

**Georgia Department of Labor
Rehabilitation Services
Vocational Rehabilitation Program**

Comprehensive Statewide Needs Assessment

Phase Two

May 2007

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Georgia Department of Labor Rehabilitation Services

Comprehensive Statewide Needs Assessment

In order to facilitate the desire of people with disabilities to get and keep a job, Georgia Department of Labor Rehabilitation Services (DOL-VR) must have detailed knowledge of consumers' need for specific vocational rehabilitation services. This assessment is designed to answer important questions about the population eligible for DOL-VR services in Georgia and their need for vocational rehabilitation services. It will also help the agency strategically plan and develop goals for the Division in 2007 and beyond. Specifically, the research responds to federal regulations requiring DOL-VR to jointly conduct a "comprehensive statewide assessment" with the State Rehabilitation Council (SRC) every three years that describes the vocational rehabilitation needs of individuals with disabilities residing within the State.

Research Objectives

The four research objectives of the needs assessment correspond to the four regulatory requirements to assess the vocational rehabilitation services needs of:

- I. Individuals with significant and most significant disabilities, including their need for supported employment services.
- II. Individuals with disabilities who are minorities and individuals with disabilities who have been unserved or underserved by the vocational rehabilitation program carried out under this title.
- III. Individuals with disabilities served through other components of the statewide workforce investment system (other than the vocational rehabilitation program), *as identified by such individuals and personnel assisting such individuals through other components of the statewide workforce investment system.*
- IV. Additionally, Federal regulations require an assessment of the need to establish, develop, or improve community rehabilitation programs within the state.

A two phased approach was employed due to time and cost constraints. The first phase addressed research objectives I and II and has been completed; the remainder of this report presents the findings from phase two. Phase two addresses research objectives III and IV.

Research Approach

Research Objective III was addressed through a survey of One Stop Center Managers and staff. Research Objective IV was addressed through a survey of vocational rehabilitation counselors. The approach and the findings for each research objective are discussed in turn.

Research Objective III

The Survey

The survey contained thirty three questions designed to help evaluate how well individuals with disabilities are served through the One Stop and Career Centers. The survey included questions about Center operations, the Workforce Board, number of clients served, staffing, training, resources, coordination between the One Stops and GADOL-VR, coordination between the One Stops and schools, outreach to individuals with disabilities and the best approach for serving them. The questionnaire topics and items are summarized in the following outline.

1. One Stop Operations
 - a. Years In Operation
 - b. Accessibility
 - c. Ease Of Use
 - d. Performance Tracking
2. Workforce Board
 - a. Number of Members
 - b. Number Of Individuals With Disabilities
3. Clients Served
 - a. Total This Month
 - b. Individuals With Disabilities This Month
 - c. Individuals With Disabilities This Year
4. Knowledge And Training
 - a. Disability Navigator
 - b. Cross Training Internal Staff
 - c. Cross Training With VR
 - d. Facts PWD And Employment
 - e. Myths PWD And Employment
 - f. Staff Competency
 - g. Training Needs
5. Resources For Staff
 - a. Facts/Myths About Employment Potential
 - b. Alternate Formats
6. Coordination With VR And Schools

- a. Schools
 - b. VR
 - c. VR Counselors Co Located
 - d. Hours VR Counselor Present
 - e. Coordination Of OSC/VR Staff
 - f. Cooperation Of OSC/VR Staff
7. Best Approach To Serve Individuals With Disabilities
 - a. Success Rate At One Stops
 - b. Better To Serve Through VR Or One Stop
 8. Outreach To Individuals With Disabilities
 9. Title Of Respondent

The survey was pretested with a sample of GADOL-VR staff and OSC managers. Pretest participants completed the survey and then completed a second survey asking them to evaluate the survey in a variety of ways. The pretest enabled the researchers to evaluate the survey layout, instructions, order of the questions, the wording of the questions and response categories, and the completeness of the questions and response categories. Several changes were made in response to feedback from the pretest. A copy of the survey is shown in Appendix A.

Population Surveyed and Response Rate

All One Stop and Career Center managers throughout the state were invited to participate in the online survey. Some managers passed the survey on to a key staff member to complete; forty one percent of the respondents were not managers. The response rate for the survey exceeded eighty percent; 43 usable responses were returned from a total of 53. This is an exceptional response rate. Two factors that helped us obtain a good response rate are the ease with which the participant could complete the survey and the reasonably short length of time needed to complete the survey.

Survey Findings

This section is divided into eight parts as follows:

1. One Stop Center Operation and Accessibility
2. Clients Served
3. Workforce Board
4. Knowledge and Training
5. Staff Resources
6. Coordination with VR and Schools
7. Outreach to Individuals with Disabilities
8. Best Approach For Serving Individuals with Disabilities

One Stop Center Operation and Accessibility

Four issues regarding the operation of the One Stop and Career Centers were addressed:

1. years in operation
2. accessibility
3. ease of use
4. performance tracking

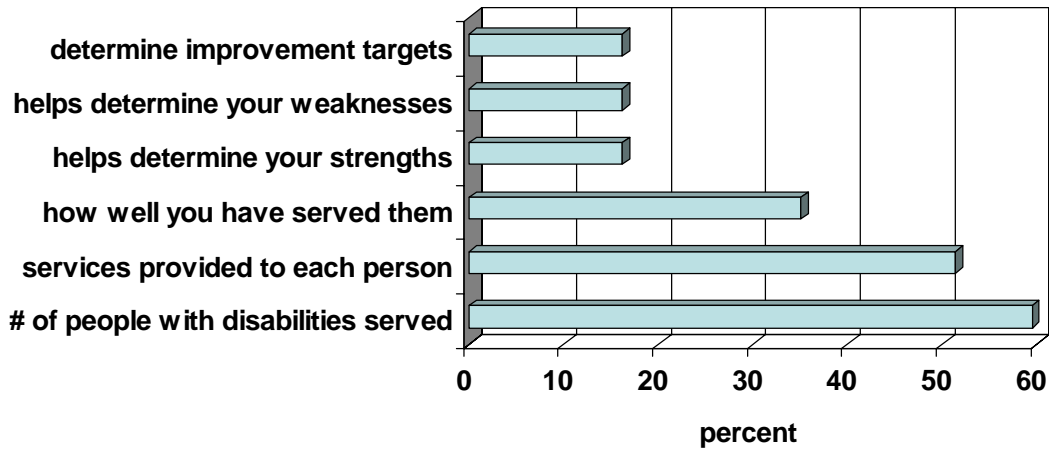
Nearly ninety eight percent of the One Stop and Career Centers represented here have been in operation more than three years. Respondents were asked how accessible the Center was to individuals with disabilities, including the bathrooms and the parking lot. Ninety five percent of the respondents reported that the Center was completely or somewhat accessible; more than eighty percent said the Center was completely accessible. Only five percent said that the Center was not accessible. When asked how easily an individual with disabilities could use the services at the Center, over ninety seven percent reported “very easily or easily”.

Respondents were also asked if the Center had a tracking or record keeping system. This was a six part question that addressed:

1. Tells you how many people with disabilities you have served in a given period?
2. Tells you what services you have provided to each person with a disability you served in a given period?
3. Helps you assess how well you have served individuals with a disability in a given period?
4. Helps you determine what your strengths are in serving individuals with a disability in a given period?
5. Helps you determine what your weaknesses are in serving individuals with a disability in a given period?
6. Helps you determine what your performance improvement targets should be to better serve individuals with a disability?

About sixty percent of the respondents said the Center has a tracking system that tells them how many people with disabilities they have served; nearly fifty two percent reports having a system that tracks the services rendered to each person with disabilities. However, only thirty five percent have tracking capability linked to measuring the *quality* of service provided. Only sixteen percent said the tracking system would help determine their strengths, weaknesses and performance improvement targets.

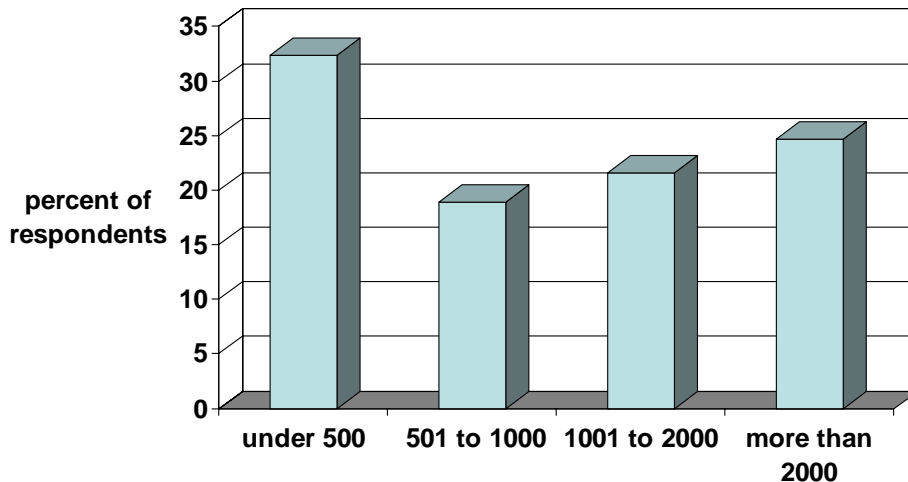
One Stop and Career Center Tracking System



Clients Served

Three questions were asked to gain some perspective as to how many individuals with disabilities are served through the Center as a percentage of the total number of clients served. Two questions asked about the number of clients served in the past month. A third question addressed the number of clients served in the past year. The total number of clients served in a month varied considerably from under 500 to over 2000 as shown below. Nearly one third of respondents said the Center served fewer than 500 clients in the past month. This was the largest group of respondents. The remaining responses were fairly evenly split across the other categories.

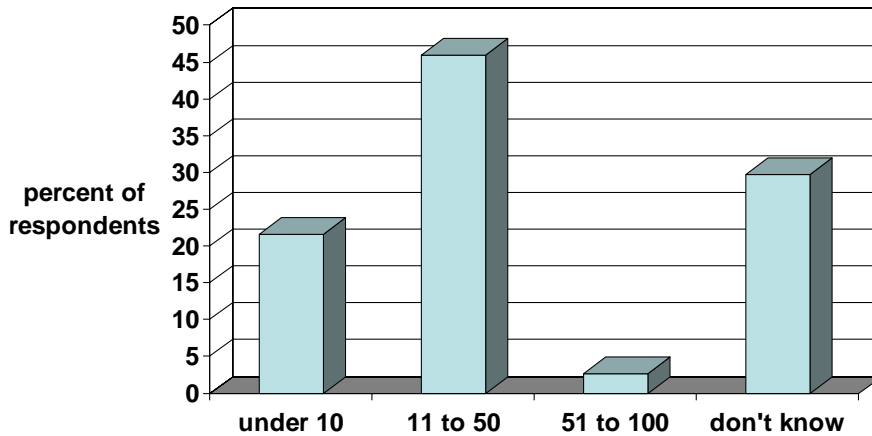
Total Clients Served by One Stop and Career Centers in Past Month



When asked how many clients with disabilities were served in the past month, twenty two percent said fewer than 10; forty six percent reported 11 to 50. Nearly thirty percent responded that they didn't know. This seems consistent with the earlier

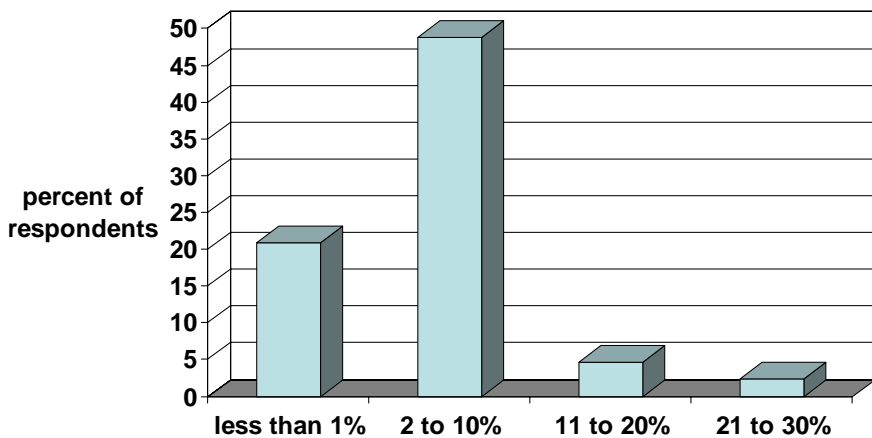
finding that only sixty percent can track the number of persons with disabilities served by the Center.

