San Diego State University
Interwork Institute

State of Idaho
Division of Vocational Rehabilitation
Comprehensive Statewide Needs Assessment Report

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Teresa Pitt, Planning and Evaluation Manager

Matt Markve, Program Evaluation Analyst

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EXECUTIVE SUMMARY

The State of Idaho, Division of Vocational Rehabilitation (IDVR) and the Interwork Institute at San Diego State University jointly conducted an assessment of the vocational rehabilitation needs of individuals with disabilities residing in the State of Idaho. A triennial needs assessment is required by the Rehabilitation Act of 1973 as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA) and is intended to help inform the Combined State Plan developed by the core partners in Idaho's Workforce Development System. The data was gathered, analyzed and grouped into the sections listed below. A summary of key findings in each section is contained here. The full results are found in the body of the report.

Section One: Overall Performance of IDVR

Recurring themes in this area include the following:

- Overall, IDVR staff and partners are characterized as caring and committed to serving people with disabilities. It is apparent that staff are passionate about the impact they are making in people's lives.
- There is a need to improve the timeliness of service delivery.
- IDVR has responded to the multiple organizational changes related to WIOA in a positive manner, and they have aligned their mission with the goals of WIOA.
- Common barriers to employment for individuals with disabilities in Idaho include a lack of transportation, limited access to service providers, lack of industry and jobs in the rural communities, and employer misconceptions about the ability of individuals with disabilities.
- Staff turnover affects the effectiveness and timeliness of IDVR and provider services.

Section Two: The needs of individuals with the most significant disabilities, including their need for supported employment

Recurring themes in this area include the following:

- Supported Employment (SE) is a necessary service for people with the most significant disabilities and needs, which IDVR has been successfully providing for many years. Changes due to WIOA have created some challenges in implementing new practices, but overall, IDVR excels in this area.
- Participants expressed that there is a need to improve the quality of employment outcomes for individuals with the most significant disabilities, including those with developmental and cognitive disabilities.
- Customized Employment (CE) is seen as an important employment strategy for individuals with the most significant disabilities. Training in CE has been completed in partnership with the WINTAC, but it has not been sustainable to date. Many participants indicated that they are looking forward to the implementation of CE 2.0 after IDVR revamps the training, expectations, and fee structure.

- The rehabilitation needs of individuals with the most significant disabilities that were cited the most frequently (beyond SE and CE) include transportation, job skills, training, job coaching, soft skills, and little to no work experience.

Section Three: The needs of individuals with disabilities from different ethnic groups, including needs of individuals who have been unserved or underserved by the VR program

Recurring themes in this area include the following:

- The groups most commonly cited as potentially underserved include students with 504 plans, Hispanics, Deaf and Hard of Hearing, homeless, and those living in the rural areas.
- Limited access to services by some groups is magnified if they live in rural areas.
- IDVR has demonstrated success in increased outreach and services to students across the State due to the implementation of pre-employment transition services. There was concern that this positive achievement for IDVR does not include students who have less significant disabilities or who are not in special education services in the local school system.
- There is concern related to the confusion of IDVR and Extended Employment Services (EES) Waiver services, which may result in individuals with intellectual and developmental disabilities falling through the service gaps.

Section Four: The needs of youth and students with individuals with disabilities in transition

Recurring themes in this area include the following:

- Overall, IDVR has successfully implemented pre-employment transition services and has increased opportunities for youth with disabilities to prepare for meaningful employment. Work-based learning experiences have been a particular strength of pre-employment transition services developed through contracts across the State.
- Although the implementation of pre-employment transition services has been successful, IDVR will need to monitor the increasing demands of students, educators, and families across the State to ensure that there are adequate resources available to meet the demand.
- IDVR has implemented services to meet the needs of students with the most significant disabilities. Youth with less significant disabilities (e.g., specific learning disabilities) need to have access to IDVR services, with varying levels of support, to meet their specific needs. These include disability related services, training and educational opportunities and support, work readiness and job exploration skills.
- For the most part, relationships with educators have greatly increased, which has resulted in students having more access to IDVR and other workforce system partners. However, there seems to be a continued lack of understanding and support by parents, indicating a need for IDVR to increase direct communication with parents and families of students and youth with disabilities served by the organization.

Section Five: The needs of individuals with disabilities served through other components of the Statewide Workforce Development System

Recurring themes in this area include the following:

- Overall, partnerships within the Idaho Department of Labor (IDOL) are regarded as positive and helpful, especially at the administrative level.
- Positive collaboration and partnership aspects include the following:
    - IDVR inclusion in Statewide listening sessions;
    - Amendments of the State plan;
    - IDVR administrator chairing the one-stop committee;
    - IDVR providing consultation (e.g., physical access, programmatically) with one-stop initiatives;
    - IDVR's seat on the Workforce Development Council.
- The level of local partnership between IDVR and the IDOL American Job Centers was described as unpredictable across the State at the local level. Some felt that co-enrollment was of no concern, as this is a natural practice in small communities. Others felt as though there was no active level of co-enrollment where customers would be served by multiple agencies through strategic partnerships.
- IDVR could improve its collaboration with the IDOL through sharing data, increased cross-referral, leveraging resources, sharing customers, and developing youth program partnerships.

Section Six: The need to establish, develop, or improve Community Rehabilitation Programs in Idaho

Recurring themes in this area include the following:

- Overall, IDVR has strong partnerships and access to Community Rehabilitation Programs (CRP) in the more populous areas of the State. These partnerships are longstanding and appear to be based on mutual respect despite the challenges brought about by WIOA.
- CRPs are generally viewed as caring with the desire to provide high quality services to IDVR customers. There were concerns about the quality and quantity of employment outcomes for IDVR customers that receive CRP services.
- Pre-employment transition services have created additional opportunities for CRPs. This is seen as a great opportunity for all involved, but the level of quality varies.
- According to the participants in this assessment, CRP evaluations, the effective use of labor market information in the job exploration and placement process, and consistency of CRP services across the State were areas in need of improvement.

Section Seven: The needs of businesses

This category captures the needs of Idaho businesses in relating to recruiting, hiring, retaining, and accommodating individuals with disabilities. It includes an analysis of how IDVR serves business and tries to meet their needs in each of these areas.

Recurring themes in this area include the following:

- Through IDVR's pre-employment transition services efforts, transition-age youth have more access to employers than ever before. Work-based learning experiences are showing employers the abilities of students and youth with disabilities which is increasing the number of employers willing to provide these experiences, particularly in rural areas.

- Business partnerships may not be considered an area of strength for IDVR; however, it is a focus, and efforts are growing to serve this dual customer under WIOA.
- Business/Employers were not interviewed; however, IDVR business needs and employer barriers were discussed by IDVR staff and partners, which included the following:
    - Perceptions/stigmas and education for employers related to the skills and abilities of hiring people with disabilities, including dispelling myths;
    - New and updated strategies for serving business.
- The partnerships with IDVR and the local workforce system appear to be lacking when it comes to collaborating on business engagement. There is some perception that workforce has strong relationships and access to employers, yet IDVR is not included in these business partnerships at a statewide level.

The project team provides recommendations associated with some of the needs identified in each of the categories. It is understood that many of the recommendations require the collaboration and partnership of multiple agencies over an extended period of time. Some of the recommendations may be much easier to adopt and implement than others. The project team offers the recommendations with this awareness and hopes that IDVR and other stakeholders will find these recommendations helpful.

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IMPETUS FOR NEEDS ASSESSMENT

Title IV of the Workforce Innovation and Opportunity Act (WIOA) contains the Rehabilitation Act of 1973 as amended. Section 412 of the Rehabilitation Act and Title 34 of the Code of Federal Regulations, Section 361.29, requires all State vocational rehabilitation agencies to assess the rehabilitation needs of individuals with disabilities within their respective State and relate the planning of programs and services and the establishment of goals and priorities to their needs. According to Section 102 of WIOA and Section 412 of the Rehabilitation Act, each participating State shall submit a Unified or Combined State Plan every four years, with a biannual modification, as needed. In addition, Title 34 of the Code of Federal Regulations (CFR) Section 361.29 indicates that the State Plan must include the "results of a comprehensive, statewide assessment, jointly conducted by the designated State unit and the State Rehabilitation Council every three years describing the rehabilitation needs of individuals with disabilities residing within the State." In response to this mandate, and to ensure that adequate efforts are being made to serve the diverse needs of individuals with disabilities in Idaho, the Division of Vocational Rehabilitation (IDVR), in partnership with the State Rehabilitation Council (SRC), entered into a contract with the Interwork Institute at San Diego State University for the purpose of jointly developing and implementing the Comprehensive Statewide Needs Assessment (CSNA) of the vocational rehabilitation needs of individuals with disabilities residing in Idaho.

PURPOSE OF NEEDS ASSESSMENT AND UTILIZATION OF RESULTS

The purpose of the CSNA is to identify and describe the rehabilitation needs of individuals with disabilities residing within Idaho. In particular, the CSNA seeks to provide information on the following:

- The overall performance of IDVR as it relates to meeting the rehabilitation needs of individuals with disabilities in the State;
- The rehabilitation needs of individuals with the most significant disabilities, including their need for supported employment services;
- The rehabilitation needs of individuals with disabilities who are minorities and those who may have been unserved or underserved by the vocational rehabilitation program;
- The rehabilitation needs of youth and students with disabilities in transition, including their need for pre-employment transition services;
- The rehabilitation needs of individuals with disabilities served through other components of the statewide workforce development system;
- The need to establish, develop, and/or improve community rehabilitation programs within the State; and
- The needs of businesses in recruiting, hiring, accommodating, and retaining individuals with disabilities.

It is expected that data from the needs assessment effort will provide IDVR and the SRC with direction when creating the VR portion of the Combined State Plan and when planning for future program development, outreach, and resource allocation.

State VR Programs function on two different Federal reporting years, in addition to the obligations under the State Fiscal Year.

Federal Program Year

The Federal Program Year (PY) is the period in which WIOA performance data is collected and reported on the Case Service Report (RSA-911). Beginning July 1, 2017, SVRAs began collecting and reporting RSA-911 information based on the PY. Prior to July 1, 2017, VR agencies collected and reported data on the RSA-911 on a Federal Fiscal Year (FFY). This change is to establish a reporting period that is common for all six Core Programs under WIOA. The PY begins on July 1 and ends on June 30 of the following year. The year designation for a PY will be consistent with the calendar year in which the first six months exist. For example, the PY that began July 1, 2017, and ended June 30, 2018, is referred to as PY 2017.

Federal Fiscal Year

The FFY is the period in which each VR agency is funded. The FFY begins on October 1 and ends on September 30 of the following year. The year designation for an FFY corresponds with the calendar year within which the last nine months (January through September) exist. For example, the FFY that began on October 1, 2016, and ended September 30, 2017, is referred to as FFY 2017.

This CSNA covers quantitative data for PY 2016 through 2018, and qualitative data through October 2019.

METHODOLOGY

The Comprehensive Statewide Needs Assessment was conducted using qualitative and quantitative methods of inquiry. The specific methods for gathering the data used in this assessment are detailed below.

Analysis of Existing Data Sources

The project team at SDSU reviewed a variety of existing data sources for the purposes of identifying and describing demographic data within Idaho, including the total possible target population and sub-populations potentially served by IDVR. Data relevant to the population of Idaho, the population of individuals with disabilities in Idaho, ethnicity of individuals, the number of Veterans, income level, educational level, and other relevant population characteristics were utilized in this analysis. Sources analyzed include the following:

- The 2017 American Community Survey: 1- and 5-Year Estimates;
- U.S. Census Annual Estimates of Resident Population, 2017;
- 2018 Social Security Administration SSI/DI Data;
- The Idaho Department of Education;
- U.S. and Idaho Bureau of Labor Statistics;
- Idaho Department of Labor (IDOL);
- Cornell University's Disabilitystatistics.org;
- IDVR case service data compiled at the request of the project team; and
- The Federal Rehabilitation Services Administration's RSA-911 data for IDVR and data submitted and entered into RSA's Management Information System (MIS).

Key Informant and Focus Group Interviews

Instrument. The instruments used for the key informant and focus group interviews (Appendix A) were developed by the researchers at SDSU and reviewed and revised by IDVR. The interview protocols act as guides for the interview process and were not limiting in their scope. The project team was able to adapt the questions and focus areas as needed and appropriate.

Interview population. The key informant and focus group population consisted of IDVR staff and community partners. A total of 50 people were interviewed for this assessment. The interviews were conducted in Boise throughout October of 2019. Individuals, IDVR staff members, partners, and businesses that were interested in participating in an interview or focus group were requested to contact the CSNA Project Coordinator at IDVR to schedule an appointment. IDVR staff volunteered to participate in-person in Boise or by phone. Table 1 identifies the total participants by type and group, including two phone interviews conducted after the original set of interviews, due to the inability to attend.

Table 1
Boise (In person/Call-In) Interview Totals by Type and Group for 2019 IDVR CSNA

Research Method	Research Group and Count			
	Customer	Partner	Staff	Total
Individual Interview	0	1	3	4
Focus Group Participants	0	33	13	46
Totals	0	34	16	50

Data collection. All individual and focus group interviews were conducted face-to-face or by phone during the on-site session, except the two referenced previously. The general format of the interviews was consistent between participants regardless of their group. First, participants were asked questions to ascertain their personal and professional experience with or knowledge of IDVR. Participants were then asked open-ended questions about their perceptions of the needs of individuals with disabilities in Idaho. Finally, participants were asked to share their perceptions of how IDVR could improve their ability to help meet these needs, especially as it relates to helping customers obtain and retain employment.

Despite efforts to recruit them to participate by methods other than a survey, there were no businesses interviewed as part of this CSNA. Customers were recruited to participate in the CSNA process by completing an electronic or hard copy survey, and they constituted the largest number of participants in the CSNA process overall.

Efforts to ensure respondent anonymity. Names and other identifying characteristics were not shared with anyone by the interviewer. Participants were informed that their responses would be treated as anonymous information, would not be reported with information that could be used to identify them, and would be consolidated with information from other respondents before results were reported.

Data analysis. The interviewer took notes on the discussions as they occurred. The notes were transcribed and analyzed by the researchers at SDSU. Themes or concerns that surfaced with consistency across interviews were identified and are reported as common themes in the report narrative. In order to be identified as a recurring theme, it had to occur at least three different times and it had to occur across groups if it applied to the different populations participating in the study. For instance, in order for transportation to be identified as a rehabilitation need, it would have had to have been identified as a need in at least three individual interviews or focus groups.

Surveys

Instruments. The instruments used for the electronic surveys of individuals with disabilities, community partners, IDVR staff, businesses and transition-age youth were developed by the project team and reviewed and revised by IDVR and the State Rehabilitation Council (SRC). These surveys are contained in Appendices B-F.

Survey population. Individuals identified for participation in this survey effort can be described as individuals with disabilities who are potential, current, or former customers of IDVR.

Community partners include representatives of organizations that provide services, coordinate services, or serve in an advocacy role for persons with disabilities in Idaho. IDVR staff members include those working for the organization in October 2019, and businesses include employers for which IDVR had a valid email address during the survey period.

Data collection. Data was gathered from the different populations through the use of an internet-based survey. IDVR and community programs serving individuals with disabilities, broadly dispersed the electronic survey via an e-mail invitation. The individual survey included a random sample mailing of 400 hard copy surveys to current or former customers in addition to the electronic version. Partners, IDVR staff, and businesses received only the electronic version. In partnership with the SRC, IDVR identified individuals with disabilities, partners, staff, and businesses and invited them to participate in the electronic survey effort via e-mail. Once the survey was active, IDVR sent an invitation and link to the survey by e-mail. Approximately two weeks after the distribution of the initial invitation, another electronic notice was sent as both a "thank you" to those who had completed the survey and as a reminder to those who had not. Survey responses collected through the electronic survey approach were then analyzed using Qualtrics, a web-based survey application.

Efforts to ensure respondent anonymity. Respondents to the individual survey were not asked to identify themselves when completing the survey. In addition, responses to the electronic surveys were aggregated by the project team at SDSU prior to reporting results, which served to further obscure the identities of individual survey respondents.

Accessibility. The electronic survey was designed using an accessible, internet-based survey application. Respondents were provided with the name and contact information of the Project Director at SDSU in order to place requests for alternate survey formats.

Data analysis. Data analysis consisted of computing frequencies and descriptive statistics for the survey items with fixed response options. Open-ended survey questions, which yielded narrative responses from individuals, were analyzed by the researchers for themes or concepts that were expressed consistently by respondents.

Number of completed surveys. A total of 1,958 valid surveys were submitted by the different groups. A survey is considered valid if an individual completed the survey, even if they did not answer all of the questions. If an individual started a survey and did not complete it, it was considered invalid. It is difficult to gauge the return rate of the surveys as many of the e-mail notices and invitations to take the survey could have come from forwarded email invitations. The survey totals for the different groups are detailed in Table 2.

Table 2
Survey Totals for 2019 IDVR CSNA

Survey Type	Number Started	Valid Number
Transition	397	376
Individual	1500	1403
Partner	91	83
Staff	86	84
Business	16	12
Totals	2090	1958

Summaries for the totals of all the different groups for this study are detailed in Table 3.

Table 3
Data Collection Totals by Type and Group for 2019 IDVR CSNA

Research Method	Research Group and Count				
	Customer	Partner	Staff	Business	Total
Survey	1779	83	84	12	1958
Individual Interview	0	1	3	0	4
Focus Group	0	33	13	0	46
Totals	1779	117	100	12	2008

There were 2,008 individuals that participated in this CSNA in some form or another. The project team is confident that the information gathered, accurately and thoroughly, captures the vocational rehabilitation needs of individuals with disabilities in Idaho.

Analysis and Triangulation of Data

The data gathered from the National and agency-specific data sets, key informant interviews, surveys and focus groups were analyzed by the researchers on the project team. The common themes that emerged regarding needs of persons with disabilities from each data source were identified and compared to each other to validate the existence of needs, especially as they pertained to the target populations of this assessment. These common themes are identified and discussed in the Findings section.

Dissemination Plans

The CSNA report is delivered to IDVR and the SRC. We recommend that IDVR publish the report on their website for public access.

Study Limitations

Inherent in any type of research effort are limitations that may constrain the utility of the data that is generated. Therefore, it is important to highlight some of the most significant issues that may limit the ability to generalize the needs assessment findings to larger populations. Inherent in the methods used to collect data is the potential for bias in the selection of participants. The findings that are reported reflect only the responses of those who could be reached and who were

willing to participate. The information gathered from respondents may not accurately represent the broader opinions or concerns of all potential constituents and stakeholders. Data gathered from customers, for example, may reflect only the needs of individuals who are already recipients of services, to the exclusion of those who are not presently served. Although efforts were made to gather information from a variety of stakeholders in the vocational rehabilitation process, it would be imprudent to conclude with certainty that those who contributed to the focus groups and the key informant interviews constitute a fully representative sample of all of the potential stakeholders in the vocational rehabilitation process in Idaho.

FINDINGS

Section One:	**Overall agency performance**
Section Two:	**Needs of individuals with the most significant disabilities, including their need for supported employment**
Section Three:	**Needs of individuals with disabilities that are minorities, including needs of individuals who have been unserved or underserved by the VR program**
Section Four:	**Needs of youth and students with disabilities in transition**
Section Five:	**Needs of individuals with disabilities served through other components of the Statewide Workforce Development System**
Section Six:	**Need to establish, develop or improve community rehabilitation programs in Idaho**
Section Seven:	**Needs of businesses and effectiveness in serving employers**

SECTION ONE: OVERALL AGENCY PERFORMANCE

The first section of the CSNA reports on areas of general performance by IDVR. General performance refers to how well IDVR is fulfilling its mission of assisting individuals with disabilities to increase their independence and employment. The area of general performance also refers to how effectively IDVR performs the processes that facilitate case movement through the stages of the rehabilitation process, how well IDVR adheres to the timelines for this case movement identified in the Rehabilitation Act of 1973 as amended by title IV of WIOA, and IDVR's policies and procedures. Finally, overall performance also refers to how successfully IDVR achieves their performance accountability measures and the quantity and quality of employment outcomes achieved by their customers.

