagement did you receive technical assistance on? [OPEN FIELD]
  5. The Department of Labor ETM grant requires five program design elements for serving transition-age youth with disabilities, which

- (a) Family engagement and integrated case management for youth and their families that includes benefits counseling, financial literacy, and service referrals
- (b) Mental health services for youth, including screening for trauma, identifying unmet mental health needs, and providing services and support to address these needs
- (c) School preparedness and vocational training that includes rigorous, relevant, and inclusive academic curricular and program options aligned with local labor market needs
- (d) Career pathways models and work-based learning that include access to experiences such as job shadowing, internships, pre-apprenticeships, apprenticeships, and summer work experiences
- (e) Youth leadership and development activities that allow youth to develop and practice self-determination, self-advocacy, social interaction, and leadership techniques
- (f) Transition/Community-based activities that promote awareness of programs and opportunities that provide supportive services to young adults.
- (g) Culturally competent personnel and services that ensure all program services included in the project are designed to be culturally responsive, compliant with Section 508 of the Rehabilitation Act of 1973, and accessible.

are listed below.

- 5a. Please indicate the area(s) you received technical assistance between (DATE 1) and (DATE 2) by (Check all that apply- LETTERS A through E)
- 5b. Please indicate the three most valuable areas of technical assistance received (Check all that apply- LETTERS A through E)

- (a) Commitment to equity: The ETM Demonstration program will support postsecondary success for youth with disabilities, focusing on ensuring quality interventions that promote equity in underserved communities.
- (b) Data collection and reporting: The ETM Demonstration Grants must include integrated data collection and reporting strategies that enable schools, the workforce, and other states and local agencies to systemically communicate, coordinate, and track the planning and delivery of transition services.
- (c) Systems coordination: The program design must describe formal collaboration among Workforce Development System partners, employers, and other youth-serving systems, such as VR. Cross-system coordination includes identifying critical state and local systems that serve the target population and establishing formal agreements that increase access to coordinated service delivery.
- (d) Sustainability: Planning for sustainability needs to begin long before the program faces the end of its initial funding cycle. Programs should work to better ensure sustainability by creating more efficient mechanisms for funding, such as the repurposing of existing resources through improved alignment, and coordination of

6. What technical assistance received from our team are you currently using in your work? [PROGRAMMING: Responses to Q4a and Q5a will generate a checklist of selected items.]
7. What areas will you need technical assistance in the upcoming twelve months? Please check the appropriate areas and add additional information, as needed.

- Family engagement and integrated case management for youth and their families that includes benefits counseling, financial literacy, and service referrals [PROGRAMMING: Open Field if Selected]
- Mental health services for youth, including screening for trauma, identifying unmet mental health needs, and providing services and support to address these needs [PROGRAMMING: Open Field if Selected]
- School preparedness and vocational training that includes rigorous, relevant, and inclusive academic curricular and program options aligned with local labor market needs [PROGRAMMING: Open Field if Selected]
- Career pathways models and work-based learning that include access to experiences such as job shadowing, internships, pre-apprenticeships, apprenticeships, and summer work experiences [PROGRAMMING: Open Field if Selected]
- Youth leadership and development activities that allow youth to develop and practice self-determination, self-advocacy, social interaction, and leadership techniques [PROGRAMMING: Open Field if Selected]
- Transition/Community-based activities that promote awareness of programs and opportunities that provide supportive services to young adults. [PROGRAMMING: Open Field if Selected]
- Culturally competent personnel and services that ensure all program services included in the project are designed to be culturally responsive, compliant with Section 508 of the Rehabilitation Act of 1973, and accessible. [PROGRAMMING: Open Field if Selected]
- Commitment to equity: The ETM Demonstration program will support postsecondary success for youth with disabilities, focusing on ensuring quality interventions that promote equity in underserved communities. [PROGRAMMING: Open Field if Selected]
- Data collection and reporting: The ETM Demonstration Grants must include integrated data collection and reporting strategies that enable schools, the workforce, and other states and local agencies to systemically communicate, coordinate, and track the planning and delivery of transition services. [PROGRAMMING: Open Field if Selected]
- Systems coordination: The program design must describe formal collaboration among Workforce Development System partners, employers, and other youth-serving systems, such as VR. Cross-system coordination includes identifying critical state and local systems that serve the target population and establishing formal agreements that increase access to coordinated service delivery. [PROGRAMMING: Open Field if Selected]
- Sustainability: Planning for sustainability needs to begin long before the program faces the end of its initial funding cycle. Programs should work to better ensure sustainability by creating more efficient mechanisms for funding, such as the repurposing of existing resources through improved alignment, and coordination of complementary activities and resources. [PROGRAMMING: Open Field if Selected]
- Guideposts for Success: ETM Demonstration Grant applications must include a program design that reflects ODEP's Guideposts for Success Framework, which supports a seamless youth system that promotes collaboration and integration for improved outcomes. The Guideposts include School Preparedness, Career Exploration and Work Based Learning, Youth Leadership, Connecting Activities, and Family Engagement outlining supportive wraparound services and partnerships to support the success of vulnerable youth. [PROGRAMMING: Open Field if Selected]

8. Based on your experience over the last [number of months of technical assistance delivery by the time of administration] months what additional areas of technical assistance do you believe would help you better do your work? [OPEN Field]
9. How would you most like to receive future technical assistance support? Please check all that apply.
  - Virtual Staff Training
  - In-Person Staff Training
  - Virtual One-on-One Consultation
  - In-Person One-on-One Consultation
  - Static Resources (Guides, Toolkits, Web-Based Resources, etc.)
  - Micro-Learning (e.g., Recorded Webinars, 10 minutes in length or less)
  - Peer-to-Peer Connection and Support
  - Other (Please describe.) [OPEN FIELD]

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gather the data needed and complete and review the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to [odep@dol.gov](mailto:odep@dol.gov) and reference the OMB Control Number 1225-0088 and Information Collection Title “ODEP Equitable Transition Models (ETM) Grant Direct Service Provider Customer Satisfaction Survey.”