Total Clients with Disabilities Served by One Stop and Career Centers in Past Month



The third question asked respondents what percent of the total number of persons served this past year had a disability. About twenty one percent of the respondents reported that the percent of total clients served in the past year with disabilities was less than 1%; nearly forty six percent said 2 to 10%. This appears to support the findings from the first two questions which asked about clients served in the past month where the largest percentage of respondents seem to indicate that individuals with disabilities account for less than ten percent of the total number served.

Percent of Total Clients Served in Past Year with Disabilities

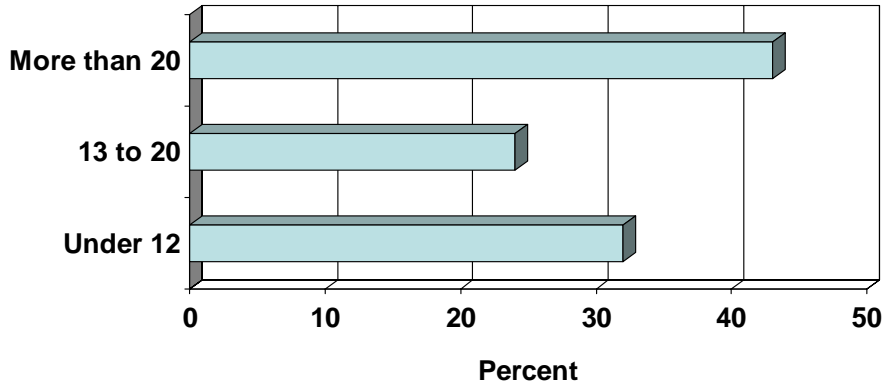


Workforce Board

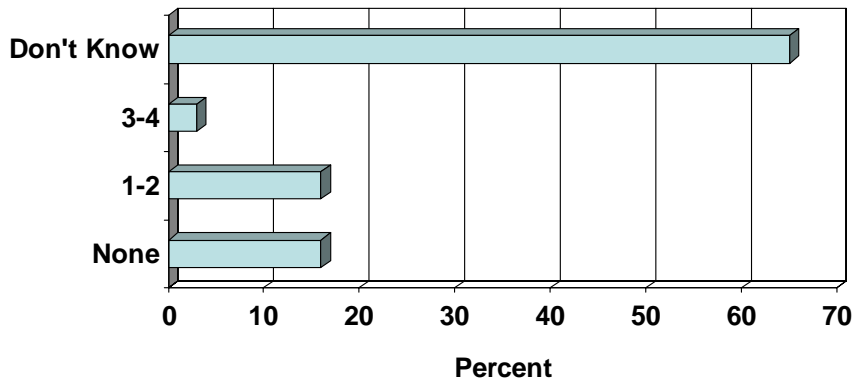
Workforce Boards vary in size as shown in the chart below. More than forty percent of respondents indicate that the Workforce Board has more than 20 members while sizeable albeit smaller percentages report boards with a fewer members. Two thirds

didn't know if any members were individuals with disabilities. Another sixteen percent reported that no members were individuals with disabilities.

Total Number of Individuals that Serve on Your Workforce Board



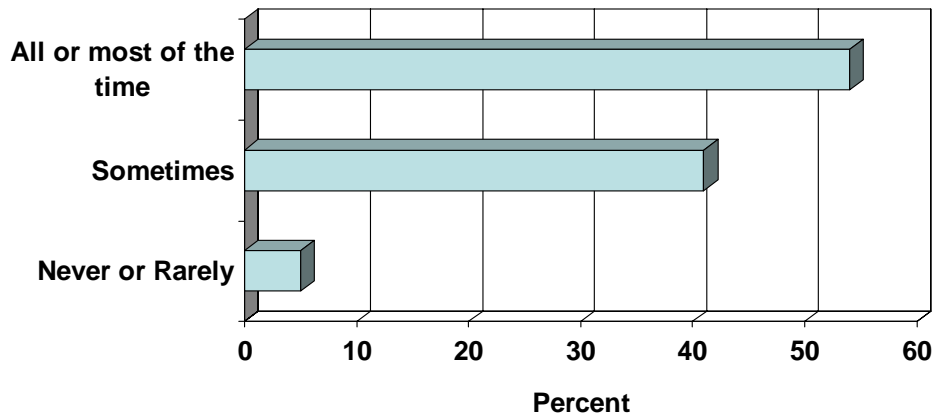
Individuals With Disabilities On Your Workforce Board



Knowledge and Training

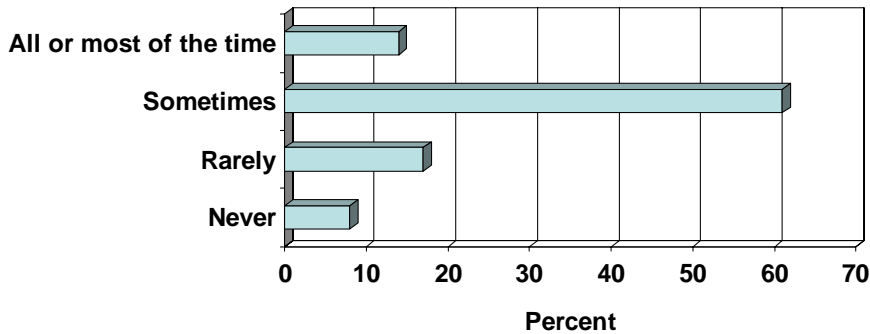
Seven questions were asked about staff knowledge and training. All of the respondents report that the Center has a disability navigator position. As shown in the exhibit below, nearly fifty five percent of respondents said they routinely cross train staff; another forty percent sometimes cross train staff.

Cross-training Take Place Among Your Staff



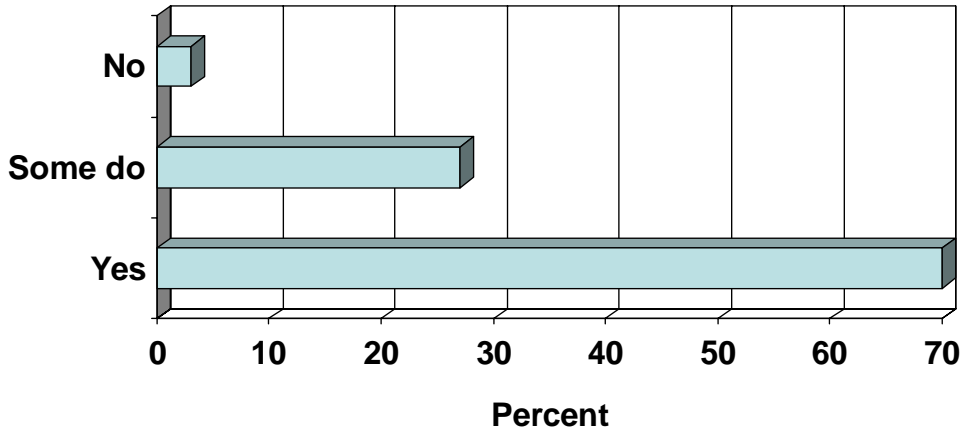
As shown in the exhibit below, cross training between Center staff and GADOL-RS staff is less routine but common. Fourteen percent of respondents report cross training Center and GADOL-RS staff all or most of the time; more than sixty one percent sometimes do this cross training. Seventeen percent rarely do cross training between Center and GADOL-RS staff and eight percent never do it.

Cross-training Between One Stop or Career Center Staff And GADOL-RS Staff

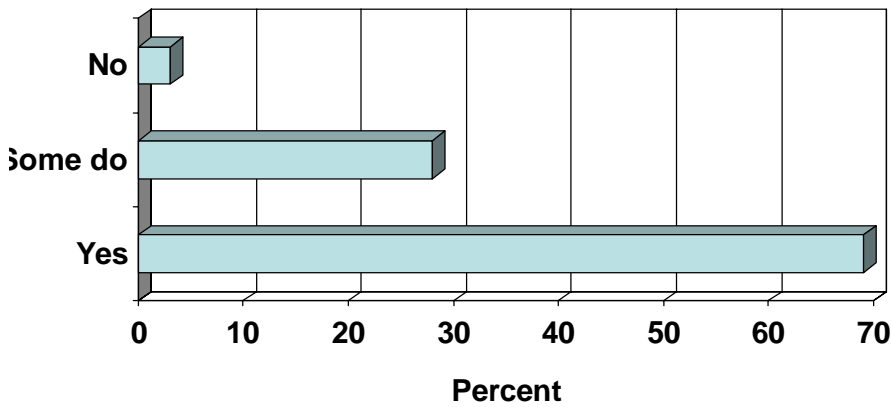


Seventy percent of respondents said that Center staff has a thorough understanding of the employment potential of individuals with disabilities; twenty seven percent were less positive but did report that some staff does. When asked if Center staff have a thorough understanding of the myths about the employment potential of individuals with disabilities, response patterns mirrored those for the previous related question as shown in the following charts.

Does Center Staff Have A Thorough Understanding Of The Facts About The Employment Potential Of People With Disabilities?



Does Center Staff Have A Thorough Understanding Of The Myths About The Employment Potential Of People With Disabilities?



Respondents rated the knowledge and competency of Center staff in nine areas as shown in the table below. Staff is generally viewed to be knowledgeable and competent in all areas. They are most highly rated in giving support to individuals with disabilities to maximize the benefit from Center services. Almost as highly rated are the use of alternative formats, the provision of training for VR clients and the availability of assistive devices that meet the needs of individuals with disabilities. Although not as highly rated, staff is viewed as knowledgeable and competent in all other areas.

Knowledge and Competency

Using a 5 point scale where "1" means Never and "5" means Always, rate each statement below based on the typical experiences people with disabilities have with your Center

Statement	Mean Response
Staff comfortably relate to people with all types and severity of disabilities.	4.1
Staff asks individuals with disabilities if they need information in alternative formats (e.g., Braille, sign language, etc.)	4.4
The assistive devices available on-site meet the needs of people with disabilities who use the Center.	4.3
Staff knows how to use the assistive technology available in the Center.	3.9
Staff instructs individuals on the use of the assistive technology available in the Center.	4.0
Individuals with disabilities receive support (e.g., staff assistance, accommodations) to get maximum benefit from Center services.	4.5
Individuals receiving services from VR receive Center training services.	4.4
Career assessments used to identify employment goals are customized to the needs of individuals with disabilities when needed.	3.9
Staff helps people with disabilities access supports to address employment-related needs (e.g., transportation to work, acquiring work clothes or equipment.)	3.9

Respondents rated the need to train One Stop or Career Center staff in the eight areas shown in the next table. The findings do not indicate any especially urgent training needs. The greatest perceived needs are in the areas of understanding the support needs of special populations, understanding the range of support needs of people with disabilities, and knowledge of available tax incentives for employers who hire people with disabilities. The lowest perceived need for training is knowledge of the common myths about the employment potential of people with disabilities.