The structure of this section, as well as the following sections, will include the following:

1. Data that pertains to the section in question, including observations based on the data;
2. Electronic and hard copy survey results pertaining to the section;
3. Recurring/consensual themes that emerged during the individual interviews and focus groups; and
4. Recommendations to address the findings in each area of the assessment.

The time period covered by the data in this CSNA is the three-year period from October 1, 2016-September 30, 2018. The data on agency performance included in this section comes from the case management system (i.e., Aware) used by IDVR and is compared to the available RSA-911 data submitted by IDVR where available.

Recurring Themes Across All Data Collection Methods

The following recurring themes emerged in the area of Overall Agency Performance:

- Overall, IDVR staff and partners were characterized as caring and committed to serving people with disabilities. It was apparent that staff are passionate about the impact they are making in people's lives.
- There is a need to improve the timeliness of service delivery.
- IDVR has responded to the multiple organizational changes related to WIOA in a positive manner and they have aligned their mission with the goals of WIOA.
- Common barriers to employment for individuals with disabilities in Idaho include a lack of transportation, limited access to service providers, lack of industry and jobs in the rural communities and employer misconceptions about the ability of individuals with disabilities.
- Staff turnover affects the effectiveness and timeliness of IDVR and provider services.

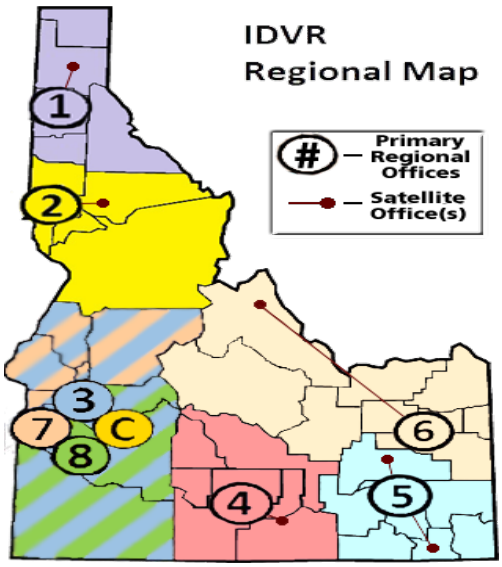
National, State, Local and Agency Specific Data Related to Overall Agency Performance

The project team gathered data from National and State data sets to provide information to IDVR and to interested parties related to population, disability prevalence, income, poverty, educational attainment, unemployment, and labor force participation in Idaho. Where available, we have included information specific to the IDVR service areas. The project team is hopeful that this information will provide IDVR and their partners with data that can guide resource allocation and future planning.

General Trends of the VR with State and National Comparisons

The State of Idaho is comprised of 44 counties. The State's VR system is divided into eight Regions with Region 3 representing the special programs of Treasure Valley. The map shows the distribution of the IDVR's service Regions. Below, Map 1, is a table of codes for the service Regions with details on counties and cities served under IDVR's PY 2019 Regional Structure. IDVR has modified its Regional structure to account for the explosive growth in the Treasure Valley metropolitan area over the past decade. As a result, Region 3 Special Programs has transitioned to a general services physical Region in the central Treasure Valley with a territorial realignment for Regions 7 (Treasure Valley West) and 8 (Treasure Valley East). Consequently, this makes Regional breakdowns problematic in the Boise Metropolitan Statistical Area (MSA). Rather than a precise Regional breakdown for this area, this CSNA uses the Idaho Department of Health and Welfare structure for IDHW Districts 3 and 4. The codes for each Region, and counties served, are described in Table 4.

Map 1
PY 2019 Idaho VR Service Regions



https://vr.idaho.gov/contacts/

Table 4
Region Codes Including Counties and Cities Served

Region	Code	Counties/Area Served
Region 1	**R1**	Benewah, Bonner, Boundary, Kootenai, Shoshone
Region 2	**R2**	Clearwater, Idaho, Latah, Lewis, Nez Perce
Region 3	**R3**	Treasure Valley Central: (Meridian) Included in Region 8
Region 4	**R4**	Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, Twin Falls
Region 5	**R5**	Bannock, Bear Lake, Bingham, Caribou, Franklin, Oneida, Power
Region 6	**R6**	Bonneville, Butte, Clark, Custer, Fremont, Jefferson, Lemhi, Madison, Teton
Region 7	**R7**	Treasure Valley West**:** (Nampa/Caldwell): Adams, Canyon, Gem, Owyhee, Payette, Washington
Region 8	**R8**	Treasure Valley East**:** (Boise) Ada, Boise, Elmore, Valley

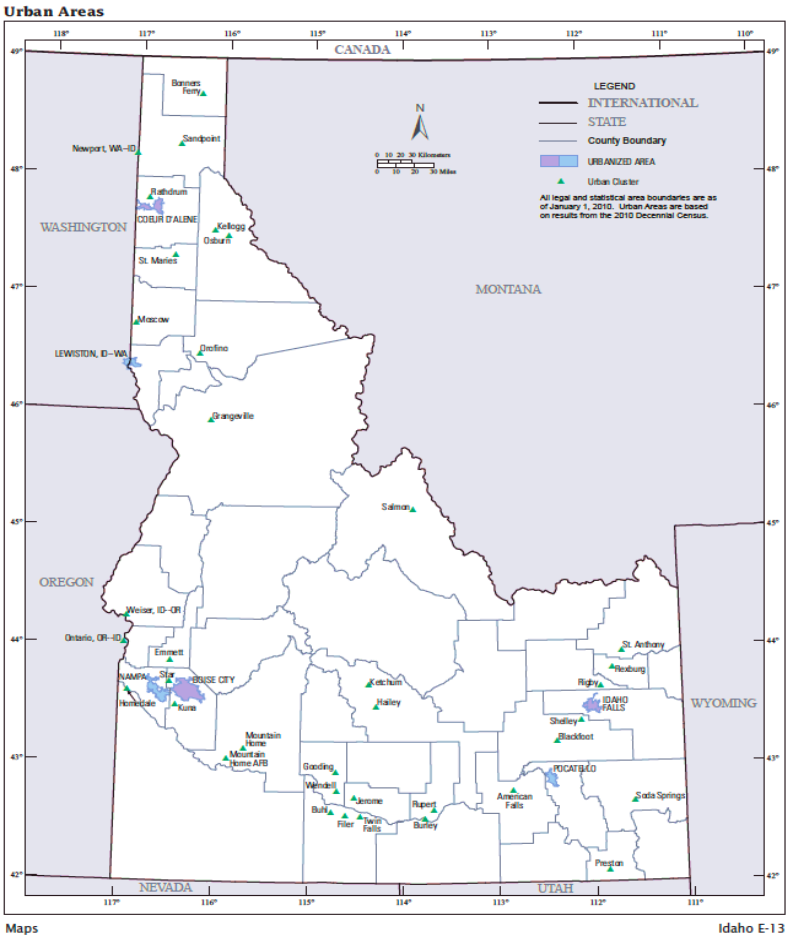
Idaho, located in the northwestern portion of the United States, is a landlocked and mountainous State. Idaho is the 14th largest State in the Nation in terms of land space. Idaho shares a 44.7-mile border with British Columbia, Canada, to the north, and shares borders with Utah and Nevada to the south, Montana and Wyoming to the east, and Oregon and Washington to the west. There are approximately 83,569 square miles in Idaho with approximately 82,463 square miles of land and 926 square miles of water.

In 2018, Idaho ranked 46th in the Nation for population density, with an average of 22 people per square mile. The U.S. Census Bureau defines urban areas as "densely developed residential, commercial, and other non-residential areas" and defines rural areas as "areas not included in urban areas." In 2012, the U.S. Census Bureau reported that approximately 0.6 percent of Idaho's total land area is classified as urban (approximately 499 square miles) and 99.4 percent of Idaho's land space is comprised of rural areas (approximately 82,144 square miles). The report stated that approximately 70.6 percent of Idaho's total population resides in urban areas and 29.4 percent of the population resides in rural areas. Similarly, 80.7 percent of the Nation's population reside in urban areas and 19.3 percent reside in rural areas. The Bureau defines an urbanized area has having 50,000 or more people and an urban cluster as having at least 2,500 people and less than 50,000 people. Idaho has 43 urban areas: Six urbanized areas and 37 urban clusters.

According to the 2012 U.S. Census report, Ada County had the largest overall population density of the State, which is 372.8 people per square mile. Moscow City, located in Latah County, had the highest population density for the cities in the State, reporting 3,474.5 people per square mile. Camas County had an average population density of one person per square mile, while

Custer and Clark Counties each have the lowest averages for number of people (less than one person) per square mile in the State. Twelve counties have 100 percent of the people residing in rural areas. It is essential to note that 39 of the urban areas are entirely in the State and four are partly in the State. The four shared urban areas of the State share land space with the bordering states of Oregon and Washington. Map 2 denotes the locations of the urban areas and clusters.

Map 2
Urban Areas and Clusters



Maps Idaho E-13

Population

Idaho makes up approximately 0.54 percent of the population in the United States. In December, 2018, Idaho was ranked as the 40th most populous area in the Nation (which includes the District of Columbia), based on July 2018 population projections. According to the summer 2019 World Population Review, Idaho is the fastest growing State in the Nation with a growth rate of 2.05 percent. From 2010 to 2018, Idaho recorded a cumulative growth rate of 13.97 percent. Region 7, the second most populous Region IDVR serves, is adjacent to Ada County and is part of the Boise City-Nampa Metropolitan Statistical Area (MSA), also known as the Treasure Valley. Approximately 42 percent of all Idahoans live and work in the Boise MSA, the 80th largest MSA in the Nation.

Table 5 contains population data for the State of Idaho.

Table 5
Local Region Population Rate, July 2018

Geographic Area	Total Population	% Rate of Idaho Population
U.S.	327,167,434	
ID	1,754,208	ID = 0.54% of U.S. Pop.
R1	240,202	13.7%
R2	109,674	6.2%
R4	199,069	11.3%
R5	172,466	9.8%
R6	226,109	12.9%
R7	290,788	16.6%
R8/R3	515,900	29.4%

Source: Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2018 U.S. Census Bureau, Population Division and www.worldpopulationreview.com

Income and Poverty

Income

Tables 6 provide statistics for Median Age, Median Household Income, and Median Home Value. The median age of residents for the Nation is 38.2 years and Idaho's median age is 36.6 years. Region 1 has the highest average median age (45.2), exceeding the Nation and State by greater than seven percentage points. R5's median age is significantly lower than the State by .5 percent and the National average by slightly more than two percent.

The median working age for individuals ages 16 to 64 in the United States is 39.7 and in Idaho, it is 38.8. The data is from 2017 one-year estimates. When compared to five-year estimates, all Regions exceed the State average by almost one percentage point or higher.

The median household income for the Nation and the State are $60,336 and $52,225 respectively. Five of the Regions have median income averages that fall below the State average by more than $2,000 and fall below the National average by more than $10,100.

According to Table 6, R7 has the lowest median home value in the State. R5's median home value ($145,829) is $329 more than R7's home value and is significantly lower than the State's median home value by over $61,000 and lower than the National average by $71,700.

Table 6
Median Age/Median Household Income/Median Home Value

Geographic Area	*Median Age	Median Working Age 16 to 64	Household Income	Home Value 2017
***U.S.**	38.2	39.7	$60,336	$217,600
***ID**	36.6	38.8	$52,225	$207,100
R1	45.2	42.8	$44,323	$177,040
R2	43.9	41.1	$43,470	$159,740
R4	37.3	41.5	$47,029	$172,813
R5	36.1	39.8	$50,104	$145,829
R6	39.2	39.7	$44,751	$169,233
R7	42.9	42.8	$42,350	$145,500
R8/R3	42.7	41.8	$52,321	$202, 050

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates; *Source: U.S. Census Bureau, Population Division Release Date: June 2019 or Source: U.S. Census Bureau, 2017 American Community Survey 1-Year Estimates

Poverty

Three Regions have poverty rates that are greater than 16.5 percent. The poverty rates of all the Regions except R8/R3 exceed the National average. R2 has a significantly higher poverty rate than the State by 6.2 percent and the Nation by approximately 6.6 percent. R2 has the highest poverty rate while R8/R3 has the lowest poverty rate in the State.

Poverty rates in Table 7 represent the Total Civilian Noninstitutionalized Population (TCNP) ages 18 to 64 collected from the 2017 1–year U.S. Census and 2013-2017 U.S. 5-year Census.

Table 7
Poverty Rates: Total Civilian Noninstitutionalized Population Ages 18 to 64 Years

Geographic Area	Average Poverty Rate	Lowest Level	Highest Level
***U.S.**	12.6%	Maryland 8.6%	West Virginia 19.6%
***ID**	13.0%	Teton County 7.8 %	Madison County 36.1%
R1	13.2%	Kootenai Co. 11.8%	Boundary Co. 18.9%
R2	19.2%	Idaho Co. 14.6%	Latah Co. 26.2%
R4	13.5%	Lincoln Co. 8.5%	Camas Co. 20.6%
R5	15.1%	Caribou Co. 9.7%	Bannock 18.7%
R6	16.8%	Teton Co. 7.8 %	Madison Co. 36.1%
R7	16.8%	Adams Co. 14.1%	Owyhee Co. 21.1%
R8/R3	11.9%	Boise Co. 9.6%	Valley Co. 14.5%

Source: 2013-2017 ACS 5-Year Estimates; *2017 ACS 1-Year Estimates

Disability and Poverty

According to Cornell University Disability Statistics, in the year 2017, an estimated 26.1 percent of noninstitutionalized person's ages 21 to 64 years with a disability in the United States were living below the poverty line. In Idaho, the rate was 22.4 percent. Table 8 contains the 2017 Poverty by Disability Type rates for the Nation and State.

Table 8
Poverty by Disability Type for Noninstitutionalized Civilians Ages 18 to 64 Years

Disability Type	United States	Idaho
Any Disability	26.1%	22.4%
Visual	27.0%	14.5%
Hearing	19.8%	20.4%
Ambulatory	29.1%	21.2%
Cognitive	31.5%	26.4%
Self-care	31.1%	24.5%
Independent Living	31.0%	24.5%

Source: http://www.disabilitystatistics.org/reports/acs.cfm?statistic=7

Disabilities Under the Age of 65

Disability Status estimates are calculated for the Total Civilian Noninstitutionalized Population (TCNP) by the U.S. Census. National, State, and Regional averages are provided in Table 9. The averages are calculated by dividing the total number of individuals within the Region who report a disability by the total number of civilian noninstitutionalized individuals residing in the Region.

The estimated average for the number of people with disabilities residing in the Nation in 2017 is 12.7 percent. The State's percentage is higher than the National average by 1.5 percent, averaging 14.2 percent. Of the civilian noninstitutionalized population ages 18 to 64 years in Idaho, 13.9 percent of the residents in R2 and R7 report a disability, which is significantly higher than the National average of 10.3 percent and the State's average of 12.7 percent for the same age group. The average percentage rate for individuals 18 to 64 years reporting a disability in R4 and R6 is recorded at 11 percent and 11.2 percent respectively, which is lower than the State average by approximately 1.5 percent.

Table 9
Disability Status: Total Civilian Noninstitutionalized Population

Geographic Area	With a Disability	Under 18 Years with a Disability	18 to 64 Years with a Disability
***U.S.**	12.7%	4.2%	10.3%
***ID**	14.2%	5.0%	12.7%
R1	15.2%	4.3%	12.8%
R2	17.2%	6.0%	13.9%
R4	12.9%	4.3%	11.0%
R5	14.8%	4.6%	13.4%
R6	12.5%	4.4%	11.2%
R7	14.8%	4.9%	13.9%
R8/R3	10.7%	3.9%	8.9%

Source: 2013-2017 ACS 5-Year Estimates; *Source: U.S. Census Bureau, 2017 American Community Survey 1-Year Estimates

Disability types are classified into six categories and detailed by age in the U.S. Census data. Tables 10 provides specific data for the civilian noninstitutionalized population. The table categories are designated for the population under 18 years and for the population ages 18 to 64. Disability type percentages are calculated by dividing the total number of individuals reporting the disability type within the Region by the number of noninstitutionalized civilians residing in the area.

The data indicates that Idaho slightly exceeds the U.S. average for self-care disability and matches the U.S. average for ambulatory disability. Averages for hearing, vision, cognitive, and independent living disability types are roughly .5 to 1.5 percentage points higher for the State than the National averages. Region 2's rate for ambulatory disability exceeds the Nation and the State by over one percent. Region 7 had the highest rate for cognitive, self-care, and independently living disability types in the 18 to 64 age range. The Census Bureau does not collect data for independent living difficulty for population under 18.

Table 10
Disability Types: U.S., Idaho and Regions

Disability Type	Percent with a Disability								
	U.S.	ID	R1	R2	R4	R5	R6	R7	R8/R3
With a hearing difficulty	3.6%	4.7%	5.6%	6.7%	4.4%	4.9%	4.2%	4.7%	3.6%
Population under 18	0.6%	0.6%	0.5%	1.2%	0.7%	0.8%	0.7%	0.6%	0.5%
Population 18 to 64	2.0%	3.1%	3.5%	3.6%	2.7%	3.1%	2.7%	2.9%	2.2%
With a vision difficulty	2.4%	2.6%	2.3%	3.2%	2.5%	2.9%	2.5%	2.7%	2.0%
Population under 18	0.8%	0.7%	0.6%	0.9%	0.8%	0.9%	0.8%	0.6%	0.4%
Population 18 to 64	2.0%	2.6%	2.0%	2.5%	2.1%	2.7%	2.3%	2.5%	1.8%
With a cognitive difficulty	5.1%	6.1%	5.6%	6.3%	4.5%	6.0%	5.1%	6.2%	4.4%

Disability Type	Percent with a Disability								
	U.S.	ID	R1	R2	R4	R5	R6	R7	R8/R3
Population under 18	4.2%	5.2%	4.7%	6.4%	3.5%	4.8%	4.9%	5.2%	4.0%
Population 18 to 64	4.5%	6.1%	5.6%	6.0%	4.2%	6.5%	5.2%	6.6%	4.3%
With an ambulatory difficulty	6.9%	6.9%	7.5%	8.3%	6.5%	6.5%	5.5%	7.0%	4.6%
Population under 18	0.6%	0.8%	0.6%	1.3%	1.0%	0.7%	0.8%	0.6%	0.4%
Population 18 to 64	4.9%	5.3%	6.1%	6.4%	5.3%	5.2%	4.5%	6.2%	3.4%
With a self-care difficulty	2.6%	2.7%	2.5%	3.1%	2.1%	2.4%	2.0%	2.8%	2.0%
Population under 18	1.0%	1.0%	0.7%	2.3%	0.9%	0.7%	1.1%	1.4%	1.0%
Population 18 to 64	1.8%	2.3%	2.2%	2.3%	1.4%	2.0%	1.7%	2.6%	1.7%
With an independent living difficulty	5.8%	6.1%	4.2%	4.5%	3.8%	4.9%	3.5%	5.0%	3.6%
Population 18 to 64	3.7%	4.7%	4.0%	3.8%	3.2%	4.9%	3.4%	5.1%	3.3%

Source: U.S. Census Bureau, 2017 ACS 1-Year Estimates and Source: U.S. Census Bureau, 2013-2017 ACS 5-Year Estimates

Income and Poverty of Individuals with Disabilities

Income

People with disabilities in the United States earn approximately $10,000 per year less than individuals without a disability. The State of Idaho is no exception. Females with disabilities in R5 have the lowest earnings in the State, with an average that is lower than the National average for females with a disability by more than $8,000 and lower than the State average by $3,818.

Table 11 provides statistics for median earnings (income) for people with disabilities age 16 and over. Data for the Regions is taken from 2013-2017 five-year estimates. The numbers are rounded to nearest dollar amount.