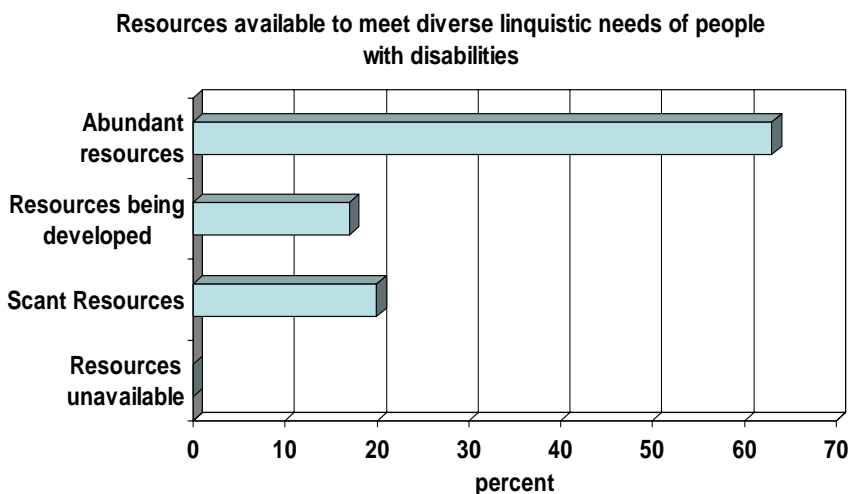
Training Needs

Using a 4 point scale where "1" means No Need and "4" means Great Need, rate the training needs Center staff have that would enable them to better serve people with disabilities

Statement	Mean Response
An understanding of the range of support needs of people with disabilities.	2.8
An understanding of the support needs of special populations such as transition age youth and people with mental illness.	2.9
Overall knowledge of the human service system for people with disabilities.	2.7
Knowledge of the common myths about the employment potential of people with disabilities.	2.4
Exemplary practices in the employment of people with disabilities (e.g., supported employment, customized employment)	2.6
Knowledge of the assistive technology resources available to people with disabilities in the community.	2.6
Knowledge of the facts about the employment potential of people with disabilities.	2.5
Knowledge of available tax incentives for employers who hire people with disabilities.	2.8

Staff Resources

Two resource issues were investigated in this research study. The first was whether Center staff has a resource to aid their understanding of the facts and myths about the employment potential of people with disabilities. Nearly eighty percent responded yes. The second issue addressed was whether staff has sufficient resources (e.g., bilingual staff, written materials, interpreter services, etc.) available to them to meet the diverse linguistic needs of people with disabilities who access the One Stop or Career Center. As shown in the chart below, nearly two thirds of the respondents reported that staff has abundant resources; another seventeen percent said that resources are under development. Twenty percent of respondents indicated that staff has scant resources. No one reported that resources were unavailable.

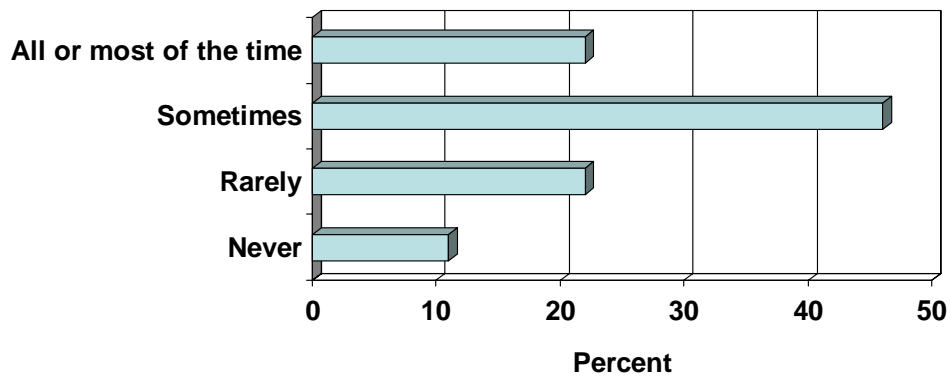


Coordination with VR and Schools

Five of the six questions in this area focused on coordination between the One Stop Centers and VR; the sixth asked about coordination between the One Stops and the schools.

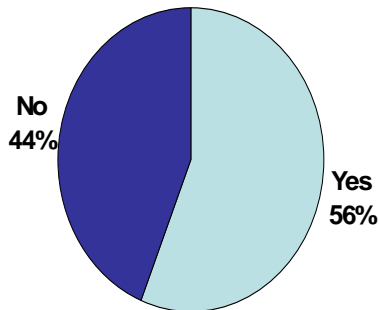
Nearly twenty two percent of the respondents said that collaboration with the schools takes place all or most of the time; forty six percent report that collaboration occurs sometimes. However, twenty two percent indicated that collaboration with the schools is rare and nearly eleven percent said it never happens.

Does Center staff collaborate with schools to meet the transition needs of students with disabilities?



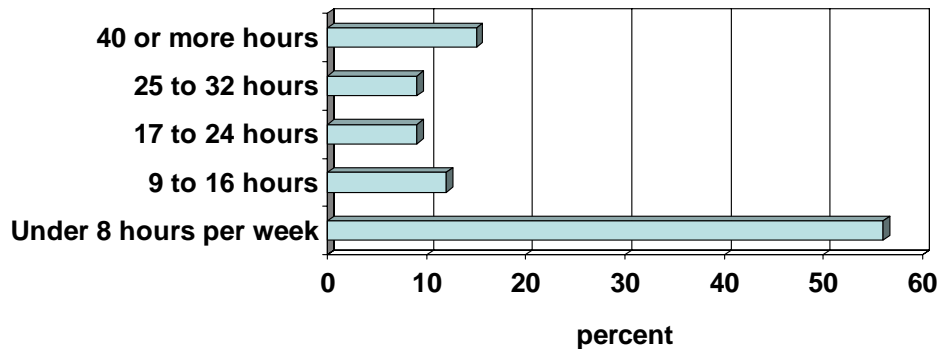
In contrast, over ninety seven percent of respondents indicated that they have a well defined process to coordinate employment services for individuals with disabilities with GADOL-RS. Fifty six percent of respondents report that VR counselors are co-located in the Center.

Do you have vocational rehabilitation counselors co-located in your Center?



The survey results show that VR counselors have a significant presence in the One Stops. About fifteen percent of the VR counselors seem to be co-located with a One Stop Center because they are present 40 or more hours per week. VR counselors are usually not present in the Center full time; nearly twenty percent are present 3 or 4 days per week. Over half of the respondents suggested that VR counselors are in the Center fewer than 8 hours per week as shown in the chart below.

How many hours per week is a vocational rehabilitation counselor present in the Center?



Respondents rated the coordination between the Center and VR in five areas. As can be seen in the table below, there is a moderate degree of coordination between the Center and VR. The highest degree of coordination involves consultation between Center staff and vocational rehabilitation counselors to determine the most appropriate services for people needing assistive technology. With a mean score of 3.5 on a five point scale, consultation with vocational rehabilitation counselors when serving transition age youth with disabilities evidences the next highest level of coordination. As indicated by lower mean scores of 3.2 and 2.9, there is somewhat less coordination in that VR counselors do not always provide disability-related training to Center staff and they are often not viewed as integral staff members.

Coordination Between One Stop or Career Center and VR

Using a 5 point scale where "1" means Never and "5" means Always, rate each statement

Statement	Mean Response
Vocational rehabilitation counselors are integral members of the Center's staff (e.g., attends staff meetings, planning meetings, etc.).	2.9
Staff meets with vocational rehabilitation counselors to facilitate the coordination of services between the two agencies.	3.3
Staff consults with vocational rehabilitation counselors when serving transition age youth with disabilities.	3.5
Staff consults with vocational rehabilitation counselors to determine the most appropriate services for people needing assistive technology.	3.7
Vocational rehabilitation counselors provide disability-related training to Center staff.	3.2

Respondents were also asked to rate the relationship between the Center and VR using a five point scale where 1 means poor and 5 means excellent. Five aspects of the relationship were evaluated and the results are quite impressive. With a near perfect mean score of 4.9, VR staff's knowledge of disability and work related issues was the most highly rated item. Almost as highly rated, with a mean score of 4.8, is the attitude of VR staff who works with Center staff and clients. The overall relationship between

the Center and GADOL-RS earned a mean score of 4.7. Cooperation between the Center and VR staff had a mean score of 4.6 while the availability of VR staff to assist Center staff and clients had a mean score of 4.4.

Quality of the Relationship between One Stop or Career Center and VR

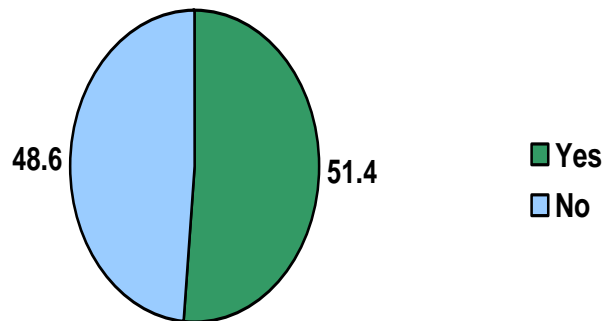
Using a 5 point scale where "1" means Poor and "5" means Excellent please answer the following questions about your relationship with VR

Statement	Mean Response
Cooperation between your Center and VR staff	4.6
Availability of VR staff to assist your staff and clients	4.4
VR staff knowledge of disability and work related issues	4.9
Attitude of VR staff who work with your staff and clients	4.8
Your overall relationship with VR or The Georgia Department of Labor, Rehabilitation Services [GADOL-RS]	4.7

Outreach to Individuals with Disabilities

When asked if the Center does outreach to individuals with disabilities, slightly more than half answered yes; the remainder said no.

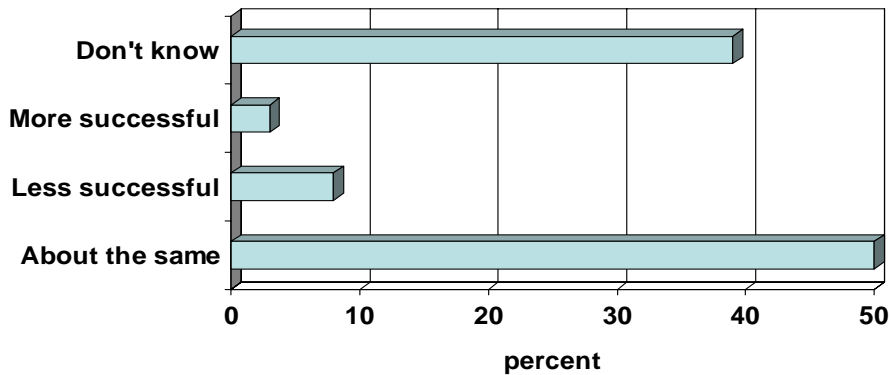
Do you do outreach to individuals with disabilities?



Best Approach for Serving Individuals with Disabilities

Respondents were asked to indicate how successful they believe individuals with disabilities are in achieving their employment goal when compared to all other clients served by the Center. Although fifty percent said about the same, almost as many reported that they didn't know.

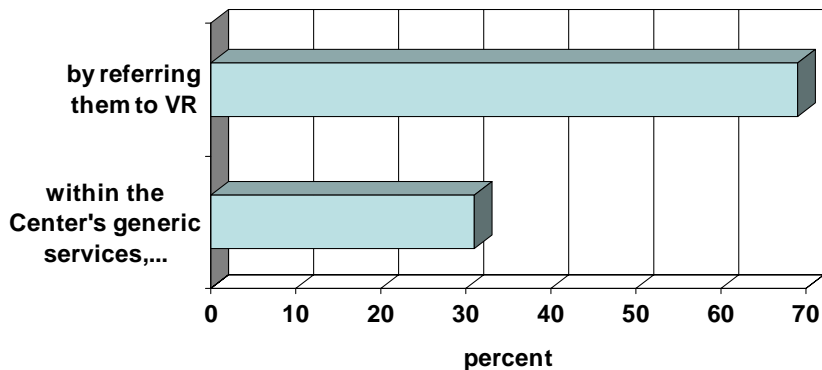
Compared to the overall clientele served by your Center, how would you characterize the success of individuals with disabilities in achieving their employment goal?



Finally, respondents were asked if it is better to serve individuals with disabilities within the Center's generic services, with supports as necessary or, by referring them to VR - The Georgia Department of Labor, Rehabilitation Services [GADOL-RS].