Table 11
Median Earnings for People with Disabilities: Nation, State, Regions

	U.S.*	Idaho*	R1	R2	R4	R5	R6	R7	R8/R3
Total	$33,836	$27,775	$27,244	$24,912	$26,595	$25,945	$24,410	$24,352	$28,158
With a disability	$23,006	$18,983	$21,382	$18,728	$18,569	$18,678	$21,133	$20,298	$23,303
Male	$27,310	$21,488	$24,417	$23,526	$22,372	$28,271	$28,159	$23,080	$29,932
Female	$19,697	$15,300	$20,862	$14,269	$14,477	$11,482	$12,991	$15,275	$15,549
No disability	$35,070	$29,465	$28,125	$25,848	$27,133	$26,747	$24,628	$24,890	$28,270
Male	$40,952	$35,825	$36,243	$32,853	$34,329	$38,592	$32,300	$29,985	$36,121
Female	$29,771	$21,255	$19,506	$20,270	$19,038	$15,807	$17,172	$19,655	$21,761

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates; *Source: U.S. Census Bureau, 2017 American Community Survey 1-Year Estimates

Poverty and Disability

In addition to higher unemployment and lower labor force participation rates, individuals with disabilities experience higher rates of poverty than the general population due to lower income levels. According to Cornell University Disability Statistics, in the year 2017, an estimated 26.1% of noninstitutionalized person's ages 21 to 64 years with a disability in the United States were living below the poverty line. In Idaho, the rate was 22.4% for the same age category.

The poverty rate for all types of disabilities in Idaho is roughly twice the rate of those without disabilities with exception of visual disability. Individuals with cognitive disabilities had the highest poverty rates in the State.

Poverty Rates by Disability Type for the Nation and State for noninstitutionalized person's ages 21 to 64 years with a disability in 2017 are shown in Table 12.

Table 12
Poverty Rates by Disability Type

Disability Type	U.S.	Idaho
No Disability	10.4%	11.3%
Any Disability	26.1%	22.4%
Visual	27.0%	14.5%
Hearing	19.8%	20.4%
Ambulatory	29.1%	21.2%
Cognitive	31.5%	26.4%
Self-care	31.1%	24.5%
Independent Living	31.0%	24.5%

Source: http://www.disabilitystatistics.org/reports/acs.cfm?statistic=7

Educational Attainment

Table 13 provides rates for both High School Graduation and Education at or above a bachelor's degree for the State's total population ages 25 years and over. The National and State data reflects the 2017 U.S. Census estimates. Data for the areas is taken from the U.S. Census 2013-2017 five-year estimates and are calculated by adding the total population data for each County and dividing by population data for each category. Percentages in the last two columns of the table are calculated by averaging the U.S. Census percentage rates.

Table 13
Educational Attainment: Population 25 years and over

Geographic Area	HS Graduate (includes equivalency)	Some college, no degree	Associate degree	Bachelor's degree	Graduate or professional degree	Percent HS Graduate or higher	Percent bachelor's degree or higher
***U.S.**	27.1%	20.4%	8.5%	19.7%	12.3%	88.0%	32.0%
***ID**	28.2%	26.3%	9.7%	18.2%	8.5%	90.8%	26.8%
R1	29.4%	29.5%	10.1%	15.4%	7.3%	89.0%	18.3%
R2	28.6%	26.8%	8.6%	18.2%	10.0%	91.4%	24.4%
R4	29.0%	25.0%	9.7%	13.6%	6.2%	82.2%	18.7%
R5	29.3%	28.0%	9.0%	16.3%	7.4%	89.0%	19.8%
R6	25.5%	25.5%	11.3%	20.1%	8.7%	88.6%	25.4%
R7	33.0%	26.1%	8.3%	12.3%	5.0%	84.6%	15.9%
R8/R3	22.8%	25.9%	9.4%	24.4%	11.9%	92.6%	28.8%

Source: 2013-2017 A C S 5-Year Estimates, *Source: U.S. Census Bureau, 2017 A C S 1-Year Estimates

High School Graduation Rates

The National average for the total population over the age of 25 whose highest level of educational attainment is a high school diploma or its equivalent is 27.1 percent and the State average is 28.2 percent. Five Regions (R1, R2, R4, R5 & R7) have higher percentage rates for those whose highest educational attainment level is a high school graduate or equivalency over the age of 25 than the Nation and the State by 0.4 to 5.9 percentage points while R8/R3's rate is significantly lower than the Nation and State by roughly 4 to 5.5 percent.

Education Level at or Above Bachelor's Degree

The National and State averages for the total population over the age of 25 whose highest level of educational attainment is a bachelor's degree is 19.7 percent and 18.2 percent, respectively. The U.S. Census data for the five-year estimates indicates that the percentage of individuals over the age of 25 that have a bachelor's degree or above R8/R3 are higher than the Nation and State by over 4.5 percentage points. Region 4's rate (13.6 percent), is lower than the State's rate by 4.6 percent and lower than the National average identified in the one-year estimates.

Unemployment Rates

The U.S. Bureau of Labor Statistics published the Regional and State 2018 annual seasonally adjusted unemployment averages in February 2019. In 2018, the annual National unemployment rate was 3.9%. Idaho had a significantly different and lower annual unemployment rate (2.8%) than the Nation. The Idaho Employment Report Summary published by the Joint Economic Committee in July 2019 indicated that Idaho's labor force participation rate remained unchanged from the previous year (63.9%) and had an employment-population ratio decrease of .3% from June 2018 to 2019 (62.4% to 62.1%). Idaho has remained steady with a 2.9 percent preliminary unemployment rate for each of the last six calendar months in 2019 (lmi.idaho.gov/laus).

Overall, Idaho has lower unemployment rates than the Nation. R1 had the highest unemployment rate at the end of 2018. R1 and R2 had the highest unemployment rates through the third quarter of 2019 while R5 and AC had the lowest rates. R2's unemployment rates reflect the National rates in July and August 2019.

Table 14 and Map 3 contain the local Region, non-seasonally adjusted, unemployment rates for the Nation and Idaho and compare the rates in each Region.

Table 14

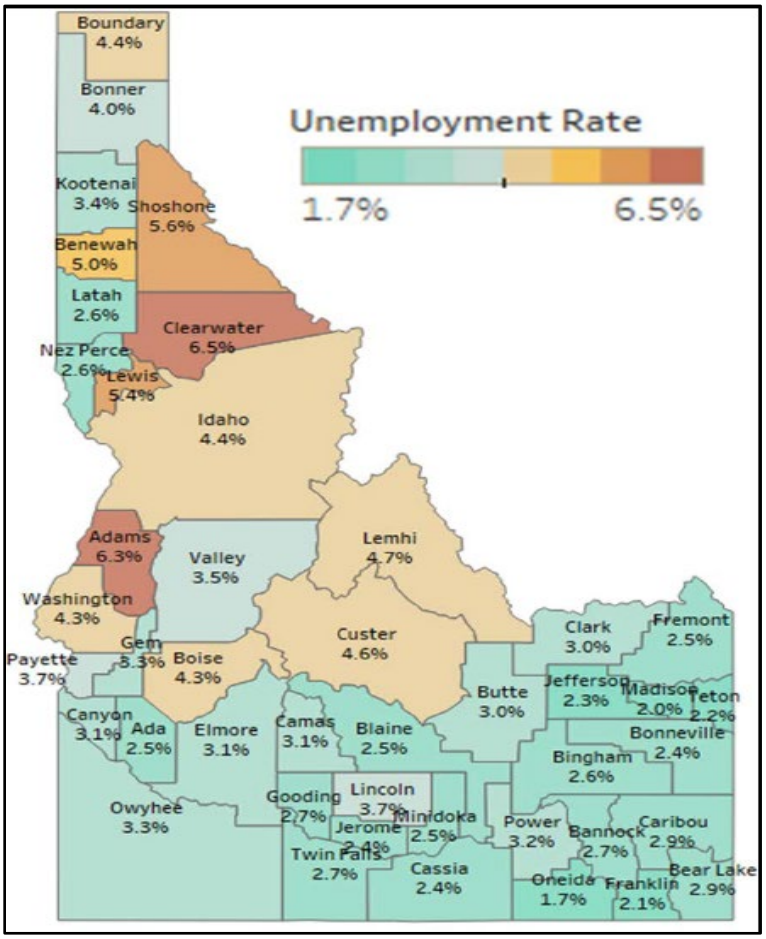
*Local Region Unemployment Rates**

Region	Annual Dec-18	19-Jul	19-Aug	19-Sep
U.S.	3.9%	4.0%	3.8%	3.3%
ID	2.8%	2.9%	2.9%	2.9%
R1	4.5%	3.6%	3.7%	3.2%
R2	4.4%	4.0%	3.8%	3.0%
R4	2.6%	2.4%	2.3%	2.1%
R5	2.6%	2.6%	2.3%	2.0%
R6	2.9%	2.3%	2.4%	2.2%
R7	3.9%	3.7%	3.6%	2.9%
R8/R3	3.5%	3.0%	2.9%	2.5%

https://data.bls.gov/lausmap/showMap *unavailable data excluded from table for readability

Map 3

ID Unemployment, September 2019



Source: Idaho Department of Labor

Labor Force Participation: Occupations

The U.S. Department Bureau of Labor and Statistics provides data for the largest occupations within the various States and the Nation. Charts 1 and 2 are the most recent data indicating the largest occupations for the Nation and Idaho.

The top ten occupations in Idaho are reflective of the top ten occupations in the U.S. The largest occupation in Idaho is Retail Salespersons, which also ranks as the largest occupation in the U.S. One difference between Idaho and the U.S. occurs: Heavy and Tractor-Trailer Truck Drivers, which is the tenth largest occupation in Idaho, is not included in the top ten occupations in the U.S. overall. Laborers and Freight, Stock, and Materials Movers, which is sixth on the U.S. list, does not appear on Idaho's list.

Chart 1

Occupational Employment Statistics for the U.S.

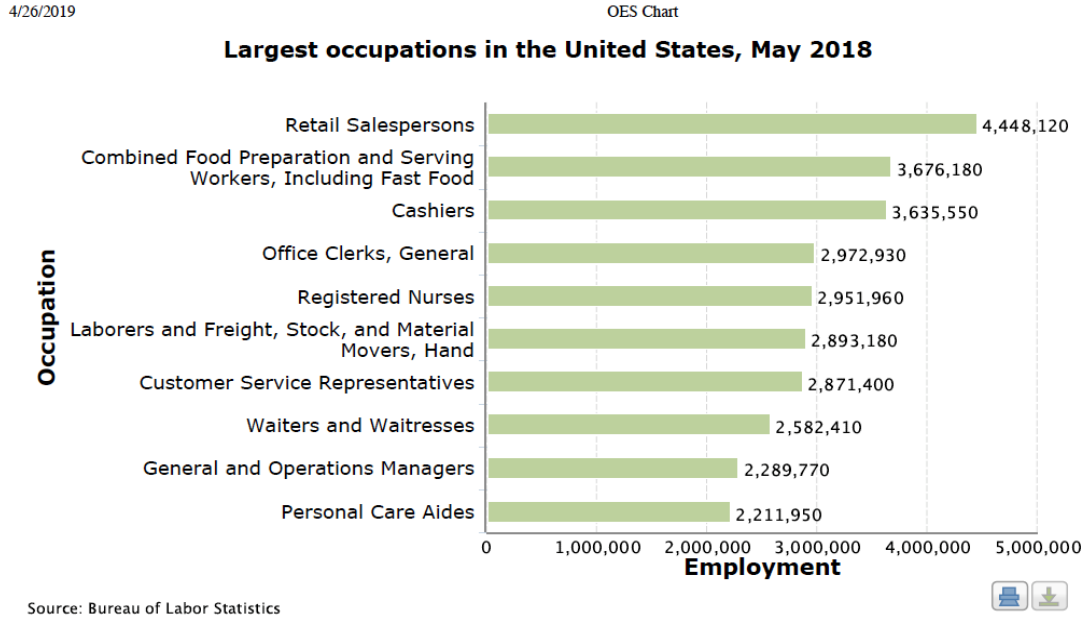
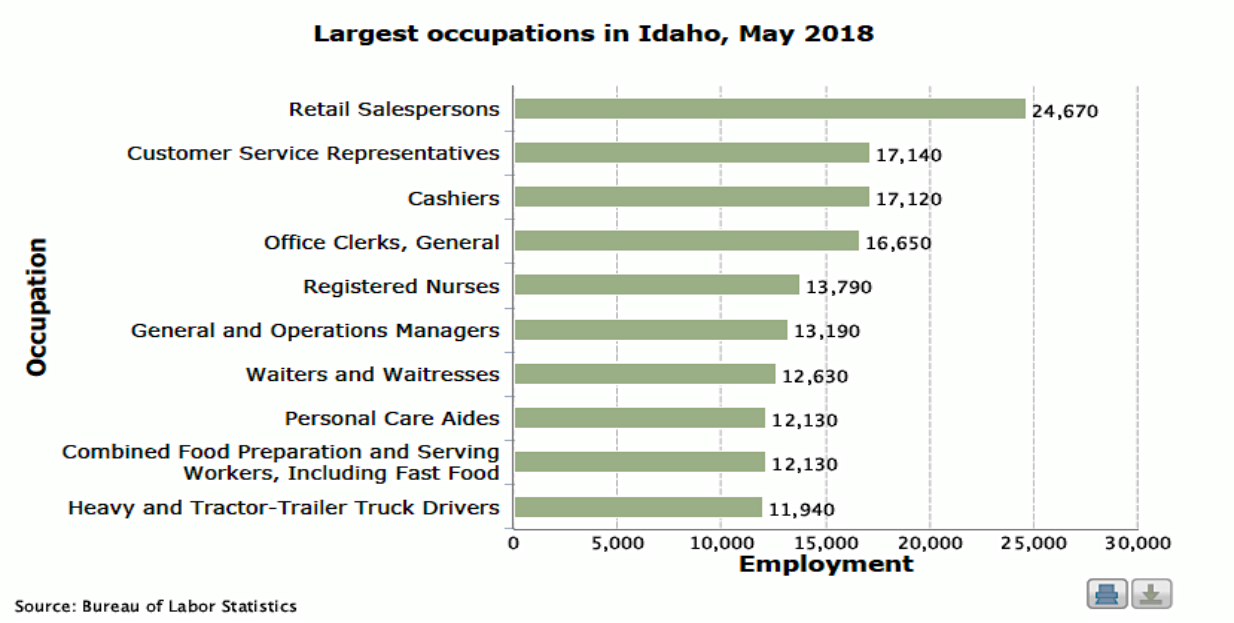


Chart 2
Occupational Employment Statistics for Idaho



Labor Force Participation: Industries

Idaho's Labor Market Information from the Idaho's Department of Labor (IDOL) publishes statistics on the State's occupations and industries. Table 15 contains data on the 10 largest major occupation groups in the State from private industries, dated September 2019.

Table 15
Top 10 Largest Major Occupation Groups in Idaho Statewide – 2019

Top 10 Largest Major Occupation Groups in Idaho Statewide	
Service-Producing	470,609
Goods-Producing	136,750
Healthcare and Social Assistance	95,463
Retail Trade	85,356
Manufacturing	67,980
Accommodation and Food Services	66,521
Food services and Drinking Places	56,919
Construction	46,030
Administrative and Waste Services	44,098
Administrative and Support Services	40,420

Source: Idaho Department of Labor https://lmi.idaho.gov/qcew

Labor Force Participation: Regional Industries

The U.S. Census Bureau publishes County data from the American Community Survey that provides information on the top industries by employment for each County in the State. Table 16 displays the top five industries with the most employees in each Region. The results are calculated by adding the number of employees for each industry found in each Region and divided by the total civilian employed population, ages 16 and over.

The State's list of leading industries reflects the National list, with ranking order differences. Each Region has Education services, health care and social assistance as the top-ranking industry with Retail trade somewhere in the top five. Agriculture, forestry, fishing and hunting, and mining is the second highest ranking industry by employment on R4's list and does not appear on any other list.

Table 16
Local Region Top Industries by Employment

Region	Industries	Percent
U.S.*	1) Educational services, and health care and social assistance 2) Professional, scientific, and management, and administrative and waste management services 3) Retail trade 4) Manufacturing 5) Arts, entertainment, and recreation, and accommodation and food services	1) 23.1% 2) 11.5% 3) 11.2% 4) 10.1% 5) 9.7%
ID*	1) Educational services, and health care and social assistance 2) Retail trade 3) Manufacturing 4) Professional, scientific, and management, and administrative and waste management services 5) Arts, entertainment, and recreation, and accommodation and food services	1) 22.2% 2) 12.3% 3) 9.9% 4) 9.4% 5) 9.0%
R1	1) Educational services, and health care and social assistance 2) Retail trade 3) Arts, entertainment, and recreation, and accommodation and food services 4) Professional, scientific, and management, and administrative and waste management services 5) Manufacturing	1) 20.4% 2) 12.7% 3) 10.3% 4) 10.1% 5) 9.5%
R2	1) Educational services, and health care and social assistance 2) Retail trade 3) Manufacturing 4) Arts, entertainment, and recreation, and accommodation and food services 5) Professional, scientific, and management, and administrative and waste management services	1) 29.4% 2) 12.2% 3) 10.9% 4) 8.8% 5) 6.4%
R4	1) Educational services, and health care and social assistance 2) Agriculture, forestry, fishing and hunting, and mining	1) 18.9%

Region	Industries	Percent
	3) Retail trade 4) Manufacturing 5) Arts, entertainment, and recreation, and accommodation and food services	2) 12.1% 3) 12.0% 4) 11.7% 5) 9.2%
R5	1) Educational services, and health care and social assistance 2) Retail trade 3) Manufacturing 4) Professional, scientific, and management, and administrative and waste management services 5) Arts, entertainment, and recreation, and accommodation and food services	1) 25.3% 2) 11.6% 3) 10.0% 4) 8.5% 5) 7.2%
R6	1) Educational services, and health care and social assistance 2) Retail trade 3) Professional, scientific, and management, and administrative and waste management services 4) Arts, entertainment, and recreation, and accommodation and food services 5) Manufacturing	1) 23.8% 2) 12.1% 3) 11.7% 4) 9.4% 5) 8.1%
R7	1) Educational services, and health care and social assistance 2) Retail trade 3) Manufacturing 4) Construction 5) Professional, scientific, and management, and administrative and waste management services	1) 20.3% 2) 12.0% 3) 11.0% 4) 9.2% 5) 8.3%
R8/R3	1) Educational services, and health care and social assistance 2) Public administration 3) Retail trade 4) Arts, entertainment, and recreation, and accommodation and food services 5) Manufacturing	1) 16.9% 2) 11.4% 3) 11.1% 4) 10.7% 5) 9.5%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates; *Source: 2017 American Community Survey 1-Year Estimates

Disability and Labor Force Participation (LFP)

The U.S. Department of Labor provides monthly Disability Employment Statistics. The Labor Force Participation Rate refers to the percentage of noninstitutionalized U.S. citizens between the ages of 16 to 64 who are in the labor force. The unemployment rate measures the percentage within the labor force who are currently without a job.

Tables 17a and 17b contain the statistics for June and the third quarter of 2019, for individuals with and without a disability in the U.S. The data indicates that labor force participation rates for individuals with disabilities is consistently one-third of the rate for individuals without disabilities. In addition, the unemployment rate for individuals with disabilities is consistently at least twice as high as those without disabilities.

Table 17a
LFP Rates for U.S.

Group	Labor Force Participation Rates			
	Jun-19	**Jul-19**	**Aug-19**	**Sep-19**
People with Disabilities	20.9%	20.8%	21.3%	20.6%
People without Disabilities	69.1%	69.2%	68.7%	68.7%

Table 17b
Unemployment Rates for U.S.

Group	Unemployment Rate			
	Jun-19	**Jul-19**	**Aug-19**	**Sep-19**
People with Disabilities	7.7%	7.6%	7.2%	6.1%
People without Disabilities	3.7%	3.8%	3.6%	3.2%

Sources: https://www.dol.gov/odep/ and https://data.bls.gov/pdq/SurveyOutputServlet

Cornell University provides online disability statistics. The following data is from the online resource and provides estimates for noninstitutionalized individuals with a disability living in the community:

Employment rate: In 2017, an estimated 36.4 percent of individuals with a disability, ages 16 to 64 were employed nationally. In Idaho, the rate was estimated at 42.6 percent.