Nearly seventy percent of the respondents believe that it is better to serve individuals with disabilities by referring them to VR - The Georgia Department of Labor, Rehabilitation Services [GADOL-RS]. Thirty percent said it was better to serve individuals with disabilities within the Center's generic services, with supports as necessary.

In your opinion individuals with disabilities are best served...



Conclusions

The One Stop concept is maturing as evidenced by the finding that nearly all of the Centers were established more than three years ago. The Centers have developed at least a fundamental awareness of and responsiveness to the needs of individuals with disabilities. Eighty percent of the Centers are physically accessible and nearly all

OCS managers and staff who participated in the survey reported that the Center's services are easily used by an individual with disabilities. However, without direct input from consumers it is not possible to be completely certain of the programmatic accessibility of the One Stops.

A more sophisticated performance tracking system is needed to help One Stop managers evaluate how well they are serving individuals with disabilities. Feedback is needed as an input to both operational and strategic planning. Performance tracking is in place enabling the Centers to track the number of individuals served and services rendered. However, many cannot evaluate how well they are serving clients. Very few have a performance tracking system useful in strategic or operational planning. In most Centers, the current system doesn't help determine strengths, weaknesses or performance improvement targets. More detailed information about performance needs to be captured for planning purposes. Also, feedback from consumers needs to be incorporated into the performance tracking system. Consumer input will provide a "reality check" as to how well the One Stops meet their needs and will help identify high impact performance improvement targets.

One Stop and Career Centers vary substantially in size. Consequently, capacity varies too as does the number of individuals with disabilities served. In most Centers, less than 10 percent of the total consumers served are individuals with disabilities. The 2004 American Census Survey for the State of Georgia shows that about 7.4 percent of the adult population is individuals with disabilities who are not working. Thus, it appears that the Centers are generally doing an adequate job of reaching individuals with disabilities.

Although vocational rehabilitation professionals serve on the workforce boards, direct participation of individuals with disabilities appears to be somewhat low. Either that, or the Center directors and staff are not aware of their participation because two thirds responded that they didn't know if any individuals with disabilities serve on the workforce board. There is no legal requirement to include individuals with disabilities on the workforce boards but doing so would help the One Stops maintain and improve service to this population.

All of the Centers represented in this research study have a Disability Navigator position. Also, all of the Centers appear to have trained and knowledgeable staff capable of serving individuals with disabilities. And while the Centers do cross train staff, they are less likely to do cross training between Center staff and VR. Using VR staff to train Center staff or engaging in more cross training with VR may provide a means for meeting some of the training needs identified in this study.

The Centers have a well defined process for coordinating with GADOL-RS but do not appear to have one for coordinating with schools. Greater coordination between the Centers and schools may be warranted. GADOL-RS should consider what role, if any, it should play in fostering or participating in coordination between the Centers and schools.

Only half of the Centers do outreach to individuals with disabilities. This seems to be a possible improvement target for the Centers although the findings suggest that the Centers may be reaching most of this target audience now. This does not mean that all Centers are adequately serving the needs of individuals with disabilities. A more detailed study would be needed to determine which Centers, if any, should place more emphasis on outreach.

The Centers have a well defined process for coordinating with GADOL-RS which they do routinely. Vocational rehabilitation counselors often work from the Centers but most are present fewer than eight hours per week. So, it is not surprising that the counselors are not viewed as integral members of the Center staff.

It may be that the Center staff would be more confident in their ability to serve individuals with disabilities if they had a higher degree of knowledge and support. A desire for more training was evidenced, especially regarding the wide range of needs of individuals with disabilities; respondents are especially interested in learning more about the support needs of special populations such as transition age youth and people with mental illness.

The Centers are not doing as well with the transition population as with the adult population. Coordination between the Centers and schools is lacking and may be due in part to a need for staff to become more competent and confident in their abilities to meet the needs of transition age youth. GADOL-RS management will need to determine if it should play a role in helping the Centers improve their capacity to serve transition age youth.

Despite the finding that Center managers believe staff is trained, knowledgeable and generally capable of serving the employment needs of individuals with disabilities, an overwhelming majority of the respondents believe that individuals with disabilities are best served by referring them to VR. This thinking seems to be contrary to the law and the general desire among the disability community that the One Stops should provide access for all. An example of this view is extracted here from *Access for All: A Resource Manual for Meeting the Needs of One Stop Customers with Disabilities, produced by the Institute for Inclusion:*

Don't automatically steer people with disabilities to "disability only" services - Your state's public vocational rehabilitation (VR) system is an important partner in the One-Stop system, and your One-Stop Center may have other special programs for people with disabilities. While services from VR and other specialized activities may be helpful, these should not be the only options available. People with disabilities are entitled to the same full range of core services as anyone else, and should also be considered for the full variety of intensive and training services—not just the disability-specific ones— available through the One-Stop system.

Include people with disabilities like you would anyone else - People with disabilities should be offered the same menu of services as all other customers,

and encouraged to take full advantage of One-Stop services. Do not assume that a person with a disability wouldn't be interested or wouldn't benefit from a particular activity or service. If there are concerns that a person with a disability may have difficulty using a particular service, don't automatically start looking for alternatives or specialized services. Instead, determine how the individual can best be supported and assisted to use the service as it exists, or how the service can be redesigned to be more universally accessible to people with disabilities and others.

The One Stops generally rely on a transactional model where consumers make one or two visits to a Center for assistance finding employment. The VR model is more relational where they develop a relationship with consumers designed to identify vocational goals and capabilities, barriers to employment, and solutions to these barriers. The typical VR consumer remains in active status for some months and sometimes years.

There is a need to bridge these two systems so that only consumers who truly need VR services are referred to VR. Seventy percent of the OSC respondents in this study believe that individuals with disabilities are better served through referral to VR. If the One Stop system is going to help the hundreds of thousands of Georgia citizens who have an employment disability find employment most must be served through the One Stop Centers.

Research Objective IV

Federal regulations require an assessment of the need to establish, develop, or improve community rehabilitation programs within the state. Two research streams were undertaken to meet this requirement. One approach was to survey VR counselors. Vocational rehabilitation counselors work closely with both individuals with disabilities seeking employment related services and community rehabilitation providers who partner with the counselor and the consumer to provide those services. Thus, vocational rehabilitation counselors were surveyed about the services provided by community rehabilitation providers [CRPs]. A second approach was to evaluate the two residential rehabilitation facilities operated by the state VR agency.

Survey of VR Counselors**Survey and Sampling Plan**

The survey contained nineteen questions which asked participants about five major topics: referrals to CRPs, the number of people on their caseload with special needs, services provided by the CRPs, providers' capabilities, and staffing and accreditation. The topics and questions were identified by reviewing similar research conducted by other state vocational rehabilitation agencies, by reviewing academic literature and through discussions with internal GADOL-VR staff. The following outline provides a more detailed look at the content of the questionnaire.

1. Referrals
 - a. Number
 - b. Reasons
2. Number of individuals on caseload
 - a. Whose first language is NOT English
 - b. With a need for assistive technology
3. Services provided by CRPs
 - a. Availability
 - b. Supply or capacity
 - c. Quality of service
 - d. Consistency of service quality
4. CRP ability to provide
 - a. Services to all disabilities
 - b. Informed choice
 - c. Accommodations
 - d. Assistive technology
 - e. Ability to work effectively with consumers whose first language is NOT English
 - i. Provide written materials to consumers in Spanish
 - ii. Employ staff who are fluent in Spanish
5. CRP staffing and accreditation

- a. CARF accredited
- b. Certified vocational evaluators

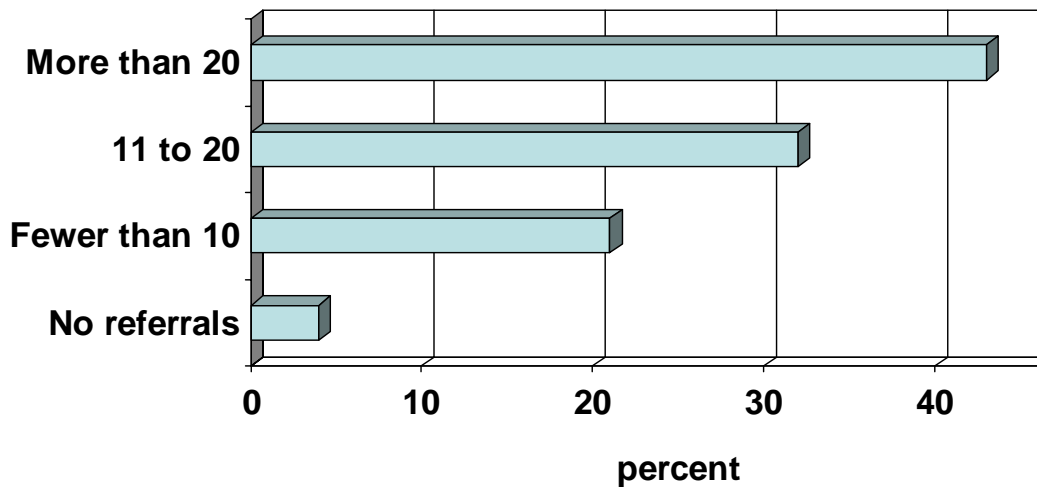
Response Rate

An online survey was sent to all of the VR counselors employed by GADOL-RS. A total of 173 counselors responded to the survey which is a 61 percent response rate.

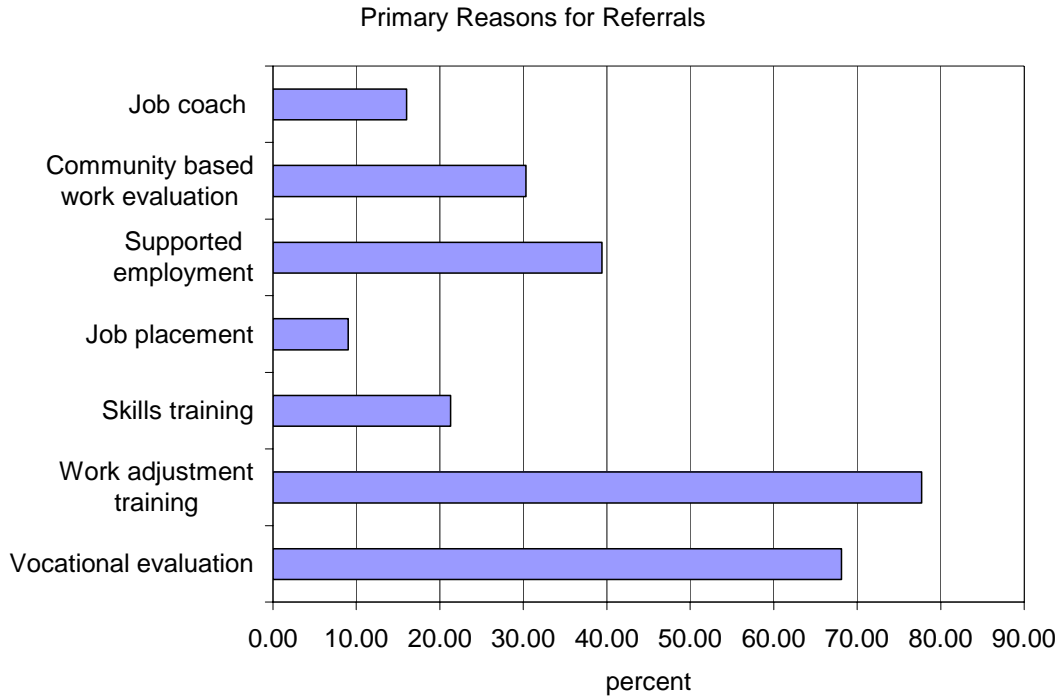
Survey Findings

Referrals

Number of referrals made each year to community rehabilitation providers



The number of referrals to community rehabilitation providers is substantial. Forty three percent of the respondents refer more than twenty clients to community rehabilitation providers each year; another thirty two percent refer between eleven and twenty clients. About twenty one percent of the counselors make relatively few referrals, reporting fewer than ten per year while four percent make none.



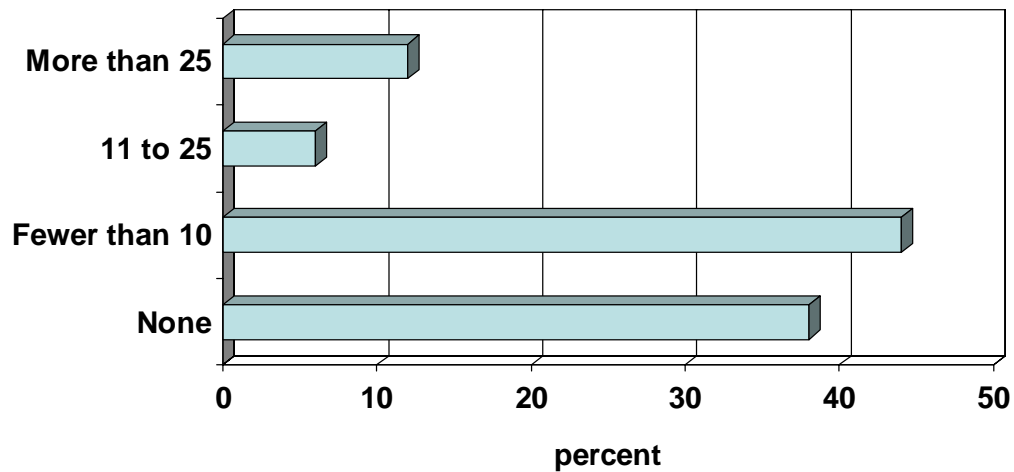
Counselors were asked to provide information about the primary reasons they refer clients to providers. The most common services needed are work adjustment and vocational evaluation. Nearly seventy eight percent of the respondents refer clients for work adjustment while sixty eight percent refer clients for vocational evaluation. Nearly forty percent of the respondents indicating they refer for supported employment services and thirty percent refer clients for community based evaluation. A smaller percentage of respondents refers clients for skills training, job coaching and job placement.

Number of individuals on caseload

Two issues were of particular importance to GADOL-RS management. One is the growing number of clients whose first language is not English. The other issue is the number of clients with a need for assistive technology.

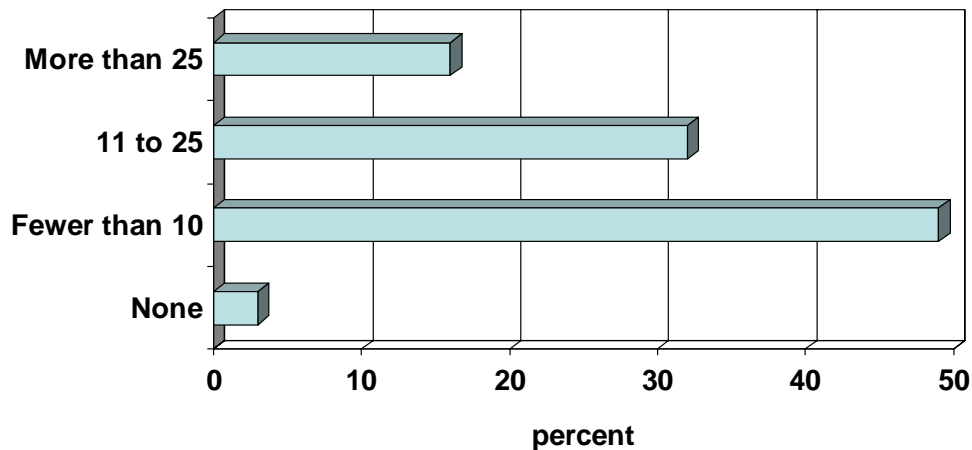
Respondents were asked how many people from minority racial or ethnic backgrounds they have on their current caseload whose first language is *not* English. Two thirds of the respondents have at least one person on their caseload whose first language is not English. Twelve percent of the counselors participating in the research study have more than twenty five clients and another six percent has between eleven and twenty five clients whose first language is not English. Forty four percent of the respondents have fewer than ten clients for whom English is a second language. Thirty seven percent of the respondents reportedly have no one on their caseload who does not speak English as their first language.

Clients whose first language is NOT English



Respondents were also asked to indicate the number of their clients with a need for assistive technology. Nearly half of the respondents reported that fewer than ten of their clients need assistive technology. Thirty two percent of respondents said their clients need assistive technology; sixteen percent reported that more than twenty five clients need assistive technology. Less than three percent of respondents had no clients who need assistive technology.

Clients Who Need Assistive Technology



Services provided by CRPs

The VR counselors participating in this survey evaluated Providers' service capability along four dimensions:

1. Availability of a service
2. Capacity or ability to serve demand
3. Quality of service
4. Consistency of service delivery

The following twenty seven services were evaluated:

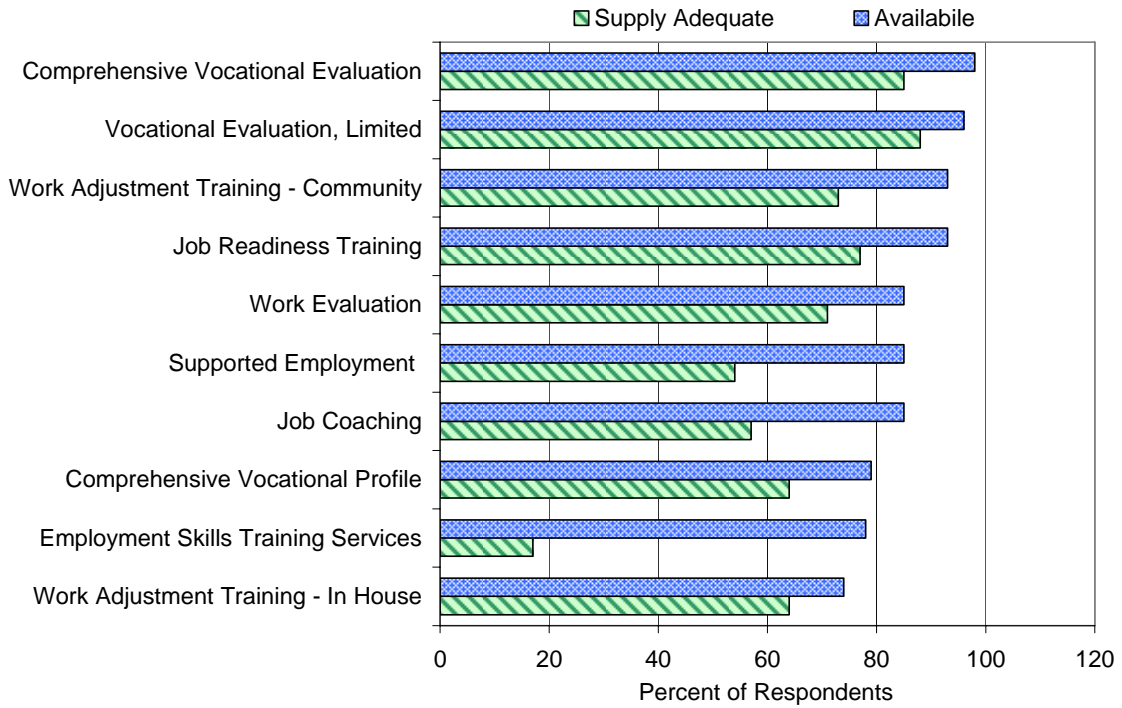
1. Braille Instruction
2. Braille Production
3. Career Orientation/Job Sampling
4. Comprehensive Low Vision Evaluation
5. Comprehensive Vocational Evaluation
6. Comprehensive Vocational Profile
7. Driver Training
8. Employment Skills Training Services
9. Extended Employment Transitional Service (EETS)
10. Food/Meals
11. Home Oriented Work Skills Training
12. Job Coaching
13. Job Readiness Training
14. Lunchtime Services/Supervision
15. Orientation & Mobility Services (Non-Visual)
16. Orientation & Mobility Services (Visual)
17. Personal/Social Adjustment Training
18. Pre-Employment Analysis
19. Short Term Low Vision Evaluation
20. Supported Employment
21. Transportation
22. Vocational Evaluation, Limited
23. Work Adjustment Training - Community
24. Work Adjustment Training - In House
25. Work Evaluation
26. Work Literacy (Group)
27. Work Literacy (Individual)

Participants used a ten point scale where 1 equals poor and 10 equals excellent to evaluate the Providers in their local service area.

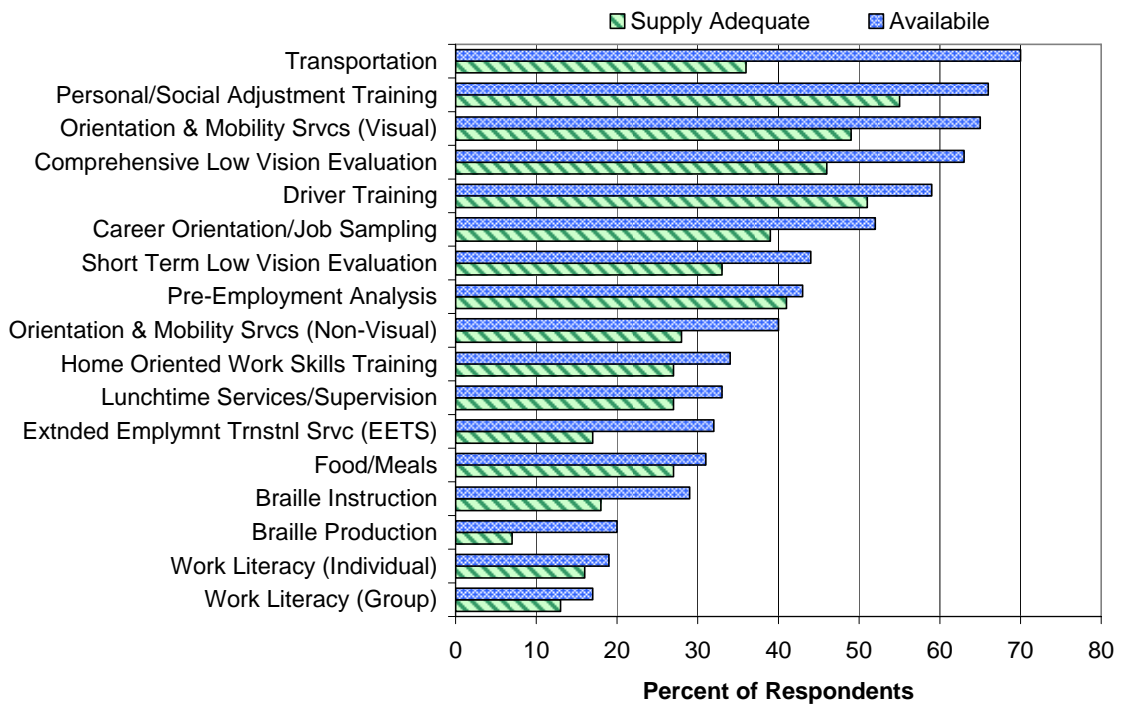
Service availability varied widely as expected. Services needed by most or all VR clients were generally believed to be widely available; services such as Braille services needed by a small segment of the client population were perceived to be less available. A particularly positive finding is that community based work adjustment training appears to be available to over ninety three percent of the VR counselors represented in the survey.

Adequacy of supply, however, fell short in every service category, often by a very wide margin. There is a 61 percent gap between the percentage of respondents who said Employment Skills Training Services were available and the percentage who said that capacity or supply was adequate. This is the largest gap by far. The perceived shortfall in supply is also large for Transportation, Supported Employment, Job Coaching, and Community Based Work Adjustment Training. The gap between perceived availability and adequacy of supply for Transportation services is 34 percent. It is 31 percent for Supported Employment and 28 percent for Job Coaching. Supply of Community Based Work Adjustment services falls short by 20 percent.