Not working but actively looking for work: In 2017, an estimated 7.4 percent of individual's ages 21 to 64 years with a disability in the Nation were not working and were actively looking for work. In Idaho, the estimate was 6.6 percent.

Full-Time/Full-Year Employment: In 2017, an estimated 23.9 percent of noninstitutionalized individuals ages 21 to 64 years with a disability in the Nation were employed full-time/full-year while the estimate is 26.5 percent for Idaho, which is 2.6 percentage points higher than the Nation.

Table 18 provides data based on disability status and employment for ages 16 and over from the U.S. Census Bureau for the year 2017.

Table 18
LFP for Civilian Noninstitutionalized Population Ages 16 and Over

Group	United States			Idaho		
	Total	With a Disability	No Disability	Total	With a Disability	No Disability
Population Ages 16 and Over	255,683,832	38,088,408	217,595,424	1,307,191	222,194	1,084,997
Employed Population Ages 16 and Over	155,041,901	9,085,979	145,955,922	786,913	65,099	721,814
Employed	60.6%	23.9%	67.1%	60.2%	29.3%	66.5%
Not in Labor Force	36.0%	73.2%	29.5%	37.2%	68.5%	30.8%

Source: U.S. Census Bureau, 2017 American Community Survey 1-Year Estimates

Of the total population ages 16 years and older residing in the United States who report having a disability, 23.9 percent are employed and participating in the labor force, while approximately 72.3 percent are not in the labor force. The State of Idaho's average for those who report a disability and are employed is 5.4 percent lower than the National average. Idahoans with disabilities participated in the labor force at a 4.7 percent higher rate than the Nation according to 2017 ACS estimates.

The National Institute on Disability, Independent Living and Rehabilitation Research published the 2018 Annual Disability Statistics Compendium which contains data on employment for people with disabilities ages 18 to 64 years. According to the report, the National employment percentage for individuals ages 18 to 64 living in the community was significantly higher for people without disabilities (77.2 percent) versus people with disabilities (37.0 percent). The employment gap, which is the difference between the employment percentage for people with disabilities and people without disabilities is 40.2 percent for the Nation. In 2017, Idaho's employment rate for individuals with disabilities ages 18 to 64 was 43.7 percent, and was 77.4 percent for individuals without disabilities, with an employment gap of 33.7 percent. Six States, including Puerto Rico and the District of Columbia (D.C.), have a lower disability employment gap than Idaho.

Labor Force Participation (LFP) rates for the civilian noninstitutionalized population ages 16 years and over who are employed and who report having a disability are not available for every County in the State. Table 19 provides the averaged available data.

Regions 4 and 6 have LFP rates for individuals with disabilities that are higher than National average by greater than six percentage points. The employment gap for Ada County exceeds the State's rate by almost 10 percent.

Table 19
LFP for Total Civilian Noninstitutionalized Population Ages 16 and Over

Region	Number Employed	Percent Employed	With a Disability	No Disability	Employment Gap
R1 Kootenai	67,680	57.6%	24.3%	64.0%	39.7%
R4 Twin Falls	38,869	63.9%	30.0%	70.7%	40.7%
R5 Bannock	36,989	58.7%	28.0%	65.8%	37.8%
R6 Bonneville	48,734	62.2%	33.9%	68.4%	34.5%
R7 Canyon	88,055	58.4%	26.9%	64.8%	37.9%
R8/R3 Ada	214,984	64.5%	26.7%	69.7%	43%

Source: U.S. Census Bureau, 2013-2017 ACS 5-Year Estimates

Employment to Population Ratio – People with Disabilities

The employment-to-population ratio indicates the ratio of civilian labor force currently employed to the total working-age population of the designated geographic area, which is different from the labor force participation rate because the labor force participation rate includes currently employed and those who are unemployed but actively looking for work. The U.S. Bureau of Labor Statistics and the U.S. Census Bureau collects and analyzes the employment-population ratio for people with disabilities by State, County and urban and rural geography. Table 20 contains the available 2017 one-year data for Idaho's Counties and urban and rural population.

Table 20
Employment-to-Population Ratio for People with Disabilities Ages 18 to 64 Years

Geographic Area		Percent
United States	**Total**	37%
	Urban	37.9%
	Rural	33.9%
Idaho	**Total**	43.7%
	Urban	45.8%
	Rural	38.3%
Counties in Idaho		**Percent**
Ada County		44.5%
Bannock County		34.4%
Bonneville County		50.5%
Canyon County		43.7%
Kootenai County		39.9%
Twin Falls County		39.8%

The difference between the employment-to-population ratio for working-age individuals with a disability in the State of Idaho that reside in urban compared to rural areas is 7.5 percent while the difference for the Nation is about four percent. The State has a higher ratio of people with disabilities working in urban areas than rural. When compared to the Nation, Idaho's ratio of rural workers with disabilities is higher than the Nation's ratio by five percent.

Overall, the State's employment to population ratio for people with disabilities is roughly 6.5 percent higher than the Nation. Bonneville County has the highest employment to population ratio for people with disabilities in the State, exceeding the National rate by 13.5 percent and exceeding the State's ratio by 6.8%. Four other counties throughout the State also have ratios that exceed the National ratio. Bannock County's ratio is lower than the National ratio by 2.6 percent and lower than the State's ratio by over nine percentage points. Bannock County is noted to have 15.7 percent of its residents residing in rural areas and roughly 84.3 percent residing in urban areas. As a comparison, Bonneville County has about 13 percent of its population residing in rural areas and 87 percent residing in urban areas while having the highest employment to population ratio for people with disabilities in the State.

Employment Status by Disability Type

Table 21 addresses employment status and disability type as estimated for the population ages 18 to 64 years by the U.S. Census. The data includes one-year estimates for the Nation, State and the six counties in the State that had data available.

Table 21
LFP (Employment Status) by Disability Status and Type

	U.S.	ID	Ada	Bannock
Total 18 to 64 years	197,765,139	993,979	276,025	50,685
In labor force	77.1%	76.2%	79.4%	72.3%
Employed	94.8%	96.0%	97.0%	95.4%
With a disability	5.2%	7.6%	5.0%	10.5%
Hearing	27.7%	32.4%	28.9%	44.6%
Vision	22.6%	25.6%	23.0%	19.2%
Cognitive	32.4%	37.0%	42.4%	41.4%
Ambulatory	32.5%	29.8%	28.8%	18.7%
Self-care	7.5%	7.8%	14.5%	7.4%
Independent Living	17.0%	18.5%	29.9%	24.8%
No disability	94.8%	92.4%	95.0%	89.5%
Unemployed	5.2%	4.0%	3.1%	4.6%
With a disability	12.8%	13.5%	14.9%	20.4%
No disability	87.2%	86.5%	85.1%	79.6%
Not in labor force	22.9%	23.8%	20.6%	27.7%
With a disability	26.2%	28.2%	21.7%	47.6%
No disability	73.8%	71.8%	78.3%	52.4%
LFP employed and unemployed w/ disability	5.6%	7.8%	5.3%	11.0%
LFP employed and unemployed w/o disability	94.4%	92.2%	94.7%	89.0%
Total Pop w/ disability	10.3%	12.7%	8.7%	21.1%
Total Pop w/o disability	89.7%	87.3%	91.3%	78.9%

	Bonneville	Canyon	Kootenai	Twin Falls
Total 18 to 64 years	63,741	124,809	91,842	47,949
In labor force	76.7%	74.6%	75.1%	80.1%
Employed	97.0%	95.5%	95.5%	96.8%
With a disability	9.0%	9.7%	7.7%	7.1%
Hearing	26.5%	35.8%	49.0%	8.9%
Vision	23.6%	34.5%	23.4%	33.7%
Cognitive	49.1%	39.3%	44.6%	25.6%
Ambulatory	18.3%	25.4%	33.6%	36.2%
Self-care	5.8%	7.0%	7.2%	5.7%
Independent Living	19.2%	10.4%	18.8%	18.5%
No disability	91.0%	90.3%	92.3%	92.9%
Unemployed	3.0%	5.5%	4.5%	3.2%
With a disability	5.2%	18.6%	3.5%	18.8%
No disability	94.8%	81.4%	96.5%	81.2%
Not in labor force	23.3%	25.4%	24.9%	19.9%
With a disability	27.7%	31.8%	32.9%	39.5%
No disability	72.3%	68.2%	67.1%	60.5%
LFP employed and unemployed w/ disability	8.9%	10.2%	7.5%	7.5%
LFP employed and unemployed w/o disability	91.1%	89.8%	92.5%	92.5%
Total Pop w/ disability	13.3%	15.7%	13.8%	13.9%
Total Pop w/o disability	86.7%	84.3%	86.2%	86.1%

Two counties (Ada, Twin Falls) exceed the Nation and the State in labor force participation rate for those with and without disabilities.

Five counties (Bannock, Bonneville, Canyon, Kootenai, and Twin Falls) exceed the Nation in labor force participation rate for those with disabilities. Bannock and Canyon County's LFP for individuals with disabilities exceed the National and State averages by more than four percent. Ada County has an LFP rate that falls slightly below the National average and below the State rate by 2.5 percent.

Among individuals engaged in the labor force and who report a disability in the Nation, individuals with ambulatory (32.5 percent) and cognitive (32.4 percent) difficulties rank the highest for labor force participation. Similarly, the highest labor force participation rates among those reporting a disability in the State are individuals reporting a cognitive difficulty (37 percent) and an ambulatory difficulty (29.8 percent). Five counties have estimates that indicate a significantly high rate of workers with a cognitive difficulty, ranging from 39.3 percent to 49.1 percent. Bonneville County's data indicates that the significantly high rate of workers report a cognitive difficulty (49.1 percent), which is over 16 percent higher than the Nation and 12 percent higher than the State. Self-care difficulty is the least frequently reported disability category among those who are employed and report having a disability within six counties of Idaho.

Cornell University provides online disability statistics for employment. The following data, shown in Table 22, is from the online resource and contains the employment rates from 2017 for the Nation and the State by disability type. The categories are for noninstitutionalized civilian's ages 18 to 64, male and female, from all ethnic backgrounds and includes all education levels.

Table 22
2017 Employment by Disability Type for Noninstitutionalized Civilians Ages 18 to 64 Years

Disability Type	U.S. Percent Employed	Idaho Percent Employed
Any Disability	37.0%	43.1%
Visual Disability	44.0%	53.7%
Hearing Disability	53.0%	53.4%
Ambulatory Disability	25.4%	28.0%
Cognitive Disability	27.9%	33.4%
Self-Care Disability	16.2%	16.6%
Independent Living Disability	17.8%	21.5%

Source: http://www.disabilitystatistics.org/

Individual's ages 18 to 64 in Idaho with hearing and visual disabilities have higher employment rates (greater than 50 percent) than individuals with other disability types. Individuals with cognitive and ambulatory disabilities have employment rates ranging between 28 to 33.4 percent. Individuals with self-care disabilities have the lowest employment rates.

Agency Specific Data Related to Overall Performance

The project team requested data related to overall performance and case movement from IDVR for this assessment. The data is presented throughout the report in the applicable areas. Table 23 contains general information for all VR customers for the period of Program Years 2016-2018.

Table 23
General Statistics for all IDVR Customers

Item	All Customers		
	2016	**2017**	**2018**
Applications	5564	4875	4006
Percent of apps found eligible	87%	86%	79%
Avg. time for eligibility determination	32	36	35
Significance of Disability			
Disabled	903	874	1164
Percent of total	19%	20%	34%
Significant	1788	1613	1290
Percent of total	37%	38%	37%
Most significant	2130	1756	1022
Percent of total	44%	42%	29%
Percent closed prior to IPE development	38%	39%	40%
Plans developed	3435	2919	2357
Avg. time from eligibility to plan (days)	51.86	57.16	57.96
Number of customers in training by type			
Vocational	546	445	395
Undergraduate	419	427	362
Graduate	21	26	21
Avg. length of open case (days) for cases closed other than rehabilitated	663.24	648.52	673.63
Avg. length of open case (days) for cases closed rehabilitated	494.55	513.41	589.06
Number of cases closed rehabilitated	1942	1467	1032
Employment rate	52%	44%	37%
Median earnings of those closed as successfully rehabilitated	$10/hr.	$10/hr.	$10.15/hr.
Median hours worked of those closed as successfully rehabilitated	36 hrs./per week	36 hrs./per week	35 hrs./per week
Total number of cases served	12115	11047	9621
Avg. cost of all cases	$2,057	$1,988	$2,265
Avg. cost of cases closed rehabilitated	$2,757	$2,759	$3,459
Avg. cost per case closed unsuccessful	$1,997	$2,062	$2,245
Avg. cost per case closed prior to plan	$361	$388	$413

The data indicates that from 2016 to 2018, there was a significant decrease of individuals that applied for services from IDVR. The decrease totaled 1,558 applicants from 2016 to 2018. The average time for a determination of eligibility for these applicants was well below the maximum time frame of 60 days allowed by the Rehabilitation Act, as amended. In 2017, there was a four-day increase (from 32 to 36 days) in the average time to an eligibility determination, but this had decreased by a day in 2018. The majority of applicants were determined eligible for IDVR services; however, the percentage of eligible applicants decreased each year, the most significant decrease being a seven percent reduction from 2017 to 2018.

The significance of disability determinations for eligible IDVR customers was fairly consistent for each of the three possible categories (Disabled, Significantly Disabled, and Most Significantly Disabled) throughout the three years of this study. However, there was noticeable change in disability category from 2017 to 2018 for the Disabled and Most Significantly Disabled. In 2018, the Disabled category increased by 14 percent and the Most Significant Disability category decreased by 13 percent. IDVR attributes this significant change to agency policy, procedure, and training related to eligibility and disability priority classification.

The average time for the development of an Individualized Plan for Employment (IPE) for eligible customers was well below the maximum time frame of 90 days allowed by the Rehabilitation Act, as amended. The average length of time that a case with IDVR remains open when it is closed other than rehabilitated was consistent from 2016 at just under 664 days to 2018 at just under 674 days. The average length of time a case was open when closed rehabilitated was just under 495 days for 2016, with a 3.5 percent increase of 513 days for 2017 and a 14.8 percent increase to 589 days in 2018. During the three years of this study, the number and percentage of cases closed rehabilitated decreased consistently. The employment rate was 52 percent in 2016, 44 percent in 2017, and 37 percent in 2018, which is on trend with VR agencies across the country.

Although the employment rate declined in the three years of the study, the data shows that applications, total number of cases served, and plans developed decreased as well. As the data indicates, there were less individuals closed successfully in employment in each year of the study; however, the median earnings remained consistent at $10 per hour in 2016 and 2017 with a slight increase to $10.15 per hour in 2018. It would be prudent for IDVR to examine the reasons for the number of individuals whose cases are closed after services without employment to have a much clearer picture of the circumstances related to these individuals.

The average cost for successful closures, unsuccessful closures, and cases closed prior to plan remained fairly consistent from 2016 to 2017; however, all increased in 2018. The most significant increase was for average cost of cases who were closed rehabilitated, which increased by just under $700 from 2017 to 2018.

The project team examined the same set of general information by gender and age group to determine if there were any significant differences in the groups that IDVR should be aware of. These results are contained in Tables 24 and 25.

Gender Differences

The project team examined general information by gender. Table 24 contains this information.

Table 24
General Information by Gender

Item	Gender					
	Male			Female		
	2016	2017	2018	2016	2017	2018
Applications	3333	2928	2361	2220	1934	1627
Percent of total	60%	60%	59%	40%	40%	41%
Total served	7150	6472	5574	4949	4551	4012
Percent of total	59%	59%	58%	41%	41%	42%
Plans developed	2060	1737	1372	1369	1170	971
Percent of total	60%	60%	58%	40%	40%	41%
Closed rehabilitated	1193	915	617	747	550	410
Percent of total	61%	62%	60%	38%	37%	40%
Employment rate	53%	46%	39%	51%	41%	35%
Median earnings	$10/hr.	$10/hr.	$11/hr.	$9/hr.	$9.5/hr.	$10/hr.
Median hours	40	40	40	32	32	30
Avg. cost of cases closed rehabilitated	$2,668	$2,718	$3,219	$2,905	$2,829	$3,845

The rate of male applicants exceeded the rate of female applicants by more than 18 percent and the total number of males served by IDVR exceeded females by 16-18 percent each year of the study. Males also accounted for 16-20 percent more IPEs written each year and exceeded females in successful closures by a gap of 20-26 percent each year of the study. However, the employment rate for males and females was more closely aligned with only a 1-5 percent gap of males exceeding females. The rate of median earnings and hours worked for males remained consistent from 2016-2018 with a full dollar increase in wages in 2018. The rate of median earning for females increased by 50 cents per year, ending at $10 per hour; however, the median hours decreased by 2018. The data indicates a gap in both the hours worked and median earnings of females compared to males receiving services from IDVR who were closed successfully rehabilitated.

Age Differences

The project team examined general information about customers in three different age groupings. These include transition-age youth (14 to 24), working-age adults (25 to 64), and older individuals (65+). Table 25 includes this information.

Table 25
General Information by Age

Item	Age								
	14-24			25-64			65+		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Applications	1809	1474	1175	3599	3256	2700	156	145	131
Percent of total	33%	30%	29%	65%	67%	67%	3%	3%	3%
Total served	4521	4237	3753	7343	6557	5626	251	253	242
Percent of total	37%	38%	39%	61%	59%	58%	2%	2%	3%
Plans developed	1270	1056	800	2060	1754	1475	105	109	82
Percent of total	37%	36%	34%	60%	60%	63%	3%	4%	3%
Closed rehabilitated	480	368	276	1378	1012	701	84	87	55
Percent of total	25%	25%	27%	71%	69%	68%	4%	6%	5%
Employment rate	41%	32%	25%	57%	48%	44%	82%	84%	67%
Median earnings	$8.50/hr.	$9/hr.	$9/hr.	$10/hr.	$10.50/hr.	$11/hr.	$12.88/hr.	$11.60/hr.	$13.06/hr.
Median hours	30	30	30	40	40	40	30	27	25.5
Avg. cost cases closed rehabilitated	$3,696	$3,544	$5,178	$2,491	$2,562	$2,913	$1,942	$1,885	$1,845

Table 25 indicates that youth have accounted for more than 29 percent of all individuals applying for IDVR services since 2016. Youth account for an increasing percentage of all cases served by the organization since 2016, reaching its highest point of 39 percent in 2018. This reflects the transition focus and outreach of IDVR since the passage of WIOA and the implementation of pre-employment transition services. However, there is a decreasing percentage of youth in the same age range who are applying for IDVR services and may need to be investigated by the agency. The number and rate of individuals ages 65 and older has remained steady throughout the three years of the study, accounting for just 2-3 percent of all individuals served by the agency.

The number of plans developed for each group and the number of cases closed successfully reflect the overall percentages served for each group. The employment rate and median earnings was highest for individuals ages 65 and above. The number of hours worked for youth ages 14 to 24 remained consistent at 30 hours per week, and adults ages 25 to 64 remained constant at 40 hours a week during the reporting period. By 2018 there was an increase in median earnings for all age categories served by IDVR. In 2018, the average cost of cases closed successfully rehabilitated was highest for youth, followed by working-age adults and those 65 and over.

Case Service Expenditures

The project team examined the largest case service expenditure categories for IDVR to identify where the agency is expending the largest percentage of its resources. This information is contained in Table 26.