Availability of Services and Adequacy of Supply



Availability of Services and Adequacy of Supply continued



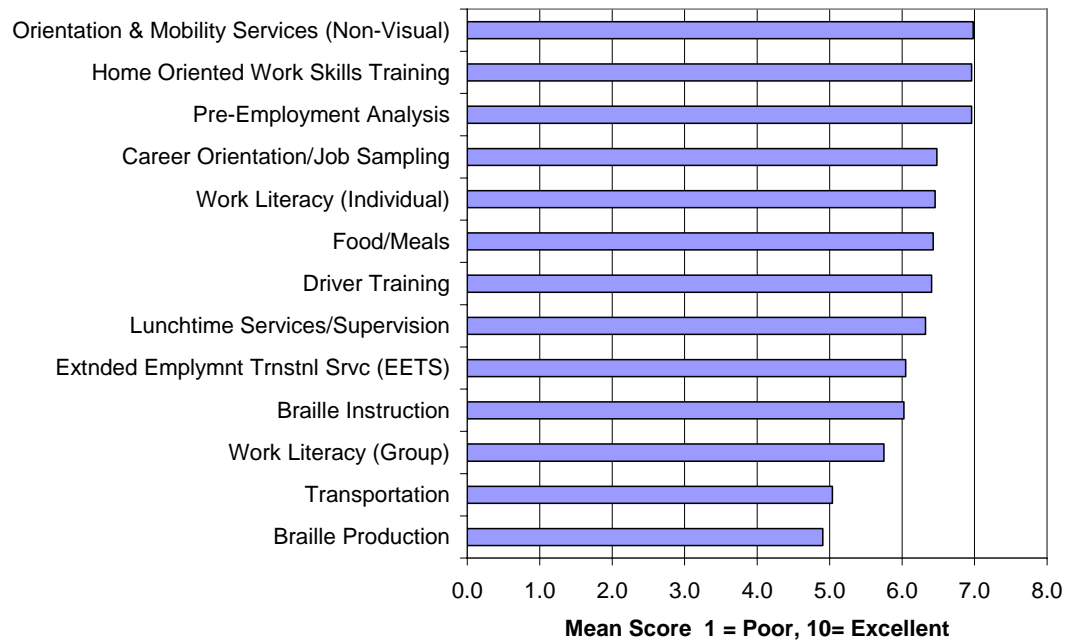
Quality of service

Perceptions of service quality varied substantially from a high mean score of 8.3 to a low of 4.9 as shown in the accompanying charts. Among the services with the highest service quality scores are Work Adjustment and Vocational Evaluation, the two primary reasons counselors purchase services from providers.

Evaluation of Service Quality



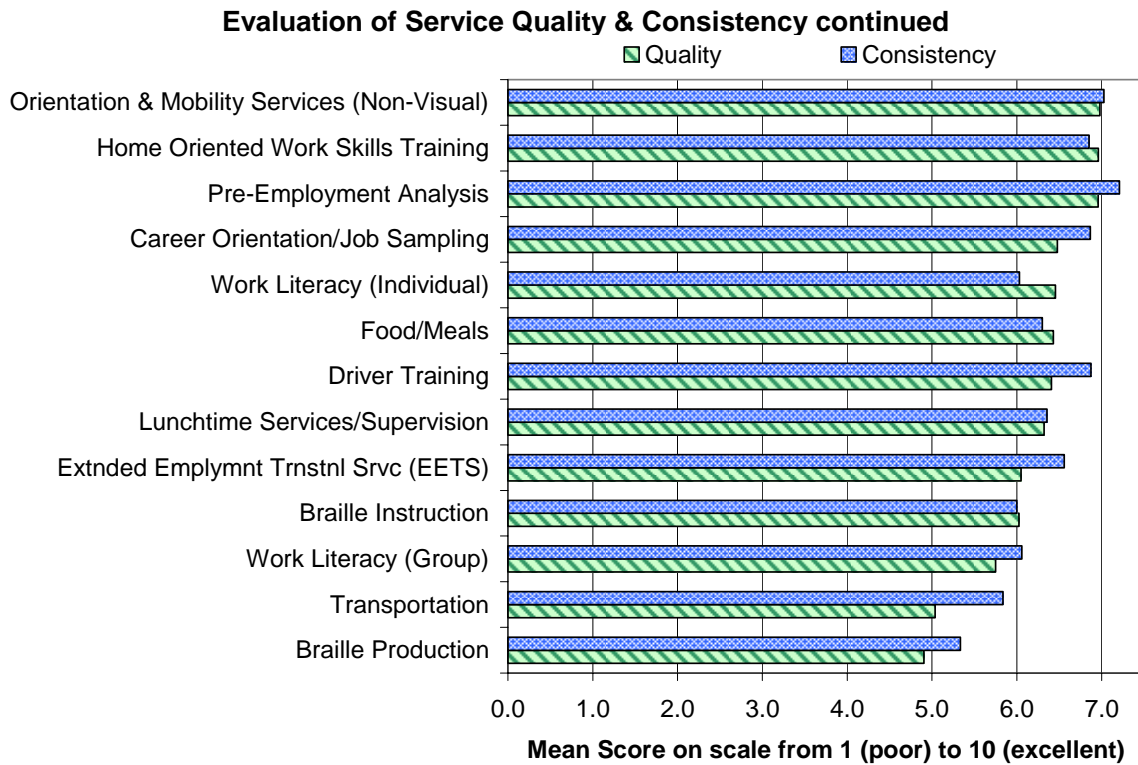
Evaluation of Service Quality continued



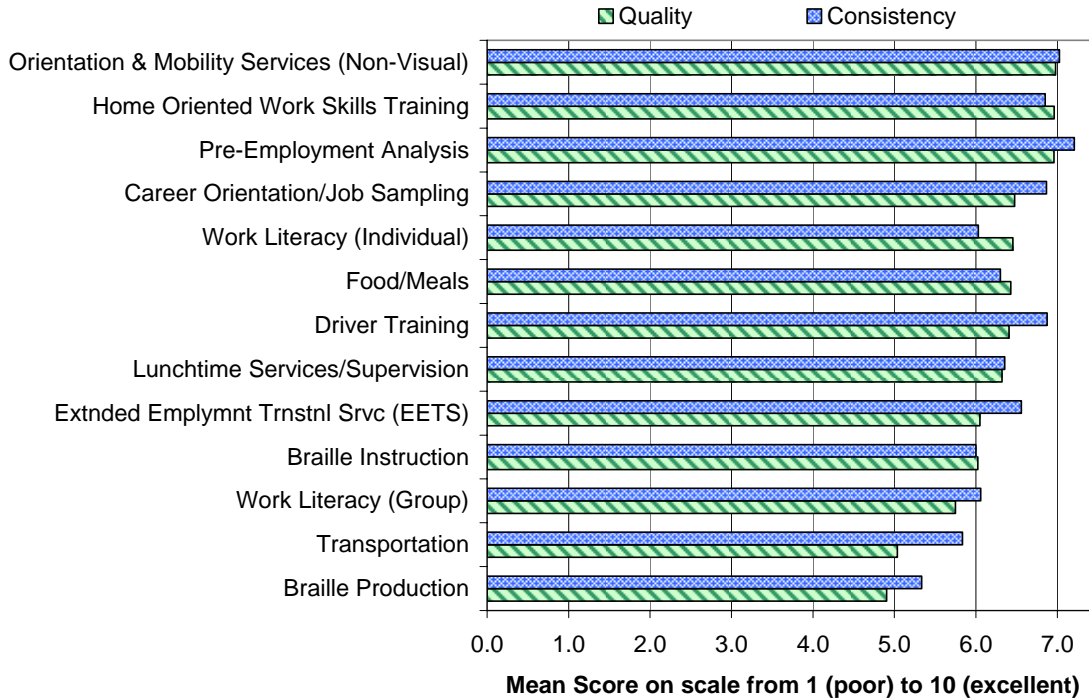
Consistency of service quality

The mean scores for the *consistency* of service quality for each service were somewhat correlated to the mean scores for service quality as shown in the related charts. Often when differences do exist, consistency *exceeded* quality – a not too subtle reminder that quality can be consistently sub par. The mean scores for consistency and quality differed for 23 of the 27 services evaluated; in 17 of these cases, consistency exceeded quality of service. However, the magnitude of these differences was usually small.

The most significant difference involved Transportation with a mean score of 5.8 for consistency compared to just 5.0 for quality. Other services with significantly lower quality scores included Extended Employment Transitional Service (EETS), Driver Training, Career Orientation/Job Sampling, and Braille Production. Work Literacy (Individual) had the highest positive difference between the mean score for quality and consistency followed by Work Adjustment Training – Community.



Evaluation of Service Quality & Consistency continued

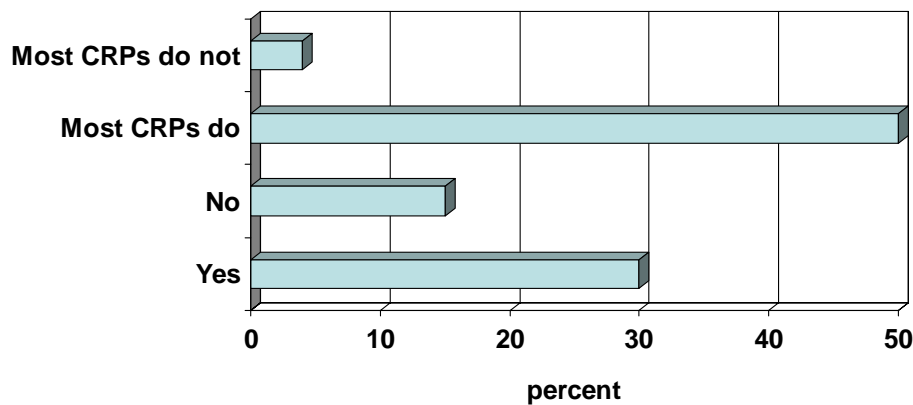


CRPs Target Market

The state agency has a vital interest in knowing which disability groups a provider targets and if providers help consumers make informed choices. The state agency is also interested to know if a provider can accommodate special needs and offer assistive devices and equipment when needed. The survey addressed all of these concerns.

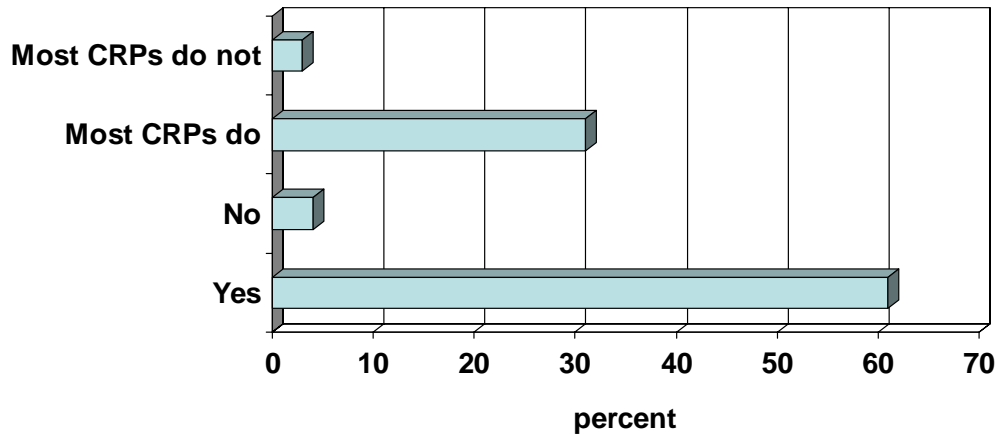
The VR counselors participating in this survey perceive that most providers do offer services to all disability groups.