Table 26
Case Service Expenditures for IDVR

Expenditure by Service Category			
Service Category	**Amount spent per year**		
	2016	**2017**	**2018**
Training Services			
Graduate College or University	$102,136	$154,277	$172,089
Four-Year College or University Training	$822,007	$903,001	$752,714
Junior or Community College Training	$175,931	$222,295	$176,849
Occupational or Vocational Training	$768,810	$676,426	$774,432
On-the-Job Training	$135,110	$85,762	$50,950
Registered Apprenticeship Training	$6,514	$7,309	$0
Basic Academic Remedial or Literacy Training	$12,243	$7,504	$2,990
Miscellaneous Training	$120,615	$127,512	$85,893
Training Services Total	$2,143,364	$2,184,085	$2,015,917
Percent of total	30%	30%	32%
Disability and Job Support Services			
Assessment	$1,050,612	$1,248,231	$1,113,151
Diagnosis and Treatment of Impairments	$196,020	$208,738	$120,738
Job Readiness Training	$28,994	$11,564	$19,825
Job Search Assistance	$996,845	$874,024	$738,878
Short Term Job Supports	$479,387	$422,663	$419,804
Disability Related Skills Training	$935	$0	$0
Supported Employment Services	$400,815	$582,779	$677,901
Customized Employment Services	$1,900	$1,750	$9,250
Extended Services	$0	$4,096	$8,901
Disability and Job Support Services Total	$3,155,509	$3,353,845	$3,108,447
Percent of total	44%	47%	49%
Other			
Transportation	$375,728	$245,288	$162,964
Maintenance	$224,890	$162,785	$100,370
Rehabilitation Technology	$834,473	$854,062	$622,917
Personal Assistance Services	$124	$0	$0
Technical Assistance Services & Self-Employment	$2,855	$1,828	$270
Interpreter Services	$22,028	$32,478	$53,829
Other Services	$482,280	$368,719	$257,847
Other Total	$1,942,377	$1,665,160	$1,198,197
Percent of total	27%	23%	19%
Expenditure Totals	$7,241,250	$7,203,090	$6,322,561

IDVR's highest expenditures during the three-year study were in the Disability and Job Support Services category. The total expenditures ranged from 44 percent in 2016 to 49 percent in 2018 of the total expenditures listed in Table 29. The two highest case service expenditures for individual services in 2018 were Assessment at $1,113,151 and Occupational or Vocational Training at $774,432. The "Other" category decreased consistently during the three-year period. The Other total was 27 percent in 2016, which decreased by eight percent in 2018 with only 19 percent of expenditures.

Training Services remained consistent from 2016 to 2017 but increased by two percent in 2018. Training services increased steadily as a category over the three-year period. Some individual categories decreased during all or a portion of this period, including Registered Apprenticeship Training, Basic Academic Remedial or Literacy Training, On-the-Job Training, and Miscellaneous Training. Much of this decrease could be due to increased accuracy of reporting (i.e., Miscellaneous Training may fit within a more prescriptive training service) rather than a decline in particular training services. This increase in training services overall aligns with the goals of the WIOA focus on credential attainment.

Expenditures on maintenance and transportation decreased significantly from 2016 to 2018; however, a noteworthy increase was shown for interpreter services, conveying an increase in this service need over time. IDVR is encouraged to review this data to ensure that expenses are being accurately assigned to each category to increase the ability to make data informed decisions with expenditure data.

Types of Employment Outcomes

An important measure of the performance of IDVR is the type of employment outcomes obtained by the customers served. The project team utilized RSA-911 data to examine employment outcomes by 2010 Standard Occupational Classification (SOC) code for IDVR compared to all other VR programs combined. Table 27 identifies these outcomes for PY 2018 by SOC categories in IDVR and compares to all other VR programs combined for FFY 2016. As data becomes available at the Federal level, it would be beneficial for IDVR to compare SOC Codes across comparable timeframes with other VR agencies. Cases included in this analysis were those that (a) exited with an employment outcome, and (b) had a Standard Occupational Classification code recorded in the file.

Table 27
Employment Outcomes by SOC Code for 2018 (IDVR) and 2016 (National)

SOC Code Category	IDVR Frequency in 2018	All VR Programs in 2016	Difference
Management Occupations	2.52%	2.40%	0.1%
Business and financial operations occupations	0.58%	1.40%	-0.8%
Computer and Mathematical Operations	1.55%	1.10%	0.5%
Architecture and engineering occupations	1.16%	0.70%	0.5%
Life, physical and social science occupations	3.49%	0.50%	3.0%
Community and social science occupations	2.52%	2.90%	-0.4%
Legal occupations	0.19%	0.40%	-0.2%
Education, training and library occupations	3.29%	3.00%	0.3%
Art, design, entertainment, sports and media occupations	0.48%	1.10%	-0.6%
Healthcare practitioners and technical occupations	3.68%	2.70%	1.0%
Healthcare support occupations	3.59%	4.10%	-0.5%
Protective service occupations	0.29%	1.60%	-1.3%
Food preparation and serving related occupations	3.78%	11.30%	-7.5%
Building and grounds cleaning and maintenance occupations	2.33%	9.30%	-7.0%
Personal care and service occupations	32.17%	5.70%	26.5%
Sales and related occupations	3.78%	8.50%	-4.7%
Office and administrative support occupations	6.59%	15.80%	-9.2%
Farming, fishing and forestry occupations	1.16%	0.60%	0.6%
Construction and extraction occupations	2.33%	2.50%	-0.2%
Installation, maintenance, and repair occupations	5.72%	4.90%	0.8%
Production occupations	10.37%	8.00%	2.4%
Transportation and material moving occupations	8.43%	8.50%	-0.1%

The occupational categories where IDVR differed by more than two percentage points from all other VR programs in the country combined are highlighted. A row highlighted in blue indicates that IDVR was at least two percentage points higher in that category than the rest of the VR programs combined. A row highlighted in yellow indicates that IDVR was at least two percentage points lower than the rest of the VR programs combined. RSA-911 data indicate that IDVR was consistent with the rest of the Nation across many of the occupational classifications, but was lower than all other VR programs combined with respect to the proportions of individuals closed in the following:

1. Office and administrative support occupations (-9.2 percent)
2. Food preparation and serving-related occupations (-7.5 percent)
3. Building and grounds cleaning and maintenance occupations (-7 percent)
4. Sales and related occupations (-4.7 percent)

IDVR exceeded all other VR programs in the category of Personal care and service occupations by 26.5 percent. The categories where IDVR also surpassed all other VR programs, with a percentage of 2.4-3.0 percent, are in the categories of Production occupations and Life, physical and social science occupations. It will be important for IDVR to regularly examine the employment goals and outcomes of customers to ensure that they are aware of and reflect the appropriate occupational categories available to them.

WIOA Performance Accountability Measures for the VR Program

The Workforce Innovation and Opportunity Act (WIOA) requires common performance accountability measures for all core WIOA programs. These common performance measures (CPMs) replaced the RSA Standards and Indicators for the VR program and include the following six measures:

I. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
II. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
III. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
IV. The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within one year after exit from the program;
V. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
VI. The indicators of effectiveness in serving employers.

As of the writing of this report, VR programs have completed the two program years (PY 2017 and 2018) allotted to gather baseline data for the establishment of their negotiated rates for the Measurable Skill Gains (MSG) Indicator. VR will continue to collect baseline data for the first

four indicators during Program Years 2020-2021. The sixth indicator is a statewide measure that is in pilot phase for all states.

Table 28 presents' baseline data for MSG rates for IDVR, for all State-Federal VR programs, and for all general VR programs with a separate agency for the blind and visually impaired (the two-agency split is present in Idaho). This data will be used in the negotiated levels of performance for all VR programs and will be set for Program Year 2020. At the time of this report, IDVR has not negotiated targets with the Rehabilitation Services Administration (RSA).

IDVR's baseline rate will be used in conjunction with Idaho's Commission for the Blind and Visually Impaired (ICBVI). The two VR programs, collectively, are responsible for performance rates and negotiating targets as Idaho's Title IV program. Though this data does not include ICBVI data, it is useful information for IDVR to understand their own program rates, compared to both the National and other general VR programs. It is key to note that IDVR customers are individuals with disabilities, significant disabilities, or most significant disabilities that have multiple barriers to employment (e.g., low income, long-term unemployment) and complex vocational rehabilitation needs.

Table 28
Baseline Measurable Skill Gain Rates for Title IV for Program Years 2017-2018

VR Programs		**Employment Rate 2nd Quarter After Exit**	**Employment Rate 4th Quarter After Exit**	**Median Earnings 2nd Quarter After Exit**	**Credential Attainment**	**Measurable Skill Gains**
PY17	IDVR Rates	Baseline	Baseline	Baseline	Baseline	26.1%
PY18	IDVR Rates	Baseline	Baseline	Baseline	Baseline	35.5%
PY17	National Rates	Baseline	Baseline	Baseline	Baseline	21.2%
PY18	National Rates	Baseline	Baseline	Baseline	Baseline	23.4%
PY17	General VR Rates (combined)	Baseline	Baseline	Baseline	Baseline	19.8%
PY18	General VR Rates (combined)	Baseline	Baseline	Baseline	Baseline	25.3%

The IDVR, National, and general VR program data presented in this section is intended to help IDVR gauge their implementation of the MSG indicator, compared to other VR programs across the country. This data will also be used, in addition to a variety of methods (e.g., statistical adjustment regression model), to set negotiated levels of performance for MSGs beginning July 1, 2020. The information can also be used to determine where the greatest economic and service needs are throughout Idaho and to compare that information with how they have allocated

resources, including staff and expenditures, to meet the impending targets for educational performance indicators.

The baseline data in Table 28, shows that IDVR exceeds the National and general VR agency weighted totals; however, it does not include ICBVI or published rates for Idaho's Title IV program. It is worth noting that IDVR's volume has a much larger effect on the combined MSG rates for the agency and adjustments to current data based on ICBVI's MSG rates have only shifted the rate two-tenths of one percent. Though this data will not be used as the standards for baseline rates, it is useful information throughout the negotiating levels of performance, program improvement, and resources allocation stages of WIOA.

Survey Results by Type

INDIVIDUAL SURVEY RESULTS

In the overall performance section of the report, general information about the respondents to the individual survey are presented as well as responses to questions that address customer perspectives about the overall performance of IDVR. Results that are consistent with the other portions of the report will be reported in those sections.

Surveys were distributed electronically via Qualtrics, a web-based survey application, and by hard copy mail. There were 1,403 individual surveys completed by both forms and 376 valid transition surveys completed electronically with varying degrees of completion. This section refers only to the individual survey. The transition survey results will be included in Section Four. In some cases, individual respondents chose not to answer select questions on the survey but did complete the entire survey and submit it. This accounts for the variance in number of survey responses for some questions.

Respondent Demographics

Individual survey respondents were asked to identify their age.

The largest percentage of respondents were between the ages of 25 to 64 (86.8 percent) followed by individuals ages 65 and over (9.2 percent). Table 29 identifies the age of respondents. A total of 1,328 respondents indicated their age.

Table 29
Age of Respondents

Age	Number	Percent
25-64	1152	86.8%
65 and over	122	9.2%
Under 25	54	4.1%
Total	1328	100%

Respondents were also asked to identify their region of residence by County. Slightly more than one-half of the 1,331 respondents to the question indicated that they reside in Southwestern Idaho, which is consistent with the population distribution in the State. Data was compiled by Region, which is detailed in Table 30.

Table 30
Region of Residence

Region	Number	Percent
Southwestern Idaho (Treasure Valley, Boise metro, McCall, Cascade)	677	50.9%
Eastern Idaho (Idaho Falls, Pocatello, Blackfoot)	307	23.1%
Northern Idaho (Coeur d'Alene, Lewiston)	238	17.9%
South Central Idaho (Twin Falls, Hailey, Burley)	109	8.2%
Total	1331	100%

Respondents were presented with a checklist and asked to identify their primary disabling condition. Mental Health (26.4 percent) was the most frequently primary disability type indicated by respondents, followed by Deaf or Hard of Hearing conditions. The remaining disability types were each selected less than 17 percent of the time as the primary disability by survey respondents. Table 31 summarizes the primary disabling conditions reported by the individual survey respondents.

Table 31
Primary Disability of Respondents

Disability	Number	Percent
Mental Health Impairment (such as depression, anxiety, bipolar)	351	26.4%
Deaf or Hard of Hearing	286	21.5%
Physical	216	16.2%
Other (Please describe.)	130	9.8%
Learning Disability	93	7.0%
Developmental Disability (DD)	73	5.5%
Mobility	65	4.9%
Substance abuse	41	3.1%
Intellectual Disability (ID)	38	2.9%
I don't know	12	0.9%
Blindness or visually impaired	10	0.8%
No impairment	8	0.6%
Communication	7	0.5%
Deaf-Blind	2	0.2%
Total	1332	100%

Respondents were also asked to identify their secondary disabling condition, if they had one.

Slightly more than 27 percent of respondents reported no secondary disabling condition, while about 17 percent of the survey respondents indicated Mental Health as their secondary disabling condition. Of the 7.3 percent of respondents that selected the category of “Other” indicated specific physical or cognitive conditions as a secondary disabling condition. Table 32 details the secondary conditions reported by respondents.

Table 32
Secondary Disability of Respondents

Disability	Number	Percent
No impairment	324	27.3%
Mental Health Impairment (such as depression, anxiety, bipolar)	204	17.2%
Physical	142	12.0%
Other (Please describe.)	87	7.3%
Learning disability	80	6.8%
Substance abuse	80	6.8%
Mobility	67	5.7%
Deaf or Hard of Hearing	46	3.9%
Intellectual disability (ID)	36	3.0%
I don't know	34	2.9%
Communication	30	2.5%
Blindness or visually impaired	29	2.5%
Developmental Disability (DD)	25	2.1%
Deaf-Blind	1	0.1%
Total	1185	100%

Association with IDVR

Individuals who responded to the survey were presented with a question that asked them to identify the statement that best described their association with IDVR. The majority of respondents (53.5 percent) indicated they were previous customers of IDVR and their case has been closed. Almost 37 percent of individuals indicated that they were current customers. One-hundred seventeen individuals (8.3 percent of the 1,405 respondents) who selected Other indicated that they were either parents, family members of current or former customers, guardians, case managers, service coordinators, and customers with special circumstances. The responses to these questions appear in Table 33.

Table 33
Respondent Association with IDVR

Association	Number	Percent
I am a previous customer of IDVR; my case has been closed.	751	53.5%
I am a current customer of IDVR	517	36.8%
Other (Please describe.)	117	8.3%
I am not familiar with IDVR.	20	1.4%
Total	1405	100%

Individuals who responded to the survey were presented with a question that asked them to identify the statement that best described their referral source to IDVR.

Although almost 30 percent of respondents indicated that they were self-referred to DVR, 70.5 percent of the respondents were referred to DVR by another agency or individual. Referral sources provided in the narrative option of the item Other included counselors and services coordinators, employers, Costco, lawyers, high school counselors, prison system employees, and items appearing on the provided list. The responses to these questions appear in Table 34.

Table 34
Respondent Referral Source

Source	Number	Percent
I was self-referred.	389	29.5%
A healthcare professional	192	14.6%
Other (Please describe.)	148	11.2%
A friend	117	8.9%
My family	95	7.2%
My parole officer or other court official	68	5.2%
A community rehabilitation program	67	5.1%
A behavioral health program	62	4.7%
The Social Security Administration	50	3.8%
The American Job Center through the Idaho Department of Labor (IDOL)	50	3.8%
High school teacher	43	3.3%
Staff member at college or vocational training prog.	39	3.0%
Total	1320	100%

Reasons for Seeking IDVR Services

Respondents were presented with a checklist and asked to identify their reasons for seeking IDVR services.

The response of "I need help finding a job" was selected most frequently. The gap between the top two reasons for seeking VR services is a difference of 280 or 21.4 percent, indicating that needing help finding a job is the primary reason for seeking VR services by customers. One-hundred eight of the 349 responses received in the category Other included narrative responses regarding hearing loss and the need for hearing aids. Table 35 summarizes the reasons reported by the individual survey respondents. Note that respondents could select more than one option in response to this question.

Table 35
Reasons for Seeking IDVR Services

Reasons	Number of times chosen	Percent of time chosen
I needed help finding a job.	629	48.1%
Other (Please describe.)	349	26.7%
I wanted to go to college or some other kind of education after high school.	313	23.9%
I was told to by someone.	204	15.6%
I needed money.	142	10.8%
I was in danger of losing my job.	121	9.2%
I don't know.	24	1.8%

A separate question asked respondents to indicate where they usually met with their counselor.

According to the survey, meetings with counselors occur most frequently at the IDVR office as compared to 4.3 percent of respondents reporting they meet with their counselor in the community/school. Table 36 details the meeting locations reported by respondents.

Table 36
Meeting Location

Location	Number	Percent
I go to an IDVR office to meet with my counselor.	851	70.5%
I don't have an IDVR counselor.	304	25.2%
I usually meet with my counselor in my community/school.	52	4.3%
Total	1207	100%

COMMUNITY PARTNER SURVEY RESULTS

The partner survey was distributed to representatives of partner organizations that provide services to individuals with disabilities and work with IDVR. A total of 83 valid partner surveys were completed. Questions appearing on the partner survey addressed the following five general areas:

- Services readily available to persons with disabilities
- Barriers to achieving employment goals
- Barriers to accessing IDVR services
- Desired changes to community partner programs that can increase their ability to serve individuals with disabilities
- Assessment of IDOL effectiveness in serving individuals with disabilities

The bulk of the partner survey responses are presented in the sections of this report that apply to those questions. The project team included some general information about survey respondents in this section.

Respondent Characteristics

Question one asked partners what type of organization for which they worked. The largest group of respondents came from secondary schools followed by other Federal, State or local government entities, with community rehabilitation programs having the third strongest representation in the partner survey. The seven respondents who selected Other ranged from multiple categories respondents, partners from Idaho's18 to 21 transition program, tribal government, advocacy, employer, and community service provider. Table 37 contains these results.

Table 37
Partner Organization Type

Type	Number	Percent
Secondary School (K-12)	38	45.2%
Other Federal, State, or Local Government Entity	18	21.4%
Community Rehabilitation Program	9	10.7%
Other (Please describe.)	7	8.3%
Developmental Disability Organization	6	7.1%
Individual Service Provider	3	3.6%
Postsecondary School	2	2.4%
Consumer Advocacy Organization	1	1.2%
Total	84	100%

The respondents were asked to identify the counties where their organization provides service in Idaho. An equal number of partner respondents indicated that they provide services in either Eastern Idaho or Southwestern Idaho. Overall, there was a good distribution of respondents representing the various service areas of the State. Table 38 includes this information.

Table 38
Service Areas

County	Number of times chosen	Percent of time chosen
Eastern Idaho (Idaho Falls, Pocatello, Blackfoot)	25	29.8%
Southwestern Idaho (Treasure Valley, Boise metro, McCall, Cascade)	25	29.8%
Northern Idaho (Coeur d'Alene, Lewiston)	23	27.4%
South Central Idaho (Twin Falls, Hailey, Burley)	11	13.1%

Community partners were provided with a list and asked to identify with which consumer populations they worked on a regular basis. There were no limitations to the number of consumer populations that a respondent could choose.

Transition-age youth was the most frequently chosen group by the 84 partners who responded to the question. Individuals who need supported employment and individuals with the most significant disabilities rounded out the top three and were chosen by more than 50 percent of the respondents. Table 39 includes this information.

Table 39
Customer Populations Served Regularly by Respondents

Population	Number of times chosen	Percent of time chosen
Transition-age youth (14-24)	64	76.2%
Individuals who need supported employment	52	61.9%
Individuals who the most significant disabilities	44	52.4%
Individuals from unserved or underserved populations	38	45.2%
Individuals who are racial or ethnic minorities	30	35.7%
Individuals who are blind	23	27.4%
Individuals who are Deaf	23	27.4%
Individuals served by the American Job Centers through the Idaho Department of Labor	22	26.2%
Veterans	22	26.2%
Other (Please describe.)	10	11.9%

STAFF SURVEY RESULTS

A total of 84 valid staff surveys were completed. Questions appearing on the staff survey addressed the following six general areas:

- Services readily available to persons with disabilities
- Barriers to achieving employment goals
- Barriers to accessing IDVR services
- The effectiveness of the Idaho Workforce Centers in serving individuals with disabilities
- Desired changes in IDVR services that would help the organization more effectively serve individuals with disabilities

Respondent Characteristics

Staff were asked an open-ended question requesting that they indicate their job title. Twenty-eight responses were received.

The majority of the respondents to the staff survey identified as vocational rehabilitation counselors or vocational rehabilitation assistants. Vocational rehabilitation specialists and central office staff comprise just over 26 percent of the respondent population. Table 40 contains the results.