Provides services to all disability groups



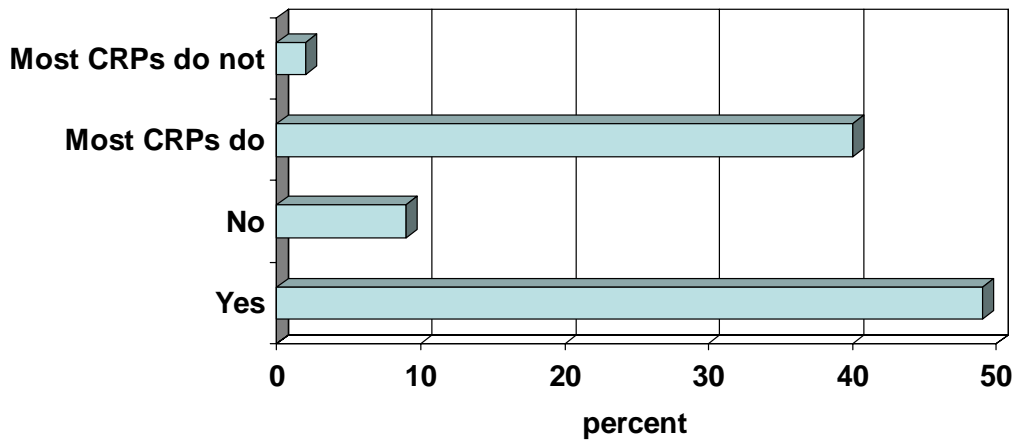
A similar percentage believes that providers help consumers make informed choices although they admit that there is no documentation to support their view.

Clients have informed choice

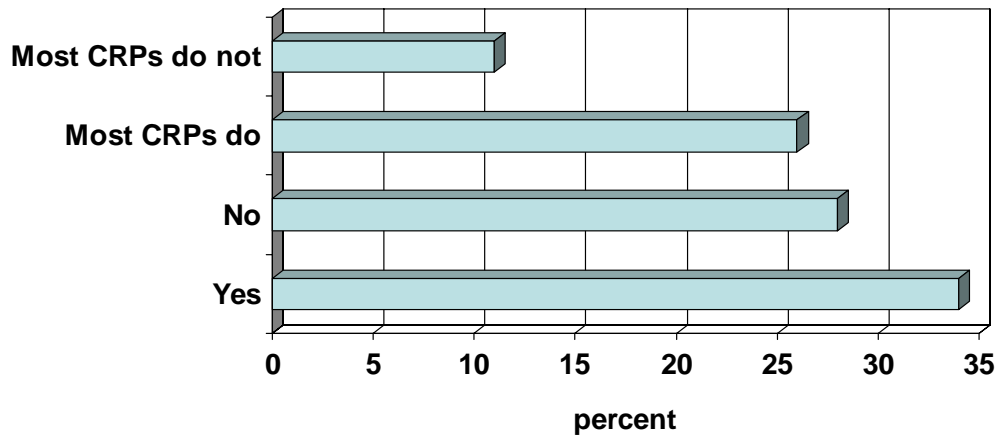


Nearly ninety percent of participants believe that CRPs offer accommodations when needed. However, only about sixty percent said that providers offer assistive technologies when consumers need them. This may be because the state VR agency provides these services.

Provides accommodations

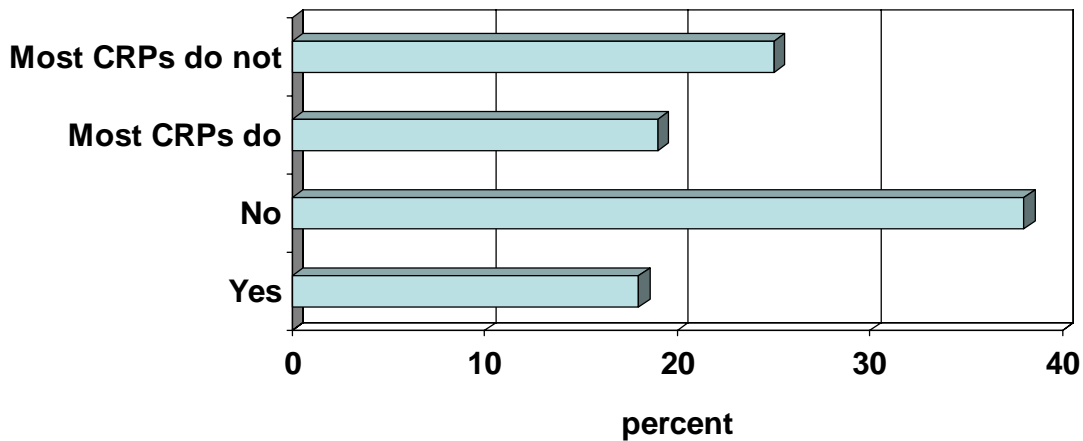


Provides assistive technology

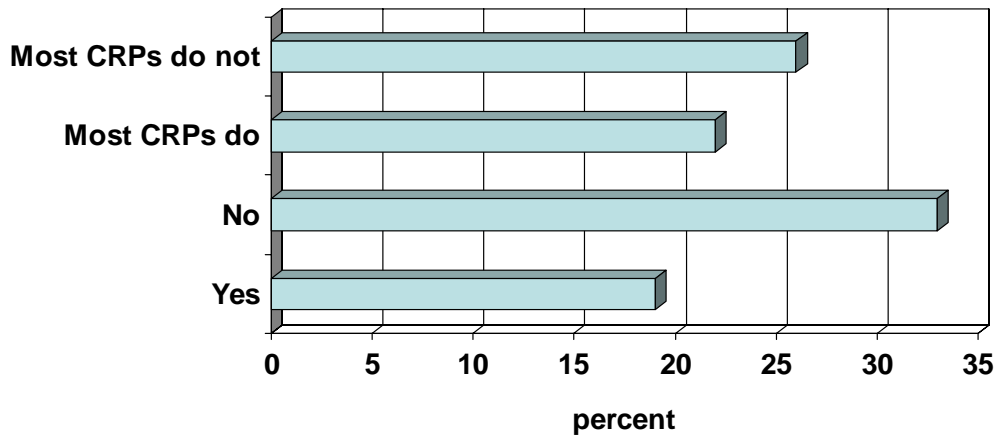


About two thirds of VR counselors responding to this survey said that providers have the ability to work effectively with consumers whose first language is NOT English. Slightly fewer participants reported that CRPs provide written materials to consumers in Spanish when needed. Nearly eighty percent believe that providers do not employ staff fluent in Spanish.

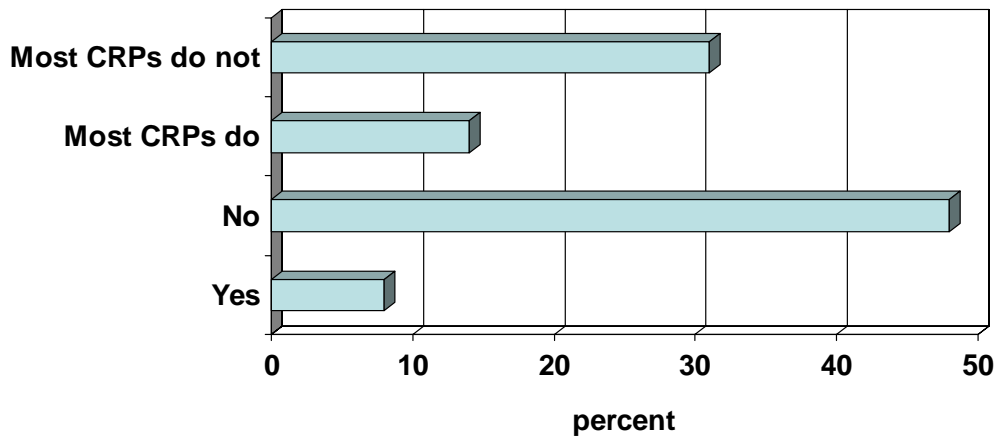
Has ability to work with consumers whose first language is NOT English



Provide written materials in Spanish

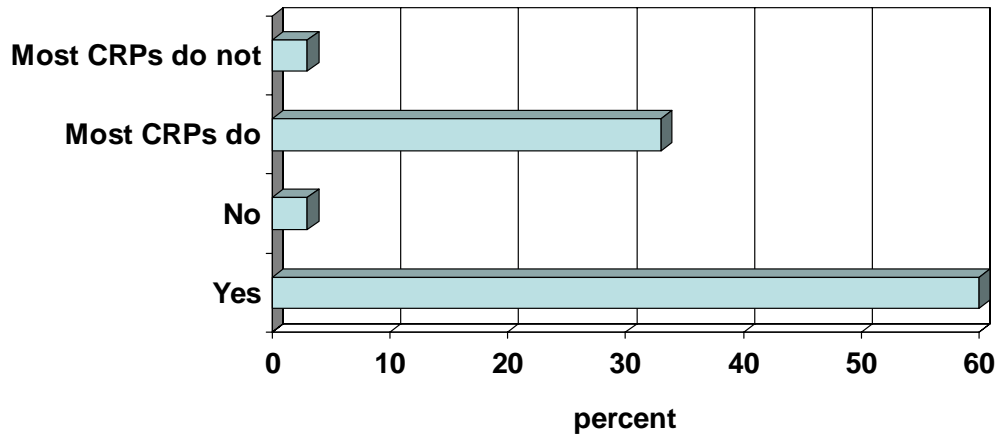
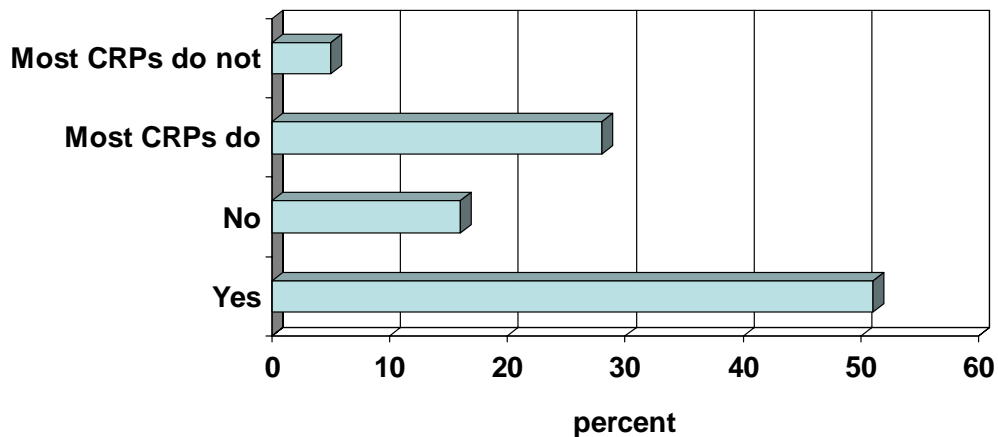


Employ staff fluent in Spanish



CRP Staffing and Accreditation

About ninety five percent of the respondents said they believe that providers are CARF accredited in all the services they provide. About ninety percent believe that providers employ certified vocational evaluators.

CARF accredited in all services they provide**Has Certified Evaluators****Conclusions**

VR counselors generally perceive the CRPs as generalists capable of serving most VR consumers. But a significant number of consumers need accommodations and assistive devices. It may be prudent to gather more direct evidence that these needs are being met.

VR counselors reported that most services they purchase from providers are available but often the level of supply falls short. More detailed evidence is needed to determine exactly where in the state specific services are needed. Capacity requirements vary and must be determined for each local market to enable the state VR agency to fill these service gaps. The agency needs an evidenced based approach that can be implemented statewide to determine the size and nature of gaps in providers' capacity to deliver specific services. An ability to anticipate these gaps improves the agency's ability to work with providers to better match capacity to consumers needs.

A performance evaluation system that measures counselors and even consumers' perceptions of providers' service quality is desirable because often the quality of service was rated lower than the consistency of service delivery.

APPENDIX

One Stop Center Questionnaire

Survey of One Stop Center Managers

Please answer all questions. Do not select more than one response per question unless the instructions invite you to give multiple answers.

1. Which of these titles best describes your current position with the One Stop or Career Center?

- Director
 Employment Marketing Specialist
 Other

2. How long has your One Stop or Career Center been in operation?

- Less than 1 year
 1 to 2 years
 3 or more years

3. How many total staff do you employ in your Center?

No:

4. How many professional staff do you employ in your Center?

No:

5. How many professional staff with disabilities do you employ in your Center?

No:

6. How many support staff with disabilities do you employ in your Center?

No:

7. Do you have a Disability Navigator in your Center?

- Yes
 No

8. In the past month, about how many individuals received employment services from your One Stop or Career Center?

- Under 100
- 101 to 500
- 501 to 1000
- 1001 to 2000
- More than 2001
- Don't know

9. Of the above number, about how many were individuals with disabilities?

- Under 10
- 10 to 50
- 51 to 100
- 101 to 200
- Don't know

11. About what percent of the total number of individuals you served this past year had a disability?

- Less than 1 percent
- 2 to 10 percent
- 11 to 20 percent
- 21 to 30 percent
- More than 30 percent

12. Does your Center have a well-defined process to coordinate employment services for individuals with disabilities

with the Georgia Department of Labor, Rehabilitation Services [GADOL-RS]?

- Yes
- No

13. Does cross-training take place among your staff?

- Never or Rarely
- Sometimes
- All or most of the time

14. Does cross-training take place between your staff and the Georgia Department of Labor, Rehabilitation Services [GADOL-RS] staff?

- Never
- Rarely
- Sometimes
- All or most of the time

15. Does Center staff have a thorough understanding of the facts about the employment potential of people with disabilities?

- Yes
- Some do
- No

16. Does Center staff have a thorough understanding of the myths about the employment potential of people with disabilities?

- Yes
- Some do
- No

17. Does Center staff have a resource tool [e.g., manual, web site] to aid their understanding of the facts and myths about the employment potential of people with disabilities?

- Yes
- Some do
- No

18. Does Center staff collaborate with schools to meet the transition needs of students with disabilities?

- Never
- Rarely
- Sometimes
- All or most of the time

19. What is the total number of individuals that serve on your local workforce board?

- Under 12
- 13 to 20
- More than 20

20. Of this number how many individuals with disabilities serve on your local workforce board?

- None
- 1-2
- 3-4
- 5 or more
- Don't Know

21. How physically accessible to individuals with disabilities is your Center, including the parking lot and bathrooms?

- Completely accessible
- Somewhat accessible
- Access is difficult
- Not accessible

22. How easily can individuals with disabilities use the services offered by your Center?

- Very easily
- Easily
- With some difficulty
- With great difficulty

23. Using a 7 point scale where "1" means Never and "7" means Always, rate each statement below based on the typical experiences people with disabilities have with your Center.

	Always	Never
	1 2 3 4 5 6 7	don't know
Staff comfortably relate to people with all types and severity of disabilities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Staff ask individuals with disabilities if they need information in alternative formats (e.g., Braille, sign language, etc.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
The assistive devices available on-site meet the needs of people with disabilities who use the Center.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Staff know how to use the assistive technology available in the Center.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Staff instruct individuals on the use of the assistive technology available in the Center.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Individuals with disabilities receive support (e.g., staff assistance, accommodations) to get maximum benefit from Center services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Individuals receiving services from VR -- The Georgia Department of Labor, Rehabilitation Services [GADOL-RS] receive Center training services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Career assessments used to identify employment goals are customized to the needs of individuals with disabilities when needed.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Staff help people with disabilities access supports to address employment-related needs (e.g., transportation to work, acquiring work clothes or equipment.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

24. Do you do outreach to make people with disabilities aware of your services and how they apply to them?

- Yes
- No

25. Do staff have sufficient resources (e.g., bilingual staff, written materials, interpreter services, etc.) available to them to meet the diverse linguistic needs of people with disabilities who access your One Stop or Career Center?

- Resources unavailable
- Scant Resources
- Resources being developed
- Abundant resources

26. Please use the scale shown here to rate the training needs Center staff have that would enable them to better serve people with disabilities.

	No need	Little need	Some need	Great need
An understanding of the range of support needs of people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An understanding of the support needs of special populations such as transition age youth and people with mental illness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall knowledge of the human service system for people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of the common myths about the employment potential of people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exemplary practices in the employment of people with disabilities (e.g., supported employment, customized employment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of the assistive technology resources available to people with disabilities in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of the facts about the employment potential of people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of available tax incentives for employers who hire people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Do you have vocational rehabilitation counselors co-located in your Center?

- Yes
- No

28. How many hours per week is a vocational rehabilitation counselor present in the Center?

- Under 8 hours per week
- 9 to 16 hours
- 17 to 24 hours
- 25 to 32 hours
- 40 or more hours

29. Please use the scale shown here to rate the following statements:

	Never	Rarely	Sometimes	Most of the time	Always
Vocational rehabilitation counselors are integral members of the Center's staff (e.g., attends staff meetings, planning meetings, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff meet with vocational rehabilitation counselors to facilitate the coordination of services between the two agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consult with vocational rehabilitation counselors when serving transition age youth with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consult with vocational rehabilitation counselors to determine the most appropriate services for people needing assistive technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational rehabilitation counselors provide disability-related training to Center staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. In your opinion individuals with disabilities are best served...

- within the Center's generic services, with supports as necessary
- by referring them to VR - The Georgia Department of Labor, Rehabilitation Services [GADOL-RS]?

31. Compared to the overall clientele served by your Center, how would you characterize the success of individuals with disabilities in achieving their employment goal?

- About the same
- Less successful
- More successful
- Don't know

32. Do you have a tracking or record keeping system that:

	Yes	No
Tells you how many people with disabilities you have served in a given period?	<input type="checkbox"/>	<input type="checkbox"/>
Tells you what services you have provided to each person with a disability you served in a given period?	<input type="checkbox"/>	<input type="checkbox"/>
Helps you assess how well you have served individuals with a disability in a given period?	<input type="checkbox"/>	<input type="checkbox"/>
Helps you determine what your strengths are in serving individuals with a disability in a given period?	<input type="checkbox"/>	<input type="checkbox"/>
Helps you determine what your weaknesses are in serving individuals with a disability in a given period?	<input type="checkbox"/>	<input type="checkbox"/>
Helps you determine what your performance improvement targets should be to better serve individuals with a disability?	<input type="checkbox"/>	<input type="checkbox"/>

33. Using a scale where "1" means Poor and "5" means Excellent please answer the following questions about your relationship with VR or The Georgia Department of Labor, Rehabilitation Services [GADOL-RS]?

	Poor		Excellent		
	1	2	3	4	5
Cooperation between your Center and VR staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of VR staff to assist your staff and clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VR staff knowledge of disability and work related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude of VR staff who work with your staff and clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your overall relationship with VR or The Georgia Department of Labor, Rehabilitation Services [GADOL-RS]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Survey of VR Counselors Re: Community Rehabilitation Providers Questionnaire

Understanding the CRP Service Needs of People with Disabilities

The purpose of this survey is to enable you to evaluate the performance of the community rehabilitation providers you purchase services from for your clients. The survey will also help us determine if you think adequate service capacity is available for specific services. Please try to answer all of the questions. This information will help us better serve consumers. When you have completed the survey, just click the "submit survey" button at the end. Thanks again for helping us help our clients.

1. How many referrals do you make each year to community rehabilitation providers?

- No referrals
- Under 10
- 11 to 20
- More than 20

2. What are the primary reasons you refer clients to CRPs? (Please select up to three)

- Vocational evaluation
- Work adjustment training
- Skills training
- Job placement
- Supported employment
- Community based work evaluation
- Job coach for training or employment

Services Purchased from CRPs

3. In your service area, please tell us if each of these services is available for you to purchase and if the service capacity is adequate to meet your need for the service.

	Availability	Capacity

	Available	Unavailable	I do not know	Adequate	Inadequate	I do not know
Braille Production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driver Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive Low Vision Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive Vocational Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive Vocational Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short Term Low Vision Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Employment Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational Evaluation, Limited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Braille Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Orientation/Job Sampling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment Skills Training Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Oriented Work Skills Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Readiness Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orientation & Mobility Services (Non-Visual Disabilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orientation & Mobility Services (Visual Disabilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal/Social Adjustment Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Adjustment Training - In House	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Availability			Capacity		
	Available	Unavailable	I do not know	Adequate	Inadequate	I do not know
Work Adjustment Training - Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Literacy (Individual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Literacy (Group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunchtime Services/Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food/Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Employment Transitional Service (EETS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Rate the *quality* of service typically provided by CRPs in your service area using a scale of 1 to 10 where 1 = Very Poor and 10 = Excellent

	Quality of Service										
	Very Poor						Excellent know				
	1	2	3	4	5	6	7	8	9	10	I do not know
Braille Production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driver Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive Low Vision Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive Vocational Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive Vocational Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short Term Low Vision Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Employment Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Quality of Service											
	Very Poor						Excellent know					
	1	2	3	4	5	6	7	8	9	10	I do not know	
Vocational Evaluation, Limited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Braille Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Orientation/Job Sampling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment Skills Training Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Oriented Work Skills Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Readiness Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orientation & Mobility Services (Non-Visual Disabilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orientation & Mobility Services (Visual Disabilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal/Social Adjustment Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Adjustment Training - In House	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Adjustment Training - Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Literacy (Individual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Literacy (Group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunchtime Services/Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food/Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Employment Transitional Service (EETS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Rate the *consistency* of service quality of CRPs in your service area using a scale of

1 to 10 where 1 = Very Poor and 10 = Excellent

	Consistency of Service Quality											
	Very Poor						Excellent know					
	1	2	3	4	5	6	7	8	9	10	I do not know	
Braille Production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driver Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive Low Vision Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive Vocational Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive Vocational Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short Term Low Vision Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Employment Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational Evaluation, Limited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Braille Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Orientation/Job Sampling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment Skills Training Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Oriented Work Skills Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Readiness Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orientation & Mobility Services (Non-Visual Disabilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orientation & Mobility Services (Visual Disabilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal/Social Adjustment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Consistency of Service Quality										
	Very Poor						Excellent know				
	1	2	3	4	5	6	7	8	9	10	I do not know
Training											
Work Adjustment Training - In House	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Adjustment Training - Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Literacy (Individual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Literacy (Group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunchtime Services/Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food/Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Employment Transitional Service (EETS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Do the CRPs in your service area provide services to all disability populations that may be referred to them?

- Yes
- No
- Most CRPs do
- Most CRPs do not

7. Do CRPs in your service area provide accommodations to access their programs and services for those who are referred to them?

- Yes
- No
- Most CRPs do
- Most CRPs do not

8. Do CRPs in your service area have certified evaluators on staff to do vocational evaluations?

- Yes
- No

- Most CRPs do
- Most CRPs do not

9. Are the CRPs in your service area usually CARF accredited in all areas for which they provide programs or services?

- Yes
- No
- Most CRPs do
- Most CRPs do not

10. Do CRPs in your service area assure clients have informed choice?

- Yes
- No
- Most CRPs do
- Most CRPs do not

11. Is this documented somewhere?

- Yes
- No
- I do not know

12. Do the CRPs that you refer clients to have the ability to work effectively with consumers whose first language is NOT English?

- Yes
- No
- Most CRPs do
- Most CRPs do not

13. Do the CRPs that you refer Spanish speaking clients to employ staff who are fluent in Spanish?

- Yes
- No
- Most CRPs do
- Most CRPs do not

14. Do the CRPs that you refer Spanish speaking clients to provide written materials to consumers in Spanish?

- Yes
- No
- Most CRPs do
- Most CRPs do not

15. Do the CRPs that you refer clients to have the ability to meet your clients need for assistive technology?

- Yes
- No
- Most CRPs do
- Most CRPs do not

16. How many people from minority racial or ethnic backgrounds do you have on your current caseload whose first language is NOT English?

- None
- Less than 10
- 11 to 25
- More than 25

Assistive technology is defined as any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve functional capabilities of individuals with disabilities.

17. How many of your clients have a need for assistive technology?

- None
- Less than 10
- 11 to 25
- More than 25

18. In which region is your office?

- Region 1
- Region 2
- Region 3a
- Region 3b
- Region 4
- Region 5
- Region 6

- Region 7
- Region 8
- Region 9
- Region 10
- Region 11
- Region 12

Thank you for helping us better serve you and our clients.