Table 40
IDVR Staff Characteristics

Title	Number	Percent
Vocational Rehabilitation Counselor (VRC)	30	35.7%
Vocational Rehabilitation Assistant (VRA)	27	32.1%
Vocational Rehabilitation Specialist (VRS)	15	17.9%
Central Office	7	8.3%
Regional Manager (RM)	3	3.6%
Assistant Regional Manager (ARM)	2	2.4%
Total	84	100%

Staff survey respondents were asked to identify how many years that they have held their current job.

The largest percentage of staff survey respondents have held their current workplace position for one to five years, while about 21 percent have held their current position for 11 to 20 years. Almost 17 percent of the staff respondents had been in their current position with IDVR for less than one year. Table 41 indicates the results.

Table 41
Years in Current Position

Years	Number	Percent
1-5 years	37	44.1%
11-20 years	18	21.4%
Less than one year	14	16.7%
6-10 years	13	15.5%
21+ years	2	2.4%
Total	84	100%

Staff Survey: Services that have the Greatest Positive Impact for Customers

Related to the overall performance of the organization, survey respondents were provided a list of 15 items and asked to identify the services that had the greatest positive impact on customers reaching successful employment outcomes. There was no limitation to the number of items a staff respondent could choose.

Sixty-eight survey respondents answered the question. Over 85 percent of the staff ranked counseling and guidance as the service with the greatest positive impact on customers reaching their employment outcomes successfully. Job training services ranked second and job

development services and mental health treatment had an equal number of staff citing the items, which led to a tie in the third position ranking for having the greatest positive impact. The open-ended category Other was selected by four staff survey respondents. The respondents were provided the opportunity to describe additional services that IDVR is effective in providing that were not in the list. Customer motivation, communication with the employer, good job supports, and pre-employment transition services (Pre-ETS) were each noted one time. Table 42 lists the services and the number of times each item was selected, as well as the percent of time the service was selected by respondents.

Table 42
Services with Greatest Positive Impact on Successful Employment Outcomes

Services	Number of times chosen	Percent of time chosen
Counseling and guidance	59	86.8%
Job training services (Job Coaching, OJT, etc.)	53	77.9%
Job development services	48	70.6%
Mental health treatment	48	70.6%
Transportation assistance	32	47.1%
Substance abuse treatment	31	45.6%
Postsecondary education	30	44.1%
Medical treatment	25	36.8%
Housing	23	33.8%
Assistive technology	18	26.5%
Benefit planning assistance	10	14.7%
Income assistance (such as maintenance)	8	11.8%
Vehicle modification assistance	6	8.8%
Other (Please describe.)	4	5.9%
Personal care attendants	3	4.4%

Staff Survey: Changes that will Improve Service Delivery

Staff were presented with a list of 16 options and asked to identify the top three changes that would enable them to better serve their IDVR customers.

The items most frequently identified items among the top three changes that would enable staff to better serve customers were Smaller caseload, More streamlined processes, and More community-based service providers. Partner survey respondents had a slightly different selection

list. The item Smaller caseload ranked in the top position on both partner and staff lists. Partners selected two items from their list (Improved communication with IDVR counselors, Reduced documentation) more frequently than the item More streamlined processes.

Analysis of the two similar lists indicate that staff and partners recognize that effectiveness and communication are necessary to improve customer services. Additional training and more supervisor support were the least cited items on the list by staff respondents. Table 43 details the staff responses to this question.

Table 43
Top Three Changes That Would Enable Staff to Better Serve Customers

Changes	Number of times chosen	Percent of time chosen
Smaller caseload	34	52.3%
More streamlined processes	34	52.3%
More effective community-based service providers	21	32.3%
Better assessment tools	15	23.1%
Better data management tools	13	20.0%
Improved business partnerships	11	16.9%
Accountability for poor performance by service providers	11	16.9%
More community-based service providers for specific services	10	15.4%
Increased outreach to consumers	9	13.8%
More administrative support	7	10.8%
Increased options for technology use to communicate with consumers	7	10.8%
Other (Please describe.)	6	9.2%
Incentives for high performing service providers	5	7.7%
Increased collaboration with other workforce partners including American Job Centers	5	7.7%
Additional training (please identify what training areas you have need of)	1	1.5%
More supervisor support	1	1.5%

Key Informant and Focus Group Interviews

The following themes emerged on a recurring basis from the individual interviews and focus groups conducted for this assessment as it relates to overall program performance for Idaho IDVR:

1. Overall, IDVR staff and partners were characterized as caring and committed to serving people with disabilities. It was apparent that staff are passionate about the impact they are making in people's lives. Many IDVR staff were proud to be part of an organization that is forward thinking and includes out-of-the-box change agents.
2. The general consensus is that IDVR is effectively fulfilling its mission. However, there are areas that need improvement in order to increase the positive impact on individuals with disabilities, including timeliness of service delivery.
3. Staff and partners indicated that the multiple change initiatives over the past few years related to WIOA implementation appear to be on the right track and many can see light at the end of the ever-changing tunnel. Quality is improving and IDVR is increasingly more confident. A positive change that was noted by several staff was the alignment of IDVR's mission statement with the goals of WIOA.
4. Many barriers to accessing and maintaining employment for IDVR customers were noted on a repeated basis. Common barriers include the following:
    a. The Idaho public transportation is better in some areas than others. However, it continues to create significant barriers for people with disabilities seeking integration and employment into the community. This issue was recognized as a collective challenge, not solely the responsibility of IDVR.
    b. There is limited access to CRPs due to reduction of staff, which limits IDVR customer informed choice.
    c. There are a lack of industry and jobs in the rural areas, including customers wanting to stay in their communities and not move to more populated areas with more opportunities.
    d. Employers still have misconceptions about the ability of individuals with disabilities to perform meaningful work.
    e. Timeliness and red tape processes within the VR program cause delays or barriers to receiving VR services.
5. Overwhelmingly, those interviewed believe the emphasis on youth and the implementation of pre-employment transition services is positive and is the correct path for IDVR to follow into the future. There is some concern about how the emphasis on serving youth will affect services to adults, as well as youth who are not commonly known to IDVR.
6. Turnover was mentioned multiple times as a barrier to the effectiveness of IDVR and the timely provision of services. Turnover was mentioned as a concern at the agency and provider level. Adapting to the constant change of agency policy under WIOA, when

turnover results in covering caseloads and taking on additional work, has presented challenges for the agency.

7. Participants indicated that onboarding of new staff and consistent training is an area in need of further development.
8. The ability to serve rural areas of the State is an essential component of VR in Idaho. IDVR needs to examine ways to expand the use of distance technologies and online platforms to serve individuals in the rural areas.
9. There is a need to increase awareness of IDVR in the community and improve marketing of services.
10. Several staff and partners indicated that IDVR may have to institute an Order of Selection (OOS) in the future. The current ability to serve all eligible individuals was seen as a strength of the organization, but OOS was characterized as a potential way to ensure IDVR can continue to provide quality services to individuals with the most significant disabilities.

Recommendations

The following recommendations are offered to IDVR based on the results of the research in the Overall Agency Performance area:

1. IDVR should continue assessing the training needs of the field staff to address continued improvement and increased quality of services under WIOA. IDVR should evaluate the timeliness of the delivery of training, as well as follow up and evaluate the impact of that training.
2. IDVR should consider areas where cross-training with partners or providers would be of benefit and they are encouraged to invite staff from the various technical assistance centers to assist with the provision of training and technical assistance.
3. IDVR should identify ways to increase distance and online options for customers to participate in the VR process. Some of the possibilities include the following:
    a. Increasing access to and the use of social media for customers and staff;
    b. Allowing individuals with disabilities to apply for services online; and
    c. Identifying ways technology can improve access for both staff and customers.
4. IDVR should partner with local communities, employers, and other service agencies to collaboratively address the transportation limitations in Idaho.
5. IDVR should consider including staff in decisions and brainstorming ideas during times of change. Examples include the following:
    a. Gather ideas from staff and partners on how to expand summer programs for youth and students with disabilities outside of the special education programs.
    b. Develop a committee of staff that review and provide feedback on new policies and procedures for the agency.
    c. Brainstorm opportunities to retain staff and decrease turnover within IDVR.
6. IDVR should identify ways to streamline processes in order to help customers get through the process sooner, including rapid engagement in developing their IPE. A common theme of slow service delivery affects staff and customer outcomes, as well as trusting relationships with community partners.
7. Consider opportunities for IDVR administration and field office staff to collaborate to learn more about day-to-day responsibilities and identify and change areas experiencing inefficient and ineffective practices.
8. IDVR should develop marketing and outreach material with an effective plan to inform the community about its organization and services.
9. IDVR should consider continuing professional development activities within the agency. In addition, increase opportunities to recognize and thank staff for when they are doing well, while providing the support, training, and encouragement needed when things are not going well.
10. IDVR should consider partnering with CRPs and other agencies (e.g., EES, IDOL) to find solutions to common barriers faced by Idahoans with disabilities in accessing, gaining, and maintaining employment opportunities.

SECTION TWO: NEEDS OF INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT

Section Two includes an assessment of the needs of individuals with the most significant disabilities, including their need for supported employment. This section includes the rehabilitation needs of IDVR customers as expressed by the different groups interviewed and surveyed. All general needs of IDVR customers were included here, with specific needs identified relating to supported and customized employment.

Recurring Themes Across All Data Collection Methods

The following themes emerged in the area of the needs of individuals with the most significant disabilities including their need for supported employment:

- Supported Employment is a necessary service for people with the most significant disabilities and needs, which IDVR has been successfully providing for many years. Changes due to WIOA have created some challenges in implementing new practices, but overall, IDVR excels in this area.
- Participants expressed that there is a need to improve the quality of employment outcomes for individuals with the most significant disabilities, including those with developmental and cognitive disabilities.
- Customized Employment is seen as an important employment strategy for individuals with the most significant disabilities. Training in CE has been completed in partnership with the WINTAC, but it has not been sustainable to date. Many participants indicated that they are looking forward to the implementation of CE 2.0 after IDVR revamps the training, expectations, and fee structure.
- The rehabilitation needs of individuals with the most significant disabilities that were cited the most frequently (beyond SE and CE) include transportation, job skills, training, job coaching, soft skills, and little to no work experience.

Agency Specific Data Related to the Needs of Individuals with the Most Significant Disabilities, Including Their Need for Supported Employment

The project team gathered information from IDVR on their customers by disability type. Tables 44a and 44b include this information for the three years from 2016 through 2018.

Table 44a

General Information by Disability Type

Item	Disability Type								
	Visual Impairments			Physical Impairments			Hearing and Comm. Impairments		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Applications	5	12	10	882	788	618	588	519	401
Percent of total	0%	0%	0%	16%	17%	17%	11%	11%	11%
Total number of cases served	24	22	19	2072	1819	1545	1156	1076	945
Percent of total	0%	0%	0%	17%	17%	17%	10%	10%	10%
Plans developed	5	3	12	473	405	367	489	447	339
Percent of total	0%	0%	0%	14%	14%	16%	14%	15%	14%
Number of cases closed rehabilitated	8	3		268	172	140	437	335	279
Percent of total	0%	0%		14%	12%	14%	23%	23%	27%
Employment rate	80%	38%		44%	35%	33%	85%	74%	74%
Median earnings	$10.43/hr.	$14/hr.		$10.85/hr.	$11.50/hr.	$10.50/hr.	$14.73/hr.	$15/hr.	$16.08/hr.
Avg. cost cases closed rehabilitated	$1,117	$8,015	Null	$4,319	$3,838	$5,076	$2,435	$2,003	$2,389

Table 44b
General Information by Disability Type, continued

Item	DISABILITY TYPE					
	ID/DD or other Cognitive			Mental health Impairments		
	2016	2017	2018	2016	2017	2018
Applications	970	795	583	2935	2526	1956
Percent of total	18%	17%	16%	55%	54%	55%
Total number of cases served	2363	2204	1870	6295	5652	4784
Percent of total	20%	20%	20%	53%	52%	52%
Plans developed	651	618	420	1817	1446	1219
Percent of total	19%	21%	18%	53%	50%	52%
Number of cases closed rehabilitated	335	255	209	894	702	404
Percent of total	17%	17%	20%	46%	48%	39%
Employment rate	49%	38%	35%	48%	41%	29%
Median earnings	$8.50/hr.	$8.90/hr.	$9/hr.	$9.50/hr.	$10/hr.	$10/hr.
Avg. cost cases closed rehabilitated	$2,805	$3,458	$2,389	$2,452	$2,605	$3,272

The data indicates that for all three years of the study, individuals with mental health impairments constituted the largest percentage of applicants, total number of cases served, and the total number of plans developed for IDVR. Over the three-year period, the number of applicants with ID/DD or other Cognitive Impairments has decreased by one percent each year while all other disability types remained fairly consistent. Individuals with mental health impairments accounted for 52 percent of applicants in both 2017 and 2018. Individuals with mental health impairments and cognitive impairments combined comprised 72 percent of total number of cases served in both 2017 and 2018. The employment rate for each group declined each year of the study. However, employment rates for customers with Hearing and Communicative Impairments exceeded all other disability types during each year. This is important information for IDVR to consider as they develop strategic partnerships with community organizations that can support effective service delivery to these populations. In addition, this information is important for the organization as they consider the types of training, education, and skills needed for current and future staff.

The average cost per case for individuals with visual impairments that were closed successfully in 2017 was more than $4,000 higher than those with other disability types from 2017. However, in 2018, the highest average cost per case belonged to those with physical impairments, which was more than $1,800 higher than other disability types. The difference in cost is an important area for IDVR to review to determine if proper internal controls are in place and to provide further analysis of disability service needs. The data across most of the types of disabilities was fairly consistent across years. It is important to note that though many of the visual impairment percentages are zero, this is not true when reviewing the raw numbers, but proves to be a small percentage of the overall customers served, likely due to ICBVI serving the majority of individuals with visual impairments. During the report period, median earnings for all disability types either increased or remained the same, except for a decrease of $1 from 2017 to 2018 for those with physical impairments. The data indicates that the disability type with the highest median earnings for all three years were those with hearing and communicative impairments, while the lowest earners were those with developmental and cognitive disabilities.

Social Security Beneficiaries

When assessing the needs of individuals with the most significant disabilities, it is important to examine the rate of Social Security Administration (SSA) beneficiaries served by IDVR. Recipients of Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI) often have significant fears about going back to work after the lengthy process of being approved for benefits. The fear of benefit loss generally leads to beneficiaries trying to obtain work that is part-time and will not exceed the substantial gainful activity (SGA) amount which will count towards their trial work period and could eventually lead to losing benefits (if they are an SSDI recipient). SSI recipients often fear falling off the “cash cliff” if they receive SSI. The project team heard from many individuals in all stakeholder groups that the fear of benefit loss and the loss of medical insurance was of paramount concern for SSA beneficiaries, and that they come to IDVR explicitly requesting work below SGA. The project team requested data from IDVR specific to SSA beneficiaries. Table 45 contains this information.

Table 45
SSA Beneficiaries

Item	SSA BENEFICIARIES		
	2016	**2017**	**2018**
Applications	1586	1516	1271
Percent of apps found eligible	93%	88%	85%
Plans developed	1027	913	803
Total served	3699	3478	3123
Significance of Disability (all cases)			
Disabled	9	8	8
Percent of total	1%	1%	1%
Significant	1114	999	585
Percent of total	76%	75%	51%
Most significant	350	328	550
Percent of total	24%	25%	48%
Number of cases closed rehabilitated	493	389	295
Employment rate	43%	37%	31%
Median earnings	$8/hr.	$8.50/hr.	$8.50/hr.
Median hours	20	20	20
Avg. cost of cases closed rehabilitated	$3,205	$3,461	$3,971

The data indicates that SSA beneficiaries who were determined eligible for IDVR services declined by eight percent from 2016 to 2018. SSA beneficiaries were determined to have a significant disability by at least two-thirds in 2016 and 2017. However, by 2018, the number of SSA beneficiaries almost evened out between significant (51 percent) and most significant disabilities (48 percent). Though the percentages are low, because SSA beneficiaries are considered to be at least significantly disabled, IDVR should review the consistent one percent of this population that has been determined to be in the Disabled category. The employment rates for SSA beneficiaries decreased by 12 percent during the three-year period, which is a significant decreased that IDVR should analyze. However, this decline is consistent with other data in this report that shows there is a decline across all of IDVR, as well as Nationally.

Subminimum Wage Employment and Section 511

The Rehabilitation Act as reauthorized in Title IV of WIOA includes Section 511 for the first time. Section 511 establishes certain requirements for youth seeking to enter subminimum wage employment and for individuals of any age currently employed in subminimum wage settings. One of the requirements that Section 511 sets for all individuals currently working in subminimum wage employment is that they receive career counseling and information and referral (CC&I&R) services to organizations that can assist these individuals with the achievement of competitive integrated employment (CIE). The VR program in every State is

responsible for providing or arranging for the provision of CC&I&R to all individuals either currently employed or seeking to enter subminimum wage employment.

IDVR provides the CC&I&R services to the individuals working for 14(c) certificate holders in Idaho and earning less than minimum wage. The 14(c) certificate is the certificate that the Wage and Hour Division of the Department of Labor grants to organizations that complete the application and submit it for approval to pay less than minimum wage to workers who have disabilities that prevent them from working at 100% productivity.

According to the data published from DOL's Wage and Hour Division, in January of 2016, there were 11 organizations that held a valid 14(c) certificate in Idaho. These 11 organizations employed 395 individuals with disabilities at less than minimum wage in January 2016. In the 3.5-year period of January 2016 through July 2019, two 14(c) holders let their certificate expire and did not renew. In addition, there was a reduction of between 57 and 171 individuals with disabilities working in subminimum wage in Idaho. The variance in the number of individuals cited is a result of missing data in multiple data fields in the Wage and Hour dataset. Table 46 details these changes.

Table 46
Change in 14(c) Holders and Workers in Idaho

Changes in 14(c) Certificate Holders and Workers in Subminimum Wage Employment by State from January 2016 through July 2019							
State	**Number of 14(c) Holders Jan. 2016**	**Number of 14(c) Holders April 2019**	**Difference**	**Number of SMW Workers Jan. 2016**	**Number of SMW Workers July 2019**	**Difference**	**Difference if missing data is included**
Idaho	11	9	-2	395	224	-171	-57

Survey Results by Type

INDIVIDUAL SURVEY RESULTS

Receipt of Social Security Disability Benefits

Respondents were presented with a checklist and asked to indicate whether they received Social Security disability benefits.

The total number of respondents for this question is 1,323. The most common response to the question regarding Social Security benefits was "I do not receive Social Security disability benefits." Approximately 18 percent receive SSDI and roughly 10 percent receive SSI. Table 47 summarizes the responses to this series of questions. It should be noted that individuals were allowed to select more than one response in the series of items (e.g., in the case of an individual who received both SSI and SSDI).

Table 47
Social Security Benefit Status

Status	Number	Percent
I do not receive Social Security disability benefits.	823	62.2%
I receive SSDI (Social Security Disability Insurance). SSDI is provided to individuals that have worked in the past and is based on the amount of money the individual paid into the system through payroll deductions.)	235	17.8%
I receive SSI (Supplemental Security Income). SSI is a benefit generally provided to individuals with little or no work history.	134	10.1%
I receive a check from the Social Security Administration every month, but I do not know which benefit I get.	60	4.5%
I receive SSI and SSDI.	55	4.2%
I don't know if I receive Social Security disability benefits.	16	1.2%
Total	1323	100%

Individual Survey: Barriers to Obtaining or Keeping a Job

Respondents were presented with a list of 16 barriers to obtaining employment and asked to indicate whether the item had been a barrier that impacted their ability to obtain or keep a job.

"Employer concerns about my ability to do the job because of my disability" was the most frequently chosen item as a barrier to employment, selected by roughly 55 percent of the respondents. "Lack of education and training" was selected more than 50 percent of the respondents as a barrier to obtaining a job. The margin between mental health concerns as a barrier or not a barrier for obtaining employment (7.4 percent) is the gap between identifying whether or not the item impacted achievement of employment goals and signals that almost 50 percent of respondents have experienced difficulty finding work due to mental health. The three choices that received a seven percent response rate or less for being selected as a barrier for obtaining employment include lack of attendant care, lack of childcare, and limited English skills. Table 48 summarizes the barriers and the impact on obtaining or keeping employment.

Table 48
Individual Survey: Barriers to Obtaining or Keeping Employment

Barriers	Yes, has been a Barrier		Not a Barrier		Number of times chosen
	Number	Percent	Number	Percent	
Employer concerns about my ability to do the job due to my disability	593	55.3%	480	44.7%	1073
Lack of education or training	589	53.6%	510	46.4%	1099
Mental health concerns	478	46.3%	554	53.7%	1032
Lack of job skills	476	44.8%	587	55.2%	1063
Lack of available jobs	441	43.5%	572	56.5%	1013
Lack of job search skills	324	32.3%	679	67.7%	1003
Lack of reasonable accommodations at work	290	29.9%	680	70.1%	970
Criminal Record	234	23.7%	753	76.3%	987
Lack of assistive technology	232	24.2%	725	75.8%	957
Lack of reliable transportation	232	23.8%	741	76.2%	973
Concern over loss of Social Security benefits due to working	212	22.1%	748	77.9%	960
Lack of housing	135	14.4%	802	85.6%	937
Substance abuse	117	12.2%	839	87.8%	956
Lack of attendant care	66	7.0%	872	93.0%	938
Lack of childcare	57	6.1%	876	93.9%	933
Limited English skills	29	3.1%	908	96.9%	937

Individuals were presented with an open-ended question asking them to identify other barriers that they may have experienced that prevented them from obtaining a job. There were 277 individuals that provided narrative responses to this question. Content analysis of the responses indicated that physical and cognitive disabilities, age, mental health conditions, and lack of work experience or education were the four most frequently reported “other barriers” preventing them from obtaining a job by respondents.

Respondents were presented with a list and were asked to identify the three most significant barriers that they have faced specifically toward getting a job. Table 49 contains a summary of the responses to the question.

A total of 1,116 respondents answered the question. Lack of education or training, employer concerns about my ability to do the job, and lack of job skills were the three top items selected by respondents, matching two of the top three responses in the previous Table 48. The last five items on this list also resemble the last five items on the list in Table 48.

Table 49
Three Most Significant Barriers to Getting a Job

Barriers	Number of times chosen	Percent of time chosen
Lack of education or training	488	43.7%
Employer concerns about my ability to do the job due to my disability	437	39.2%
Lack of job skills	358	32.1%
Mental Health concerns	319	28.6%
Lack of available jobs	286	25.6%
Criminal record	203	18.2%
Lack of job search skills	163	14.6%
Lack of reasonable accommodations at work	145	13.0%
Concern over loss of Social Security benefits due to working	137	12.3%
Lack of reliable transportation	127	11.4%
Lack of assistive technology	86	7.7%
Substance abuse	61	5.5%
Lack of childcare	39	3.5%
Lack of housing	39	3.5%
Lack of attendant care	15	1.3%
Limited English skills	9	0.8%

Individual Survey: Barriers to Accessing VR Services

Respondents were presented with a list describing potential barriers to accessing VR services and asked to indicate whether the item was a barrier for accessing IDVR services.

Analysis of the responses to identifying barriers to accessing IDVR services indicate barriers to access IDVR services is low. Overall, the majority of respondents indicated that each item on the list were not barriers. One item was cited as a barrier to accessing VR services with a percentage rate higher than 25 percent, indicating that over one-fourth of the respondents found the lack of information about available services as a hindrance to accessing services. The least common barrier chosen by respondents, receiving a 1.1 percent response rate, was language barriers. Table 50 summarizes the responses to the questions about barriers to accessing VR services.

Table 50
Individual Survey: Barriers to Accessing IDVR Services

Barriers to Access	Yes, has been a Barrier		Not a Barrier		Number of times chosen
	Number	Percent	Number	Percent	
Lack of information about available services	320	30.7%	722	69.3%	1042
Difficulties scheduling meetings with my counselor	186	18.3%	828	81.7%	1014
Other difficulties with IDVR staff	170	16.6%	856	83.4%	1026
Difficulties completing the Individualized Plan for Employment (IPE)	165	16.2%	853	83.8%	1018
Lack of disability-related accommodations	144	14.2%	869	85.8%	1013
Lack of available transportation to the IDVR office	132	12.8%	898	87.2%	1030
I have nobody that can help me access services.	110	11.0%	894	89.0%	1004
IDVR's hours of operation	106	10.5%	903	89.5%	1009
Difficulties completing the IDVR application	70	7.1%	921	92.9%	991
Language barriers	11	1.1%	980	98.9%	991

In addition to the above possible barriers to accessing service, individuals were asked a yes-no question to determine if there were any other challenges not mentioned previously that they experienced when accessing IDVR services. Over 19 percent (223) of the 1,144 respondents who answered the question indicated that there were other barriers to accessing IDVR services. Of the 223 “yes” responses received, 220 individuals provided a narrative response. One-hundred twenty-six of the narrative comments related to IDVR counselors and processes adversely impacting access to services. Content analysis of narrative responses regarding IDVR revealed the following recurring barriers to accessing services that were listed multiple times:

1. Lack of assistance and/or poor communication with counselor
2. Changing counselors

The remaining comments that occurred six or more times were related to the following:

1. Physical, cognitive, and mental health conditions (34)
2. Special circumstances (15)

3. Lack of funding (12)
4. Lack of knowledge about services available (9)
5. Personal/family issues (7)
6. Bias or prejudice (6)

Individual survey respondents were asked a yes-no question asking whether they had suggestions to improve IDVR to help people with disabilities to gain employment or move to better employment. There were 285 "yes" responses (23.6%) of the 1,206 individuals who answered the question. Respondents were asked a subsequent open-ended question and given the opportunity to provide suggestions on how IDVR can improve in assisting people with disabilities gain employment or move to better employment. Seven comments were appreciative and positive toward IDVR services and counselors. Responses to this question were grouped into the following themes:

1. Provide services that are promised and provide them in a timely manner
2. Improve VR counselors' communication to include timely responsiveness and follow-through
3. Train counselors in customer service to improve attitudes and understanding of customer needs and various disabilities
4. Provide necessary training and funding for meeting goals
5. Increase outreach and education to employers
6. Increase exposure of IDVR and the services provided

Individual survey respondents were asked an open-ended question to provide any additional comments that they would like to share regarding IDVR services. There were 393 narrative responses. Two-hundred two comments were appreciative and positive toward IDVR services and counselors and 18 of the narrative responses did not have additional comments regarding IDVR services. The majority of the remaining narrative responses to this question addressed delays of communication, attitudes of the counselors, long wait times for services/funding and desires for clarification on services available, and more assistance and services.

PARTNER SURVEY RESULTS

Partner Survey: Barriers to Achieving Employment Goals

Partner survey respondents were given a list of 20 barriers and asked to identify the most common barriers to achieving employment goals for general IDVR customers.

Poor social skills, little or no work experience, and not having job skills were the three most common barriers cited by partners, followed by lack of reliable transportation and employers' perceptions about employing persons with disabilities. Table 51 lists the barriers along with the number of times each of the barriers was cited.

Table 51
Most Common Barriers to Achieving Employment Goals: General IDVR Customers

Barriers	Number of times chosen	Percent of time chosen
Poor social skills	51	73.9%
Little or no work experience	50	72.5%
Not having job skills	47	68.1%
Lack of reliable transportation	42	60.9%
Employers' perceptions about employing persons with disabilities	37	53.6%
Not having job search skills	36	52.2%
Mental health issues	36	52.2%
Not having education or training	34	49.3%
Perceptions regarding the impact of income on Social Security benefits (fear of losing benefits)	30	43.5%
Convictions for criminal offenses	23	33.3%
Not enough jobs available	21	30.4%
Housing issues	18	26.1%
Language barriers	17	24.6%
Disability-related transportation issues	16	23.2%
Substance abuse issues	16	23.2%
Not having disability-related accommodations	15	21.7%
Childcare issues	13	18.8%
Lack of help with disability-related personal care	11	15.9%
Other health issues	7	10.1%
Other (Please describe.)	6	8.7%

The partner survey respondents were asked to identify the most common barriers for individuals with the most significant disabilities. The responses slightly differed in ranking order from the responses for all individuals with disabilities as noted in Table 52.

Table 52
Barriers to Achieving Employment Goals: Most Significant Disabilities

Barriers	Number of times chosen	Percent of time chosen
Little or no work experience	44	65.7%
Not having job skills	42	62.7%
Employers' perceptions about employing persons with disabilities	40	59.7%
Poor social skills	37	55.2%
Not having job search skills	32	47.8%
Lack of reliable transportation	30	44.8%
Not having education or training	29	43.3%
Disability-related transportation issues	29	43.3%
Not having disability-related accommodations	25	37.3%
Lack of help with disability-related personal care	23	34.3%
Mental health issues	22	32.8%
Not enough jobs available	21	31.3%
Perceptions regarding the impact of income on Social Security benefits (fear of losing benefits)	20	29.9%
Language barriers	15	22.4%
Other health issues	15	22.4%
Housing issues	8	11.9%
Substance abuse issues	7	10.4%
Convictions for criminal offenses	6	9.0%
Other (Please describe.)	5	7.5%
Childcare issues	3	4.5%

Partner Survey: Difficulties Accessing IDVR Services

Respondents were presented with a question that prompted them to indicate the top three reasons that individuals with disabilities might find it difficult to access IDVR services. Twelve response options were provided. Table 53 lists the barriers to IDVR access along with the number of times each of the barriers was identified as one of the top three barriers by the partner survey respondents.

Table 53
Top Three Barriers to Accessing IDVR Services: General IDVR Customers

Barriers to Access	Number of times chosen	Percent of time chosen
Slow service delivery	32	47.1%
Difficulties completing the application	29	42.6%
Limited accessibility of IDVR via public transportation	27	39.7%
Other challenges related to the physical location of the IDVR office	18	26.5%
Difficulties accessing training or education programs	14	20.6%
Other (Please describe.)	14	20.6%
Difficulties completing the Individualized Plan for Employment (IPE)	13	19.1%
IDVR staff do not meet consumers in the communities where the consumers live	12	17.6%
Language barriers	9	13.2%
Inadequate disability-related accommodations	5	7.4%
Inadequate assessment services	5	7.4%
Lack of options for the use of technology to communicate with IDVR staff, such as Skype, text, etc.	5	7.4%

Slow service delivery was the most frequently chosen barrier to accessing IDVR services, identified by slightly more than 47 percent of the partners responding to the surveys. Difficulties obtaining and/or accessing the application for services was chosen by more than one-third of the respondents. The respondents who chose the "Other" category indicated bureaucracy, length of time between meetings, transportation, lack of motivation and personal follow-through, consumer inability to complete applications and do not ask for assistance, and frustration leading to parents choosing to "opt out" as barriers to access. Two quotes from the comments are included below:

1. *"Services are difficult to even find when the need arises. Should survey CRPs as to number of calls or walk-ins seen a week of people looking for help."*

2. *"The Counselors no longer appear empowered to provide individualized assessment and related services. This is a departure from the past when the Counselor could provide individualized services based on their knowledge and expertise. There are artificial limits on services and in some cases have their plans of services questioned by the para-professional staff. It is disheartening to see the counselors lose their autonomy."*

STAFF SURVEY RESULTS

Staff Survey: Barriers to Achieving Employment Goals

Staff survey respondents were given the same list of 20 barriers to employment that the partner survey respondents were given and asked to identify the most common barriers to achieving employment goals for IDVR customers.

It appears that staff, community partners, and customers have different perspectives on the most common and significant barriers to employment for individuals with disabilities in Idaho. Staff survey results were different from the community partner and individual surveys when identifying the most common barriers. Staff identified little or no work experience, lack of reliable transportation, and mental health issues as the most common barriers to employment for the customers they serve with each cited by over 69 percent of the respondents. Employer perceptions about employing people with disabilities was not as high on the staff list of barriers as it was on the individual or partners survey results. The frequency that staff indicated the items convictions for criminal offenses and substance abuse issues as barriers to achieving employment goals is roughly 30 percentage points higher than partners and over 50 percentage points higher than individuals who cited the items on the list of most significant barriers to getting a job. In addition, the lack of available jobs was cited less frequently on the list of staff responses even though it was cited by over 25 percent of the individuals with disabilities who responded to the survey and over 30 percent of the partner respondents.

Table 54 lists the barriers along with the number of times each of the barriers was identified by staff survey respondents. There was no limit to the number of barriers that a staff respondent could choose.

Table 54
Most Common Barriers to Achieving Employment Goals for IDVR Customers

Barriers	Number of times chosen	Percent of time chosen
Little or no work experience	54	79.4%
Lack of reliable transportation	50	73.5%
Mental health issues	47	69.1%
Not having job skills	46	67.6%
Poor social skills	46	67.6%
Not having job search skills	45	66.2%
Not having education or training	41	60.3%
Convictions for criminal offenses	41	60.3%
Perceptions regarding the impact of income on Social Security benefits (fear of losing benefits)	41	60.3%
Substance abuse issues	39	57.4%
Employers' perceptions about employing persons with disabilities	31	45.6%
Housing issues	25	36.8%
Other health issues	19	27.9%
Language barriers	18	26.5%
Childcare issues	18	26.5%
Disability-related transportation issues	16	23.5%
Not enough jobs available	8	11.8%
Not having disability-related accommodations	7	10.3%
Lack of help with disability-related personal care	4	5.9%
Other (Please describe.)	2	2.9%

Staff Survey: Barriers to Achieving Employment for IDVR Customers with the Most Significant Disabilities

Staff survey respondents were provided a list of 20 items and asked to identify the barriers to achieving employment goals for individuals with the most significant disabilities.

IDVR staff identified little or no work experience, poor social skills, not having job skills, and lack of reliable transportation as barriers to employment for individuals with the most significant disabilities more than 62 percent of the time in the survey. Staff clearly agreed with partners that little or no work experience is the largest barrier to employment those with more significant disabilities yet selected the remaining items differently from partners. Mental health issues, not having job search skills and employers' perceptions about employing persons with disabilities were also cited as barriers to employment for this group over 50 percent of the time.

Respondents who selected the category "Other" were provided the opportunity to write a narrative response. Content analysis of the six narrative responses indicated diverse barriers, and are included below:

- *"Consumers not being realistic"*
- *"Employer perception of immigrants and refugees"*
- *"Good communication with Employers from providers and VRC"*
- *"Job carving"*
- *"Lack of Confidence and support"*
- *"Lack of coordination between funding programs to ensure all "wraparound" services are addressed (e.g. CFH ensures grooming/hygiene issues are addressed consistently instead of it falling to the E.S. or job coach. TSC assists with coordinating transportation to ensure consistent ability to get to work)"*

Table 55 details the responses to this question. There was no limit to the number of barriers that a staff respondent could choose.

Table 55
Barriers to Achieving Employment Goal: IDVR Customers with the Most Significant Disabilities

Barriers	Number of times chosen	Percent of time chosen
Little or no work experience	49	73.1%
Poor social skills	47	70.1%
Not having job skills	45	67.2%
Lack of reliable transportation	42	62.7%
Mental health issues	40	59.7%
Not having job search skills	36	53.7%
Employers' perceptions about employing persons with disabilities	36	53.7%
Perceptions regarding the impact of income on Social Security benefits fear of losing benefits)	29	43.3%
Not having education or training	28	41.8%
Substance abuse issues	24	35.8%
Disability-related transportation issues	20	29.9%
Not having disability-related accommodations	18	26.9%
Other health issues	18	26.9%
Housing issues	17	25.4%
Convictions for criminal offenses	14	20.9%
Lack of help with disability-related personal care	11	16.4%
Language barriers	9	13.4%
Not enough jobs available	9	13.4%
Childcare issues	8	11.9%
Other (Please describe.)	6	9.0%

Staff Survey: Difficulties Accessing IDVR Services

Staff survey respondents were presented with a question that prompted them to indicate the top three reasons that people with disabilities might find it difficult to access IDVR services. A list of 12 response options was provided.

The barriers to accessing DVR services most frequently cited by staff included limited accessibility of IDVR via public transportation, slow service delivery, difficulties accessing training or education programs. Two of the top three access barriers are similar for staff and partners. Individuals that responded to the program evaluation selected three different top access barriers.

Table 56 contains the list of reasons (identified as barriers to IDVR access) presented to the respondents along with the number of times each of the barriers was identified as one of the top three barriers to IDVR access for customers, and the percentage of time it was chosen as one of the top three barriers to access.

Table 56
Top Three Barriers to Accessing IDVR Services: General IDVR Customers

Barriers to Access	Number of times chosen	Percent of time chosen
Limited accessibility of IDVR via public transportation	40	62.5%
Slow service delivery	28	43.8%
Difficulties accessing training or education programs	16	25.0%
Difficulties completing the application	15	23.4%
Lack of options for the use of technology to communicate with IDVR staff such as Skype, text, etc.	12	18.8%
IDVR staff do not meet consumers in the communities where the consumers live	12	18.8%
Language barriers	9	14.1%
Other challenges related to the physical location of the IDVR office	8	12.5%
Difficulties completing the Individualized Plan for Employment (IPE)	7	10.9%
Other (Please describe.)	7	10.9%
Inadequate assessment services	3	4.7%
Inadequate disability-related accommodations	1	1.6%

Key Informant and Focus Group Interviews

The following themes emerged on a recurring basis from the individual interviews and focus groups conducted for this assessment regarding the needs of individuals with the most significant disabilities, including their need for supported employment:

1. Supported Employment (SE) is a necessary service for people with the most significant disabilities and needs, which IDVR has been successfully providing for many years. Changes due to WIOA have created some challenges in implementing new practices, but overall IDVR excels in this area.
2. Supported Employment is considered an effective practice, but there is a need for training to improve the understanding of IDVR staff and providers about the difference between IDVR SE services, Medicaid Waiver Services and Extended Employment Services (EES). This creates some frustration with varying models, fee schedules, and expectations.
3. Participants expressed a need to improve the quality of employment outcomes for individuals with the most significant disabilities.
4. Customized Employment (CE) is seen as an important employment strategy for individuals with the most significant disabilities. Training in CE has been completed in partnership with the WINTAC, but it has not been sustainable to date. Many participants indicated that they are looking forward to the implementation of CE 2.0 after IDVR revamps the training, expectations, and fee structure.
5. IDVR has successfully implemented strategies for serving individuals with the Most Significant Disabilities (MSD) and is committed to improving their ability to meet the needs of all individuals served by the agency. Examples of improvements by IDVR include, but are not limited to, SE training and enhancing policies, strengthening Trial Work Experience policies, attempting to break the myths of MSD and their ability to work and contribute in society.
6. The rehabilitation needs of individuals with the most significant disabilities that were cited the most frequently (beyond SE and CE) include transportation, job skills, training, job coaching, and soft skills.

Recommendations

The following recommendations are offered to IDVR based on the results of the research in the Needs of Individuals with the Most Significant Disabilities, including their need for Supported Employment:

1. IDVR is encouraged to recruit for supported employment service providers in the rural areas of the State.
2. IDVR should consider cross-training and emphasized collaboration across systems and providers on SE and specialized supports to increase services and outcomes.
3. IDVR is encouraged to continue efforts regarding training and implementation of CE across multiple positions, regions and CRPs, to increase IDVR's ability to serve people with the most significant needs related to employment.
4. IDVR should continue efforts to improve agency policies and services across Idaho to serve the MSD and SE populations.

SECTION THREE: NEEDS OF INDIVIDUALS WITH DISABILITIES FROM DIFFERENT ETHNIC GROUPS, INCLUDING NEEDS OF INDIVIDUALS WHO MAY HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

Section Three includes an identification of the needs of individuals with disabilities from different ethnic groups, including needs of individuals who may have been unserved or underserved by IDVR.

Recurring Themes Across all Data Collection Methods

The following themes emerged in the area of the needs of individuals with disabilities from different ethnic groups, including individuals who may have been unserved or underserved by the IDVR:

- The groups most commonly cited as potentially underserved include students with 504 plans, Hispanics, Deaf and Hard of Hearing, homeless, and those living in the rural areas.
- Limited access to services by some groups is magnified if they live in rural areas.
- IDVR has demonstrated success in increased outreach and services to students across the State due to the implementation of pre-employment transition services. There was concern that this positive achievement for IDVR does not include students who have less significant disabilities or who are not in special education services in the local school system.
- There was a concern expressed by multiple individuals that the confusion of IDVR and EES Waiver services has resulted in many individuals with intellectual and developmental disabilities falling through the service gaps.

National and/or Agency Specific Data Related to the Needs of Individuals with Disabilities From Different Ethnic Groups, Including Needs of Individuals That May Have Been Unserved or Underserved by IDVR

Ethnicity

Data for ethnicity is obtained from 2017 American Community Survey 1-Year Estimates and the 2013-2017 American Community Survey 5-Year Estimates. The ethnic demographic averages for each Region are calculated by adding population totals for each ethnic group and dividing by the total population.

The State and Region averages exceed the National average for ethnic diversity in the category of White, ranging from 12.5 percent to 31.7 percent higher than the Nation's average. Hispanic

and Latinos comprise the second largest ethnic group in the State, with an average that is 5.7% lower than the National average. The Region averages range from 3.8 percent (R2) to 23.3 percent (R4).

The State averages for Black or African Americans and Asians are significantly lower than the National average. The averages for Black and African Americans in the State and Region are significantly lower than the Nation by over 10 percent with R8/R3 having the highest average (1.3 percent) in the State. The highest average of Asian residents is found in R8/R3, where the rate falls below the National average by three percent and exceeds the State's average by 1.2 percentage points.

The State and Region averages for Native Hawaiian and Other Pacific Islanders are slightly below the National average. The State and Region averages for Two or More Races ranges from roughly one percent lower to matching the National average. Table 57 contains the information on the ethnic make-up of Idaho.

Table 57
Ethnicity

Geographic Area	Total Population	Hispanic/ Latino	White alone	Black or African American alone	American Indian and Alaska Native	Asian alone	Native Hawaiian and Other Pacific Islander	Two or more races
***U.S.**	325,719,178	18.1%	60.6%	12.3%	0.7%	5.5%	0.2%	2.4%
***ID**	1,716,943	12.4%	82.0%	0.6%	1.1%	1.3%	0.1%	2.3%
R1	224,846	4.0%	91.3%	0.3%	1.5%	0.7%	0.1%	2.1%
R2	107,343	3.8%	88.9%	0.4%	3.1%	1.4%	0.1%	2.2%
R4	192,082	23.3%	73.5%	0.4%	0.6%	1.0%	0.1%	1.1%
R5	167,357	11.5%	82.2%	0.4%	2.9%	0.9%	0.1%	1.9%
R6	215,284	11.1%	85.5%	0.4%	0.3%	0.7%	0.1%	1.8%
R7	272,042	22.7%	73.1%	0.4%	0.8%	0.7%	0.1%	2.1%
R8/R3	478,421	8.2%	84.9%	1.3%	0.5%	2.5%	0.1%	2.4%

2013-2017 American Community Survey 5-Year Estimates; *2017 American Community Survey 1-Year Estimates

Poverty and Ethnicity

Poverty is calculated by the U.S. Census Bureau for the total population as related to ethnicity.

Of the population for which poverty status is determined, Black or African Americans, Asians, and American Indians and Alaska Natives have the highest poverty rates of the State, exceeding

20 percent. Note that these ethnic categories comprise roughly two percent of the State's population. Native Hawaiian and Other Pacific Islanders in R5 have a poverty rate that exceeds the National average by about 49 percent.

Although the poverty levels are calculated for the entire population based on ethnicity, the data is important for understanding the impact of poverty and ethnicity when addressing the IDVR customers' needs. Table 58 identifies the percentage of individuals living below poverty levels for the State's ethnic categories.

Table 58
Poverty and Ethnicity

Poverty and Ethnicity	Percent Below Poverty Level								
	*U.S.	*ID	R1	R2	R4	R5	R6	R7	R8/R3
Poverty Rate for Total Population	13.4%	12.8%	13.5%	17.1%	15.1%	15.1%	15.3%	17.3%	12.0%
White alone	11.1%	11.9%	13.1%	15.6%	14.8%	13.7%	14.4%	16.5%	11.1%
Black or African American alone	23.0%	50.1%	30.2%	49.1%	42.0%	24.0%	19.5%	18.6%	35.7%
American Indian and Alaska Native alone	25.4%	24.5%	32.4%	28.4%	34.8%	30.6%	7.7%	29.2%	14.8%
Asian alone	11.1%	21.6%	21.8%	50.5%	17.6%	27.5%	26.5%	11.3%	9.7%
Native Hawaiian and Other Pacific Islander alone	18.3%	-	23.6%	31.5%	17.0%	67.5%	36.1%	18.0%	37.9%
Two or more races	16.7%	15.4%	12.3%	27.9%	21.3%	24.2%	6.5%	21.8%	20.7%
Hispanic/Latino origin	19.4%	19.5%	12.3%	31.5%	22.9%	22.3%	22.7%	26.0%	19.0%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates; *Source: U.S. Census Bureau, 2017 American Community Survey 1-Year Estimates

Educational Attainment and Ethnicity

The IDVR customer's level of educational attainment impacts the vocational choices available to the customer. The U.S. Census Bureau collects data on educational attainment and ethnicity.

The data indicates that for all races except Hispanic, Idaho exceeds the National average for the rate of individuals that are high school graduates or higher. The difference between Idaho and the U.S. average is the highest for African Americans, who exceed the U.S. for those who have graduated from high school by 4.3 percent. The rate of African Americans who have a bachelor's degree or higher exceeds the National average by 3.1 percent, the only race that exceeds the

National average in this category in Idaho. The rate of Hispanics in Idaho who have a bachelor's degree or higher is six percent lower than the National average and is the highest disparity of all races. Table 59 contains averages for high school and bachelor's degree recipients in each ethnic category for the population 25 years and over.

Table 59
Educational Attainment by Ethnicity: Total Population Age 25 Years and Over: U.S. and Idaho

Ethnicity	United States		Idaho	
	Percent HS Graduate or higher	Percent Bachelor's degree or higher	Percent HS Graduate or higher	Percent Bachelor's degree or higher
White alone	89.9%	33.4%	91.9%	27.4%
Black alone	85.9%	21.4%	90.2%	24.5%
American Indian or Alaska Native alone	80.2%	14.7%	89.2%	9.1%
Asian alone	86.9%	53.8%	88.6%	46.1%
Native Hawaiian and Other Pacific Islander alone	87.6%	17.7%	-	-
Two or more races	88.8%	31.7%	91.5%	28.5%
Hispanic/ Latino Origin	68.7%	16.0%	65.7%	9.9%

Source: U.S. Census Bureau, 2017 American Community Survey 1-Year Estimates

The educational attainment levels for all ethnicity types in Idaho are close to the U.S. averages at the high school graduate or equivalency level. Asians exceed all other ethnic categories in the State in attaining bachelor's degrees or higher by greater than 17 percentage points. Blacks who have attained a bachelor's degree or higher in the State have an average that is almost three percent lower than Whites. Hispanics and Latinos and American Indian and Alaskan Natives in the State have averages for bachelor's degree attainment that are significantly lower than the National average by roughly five percent.

Table 60 examines the educational attainment rates for the different service Regions of IDVR.

Table 60
Educational Attainment and Ethnicity: Regions

Region	Education Level	White alone	Black alone	American Indian or Alaska Native alone	Asian alone	Native Hawaiian and Other Pacific Islander alone	Two or more races	Hispanic/ Latino Origin
R1	Percent HS graduate or higher	92.0%	88.3%	86.7%	92.4%	92.4%	84.0%	83.9%
	Percent bachelor's degree or higher	22.8%	9.8%	16.1%	33.9%	4.2%	22.0%	18.1%
R2	Percent HS graduate or higher	92.7%	83.1%	93.1%	90.9%	100.0%	89.9%	86.2%
	Percent bachelor's degree or higher	29.1%	43.5%	15.6%	43.3%	20.3%	16.8%	23.8%
R4	Percent HS graduate or higher	84.5%	95.1%	76.2%	85.8%	89.1%	78.3%	49.0%
	Percent bachelor's degree or higher	20.4%	4.6%	11.5%	23.5%	19.5%	13.0%	4.8%
R5	Percent HS graduate or higher	91.7%	90.0%	81.6%	79.7%	88.2%	85.5%	61.4%
	Percent bachelor's degree or higher	24.4%	39.3%	8.2%	38.1%	31.4%	28.3%	10.4%
R6	Percent HS graduate or higher	93.0%	98.0%	81.5%	97.7%	100.0%	89.3%	59.0%
	Percent bachelor's degree or higher	30.0%	46.2%	13.1%	50.4%	24.1%	15.4%	7.2%

Region	Education Level	White alone	Black alone	American Indian or Alaska Native alone	Asian alone	Native Hawaiian and Other Pacific Islander alone	Two or more races	Hispanic/ Latino Origin
R7	Percent HS graduate or higher	86.5%	91.2%	80.3%	83.8%	82.8%	81.4%	55.2%
	Percent bachelor's degree or higher	18.1%	14.9%	11.2%	23.5%	0.0%	12.8%	5.6%
R8/R3	Percent HS graduate or higher	95.1%	81.7%	86.5%	86.6%	97.8%	93.0%	79.9%
	Percent bachelor's degree or higher	36.5%	24.3%	10.2%	49.5%	35.7%	37.8%	20.1%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

Disability and Ethnicity

The U.S. Census collects data on disability rates among ethnic categories.

The disability rate by ethnicity in Idaho is higher than the U.S. rate for all populations, but lower for Asians. American Indians and Alaska Natives have the highest overall disability rate of all ethnic groups and Asians have the lowest.

Table 61 identifies the estimated average rates of disability among ethnic categories. Averages are calculated by determining the total civilian population for each ethnic category in the Region and dividing by the total population.

Table 61
Disability and Ethnicity

Region	TCNP	White alone	Black or African Am. alone	American Indian and Alaska Native alone	Asian alone	Native Hawaiian and Other Pacific Islander alone	Two or more races	Hispanic/ Latino alone
***U.S.**	12.7%	13.3%	14.0%	17.3%	7.1%	10.3%	11.1%	9.0%
***ID**	14.2%	14.2%	18.2%	23.9%	6.3%	-	13.4%	10.1%
R1	15.2%	15.2%	16.8%	18.4%	11.3%	18.9%	14.6%	12.9%
R2	17.2%	17.4%	5.0%	16.9%	6.7%	14.8%	19.7%	12.0%
R4	12.9%	12.9%	17.6%	17.8%	5.2%	28.9%	16.6%	6.3%
R5	14.8%	14.9%	17.6%	21.1%	11.4%	20.4%	13.3%	10.1%
R6	12.5%	12.6%	10.7%	13.0%	7.8%	13.5%	10.6%	10.0%
R7	14.8%	15.0%	24.3%	22.1%	3.6%	21.0%	16.0%	10.1%
R8/R3	10.7%	10.9%	10.1%	21.8%	6.0%	0.0%	10.1%	7.2%

Source: 2013-2017 ACS 5-Year Estimates; *Source: 2017 ACS 1-Year Estimates

Ethnicity and Disability Type Prevalence Rates

Visual and self-care disabilities were reported by less than three percent of Whites, Blacks, Asians, and Hispanic ethnic categories. Native American and Alaska Natives have the highest rate of individuals' ages 18 to 64 reporting visual and self-care disabilities (roughly six percent for each disability).

Greater than three percent of working-age White, Black or African American, Native American and Alaska Natives, and individuals of Some Other Race reported a hearing disability. Hearing disability was the most frequently reported disability type among working-age Black or African Americans.

The Cognitive disability type is most frequently reported by the majority of ethnic categories (four of the seven ethnic categories). Ethnic categories differed significantly across least frequently reported disability types. The least frequently reported disability type among working age Black/African Americans was a visual disability while ambulatory disability was cited by less than one percent of working age Asians. Self-care disability was the least frequently reported disability type among working-age Whites. Three of the remaining ethnic groups cited hearing disability least frequently.

Table 62 contains the State's disability prevalence rates categorized by ethnicity, ages 18 to 64, and disability type.

Table 62
Disability Type and Ethnicity: Ages 18 to 64

Idaho 2017 Prevalence Rates	Visual Disability	Hearing Disability	Ambulatory Disability	Cognitive Disability	Self-care Disability	Independent Living Disability
White	2.6%	3.2%	5.2%	6.4%	2.4%	4.7%
Black/African American	0.0%	9.9%	2.1%	1.4%	0.2%	0.0%
American Indian and Alaskan Native	6.1%	5.2%	12.1%	13.8%	5.6%	11.3%
Asian	1.0%	1.1%	0.5%	1.9%	0.9%	2.5%
Native Hawaiian and Other Pacific Islander	-	-	-	-	-	-
Some Other Race	4.6%	4.2%	7.3%	10.2%	4.6%	9.0%
Hispanic/Latino	2.6%	1.7%	4.7%	5.5%	2.7%	4.4%

http://disabilitystatistics.org

The project team gathered general data from IDVR on all individuals served by ethnicity. Tables 63, 64a and 64b contain this information. The tables are divided into largest ethnicities served and smaller ethnicities served.

Table 63
Largest Ethnicities Served

Item	Ethnicity								
	White			Hispanic/Latino			American Indian		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Applications	5306	4642	3825	579	463	364	217	200	178
Percent of total	81%	82%	81%	9%	8%	8%	3%	4%	4%
Total number served	11575	10561	9219	1252	1121	906	468	415	359
Percent of total	82%	82%	82%	9%	9%	8%	3%	3%	3%
Plans developed	3282	2809	2263	352	276	203	119	108	88
Percent of total	82%	82%	83%	9%	8%	7%	3%	3%	3%
Closed rehabilitated	1865	1417	1001	182	147	86	67	46	22
Percent of total	84%	84%	85%	8%	9%	7%	3%	3%	2%
Employment rate	53%	44%	38%	54%	41%	32%	42%	40%	25%
Median earnings	$10/hr.	$10.05/hr.	$11/hr.	$10/hr.	$10/hr.	$10/hr.	$10/hr.	$10.25/hr.	$10/hr.
Avg. cost of cases closed rehabilitated	$2,763	$2,773	$3,435	$2,061	$2,499	$2,835	$3,669	$2,604	$3,809

Table 64a

Smaller Ethnicities Served

Item	Ethnicity								
	Multi-Race			Native Hawaiian/Pacific Islander			African American		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Applications	196	163	162	51	36	29	138	101	90
Percent of total	3%	3%	3%	1%	1%	1%	2%	2%	2%
Total number served	405	372	361	90	85	73	282	246	214
Percent of total	3%	3%	3%	1%	1%	1%	2%	2%	2%
Plans developed	108	113	74	27	24	17	83	57	40
Percent of total	3%	3%	3%	1%	1%	1%	2%	2%	1%
Closed rehabilitated	49	41	31	8	12	8	37	20	18
Percent of total	2%	2%	3%	0%	1%	1%	2%	1%	2%
Employment rate	41%	44%	31%	38%	52%	35%	45%	29%	27%
Median earnings	$10/hr.	$9.12/hr.	$10.53/hr.	$9/hr.	$10.50/hr.	10.55/hr.	$10/hr.	$10/hr.	$8.63/hr.
Avg. cost of cases closed rehabilitated	$2,087	$2,608	$3,135	$1,138	$1,902	$2,380	$2,789	$2,318	$4,805

Table 64b
Smaller Ethnicities Served, continued

Item	Ethnicity		
	Asian		
	2016	2017	2018
Applications	61	46	47
Percent of total	1%	1%	1%
Total number served	127	110	119
Percent of total	1%	1%	1%
Plans developed	36	26	30
Percent of total	1%	1%	1%
Closed rehabilitated	15	11	13
Percent of total	1%	1%	1%
Employment rate	48%	48%	33%
Median earnings	$9.75/hr.	$9.31/hr.	$10.53/hr.
Avg. cost of cases closed rehabilitated	$2,104	$3,669	$2,750

The data indicates that the rate of White applicants and number served remained consistent over the three-year period, while also exceeding all other ethnicity groups. The rate of Hispanic/Latinos and American Indians were the next highest groups served, and also remained consistent over the three-year period.

With few exceptions, the employment rate of each group declined from year to year, which is consistent with the trend in the overall IDVR population. The employment rates for Native Hawaiians/Pacific Islanders increased from 38% in 2016 to 52% in 2017; however, the rates declined by 17% in 2018 to 35%. A similar trend in fluctuation was found in multi-race groups. It is important to note that the total number served in each of these groups can affect larger fluctuations in the rate. (Higher volatility is an inherent issue when analyzing the smaller numbers found with minority populations in Idaho.) Median earnings slightly increased or remained fairly consistent in both the larger and smaller ethnicity groups. The data shows a decrease in median earnings from 2017 to 2018 for American Indian (-$.25) and African American (-$1.37) ethnicities while all other groups increased (except Latino/Hispanic, which remained the same) during this time. IDVR may want to analyze the cause of this decrease further.

The average cost per case closed successfully seemed to vary among ethnicity groups and years of the study. This is likely due to the small number of individuals in some ethnicities skewing the average.

In order to provide IDVR with information to determine if any ethnicities may be potentially underserved by the organization, the project team compared the rates of each ethnicity type in Idaho with their appearance in the overall population of individuals served by IDVR. Table 65 contains this information.

Table 65
Ethnicity Comparison of Idaho with IDVR Customers

Race	Percent in Idaho	Percent of all served by IDVR in 2018	Difference
White	82%	82%	0%
Hispanic/Latino	12.4%	8%	4.4%
African American	0.6%	2%	-1.4%
American Indian and Alaska Native	1.1%	3%	-1.9%
Native Hawaiian or Pacific Islander	0.1%	1%	-0.9%
Asian	1.3%	1%	0.3%

The data indicates that the rate of White customers served by IDVR is consistent with Idaho's total population. The rate of African Americans and American Indians served by IDVR exceeds their rate in the general Idaho population by just under 2%. The group that constitute the greatest variance from the general Idaho population are Hispanic/Latinos. The Hispanic/Latinos served by IDVR is 4.4 percent less than the general population. It will be important for IDVR to regularly review the ethnic make-up of their customers and consider strategies to increase access and service to diverse populations.

Survey Results by Type

INDIVIDUAL SURVEY RESULTS

Individuals were asked to report their primary race or ethnic group.

The number of respondents who answered the question regarding ethnicity is 1,332. The majority of respondents identified as Caucasian/White while Hispanic/Latinos and American Indian and Alaskan Native respondents accounted for nine percent of the 1,332 respondents. Responses to this question are detailed in Table 66.

Table 66
Ethnicity of Respondents

Race/Ethnicity	Number of times chosen	Percent of time chosen
Caucasian/White	1202	90.2%
Hispanic/Latino	70	5.3%
American Indian or Alaska Native	49	3.7%
Other (Please describe.)	36	2.7%
Asian	14	1.1%
African American/Black	12	0.9%
I don't know.	11	0.8%
Hawaiian or Other Pacific Islander	6	0.5%

Individuals were asked a question regarding their preferred language for communication.

Out of the 1,336 responses received, English was the preferred language for 98 percent of the respondents. The Spanish language accounted for less than one percent of the responses, about half than those responding American Sign Language (1.1 percent). As noted in Table 66, Hispanic/Latino individuals account for slightly more than five percent of the respondents who indicated their ethnicity for the survey. Table 67 details the responses to this question.

Table 67
Preferred Language for Communication

Language	Number	Percent
English	1309	98.0%
Spanish	6	0.5%
American Sign Language	15	1.1%
Other (Please identify.)	6	0.5%
Total	1336	100%

PARTNER SURVEY RESULTS

Partner Survey: Barriers to Employment for Customers Who Are Racial or Ethnic Minorities

Respondents were asked to identify the barriers to achieving employment goals for customers who were racial or ethnic minorities from a list of 20 barriers.

Partners selected the following barriers to achieving employment goals for those who are minorities more than 50 percent of the time: Language barriers, not having job skills, and little or no work experience. Not having job search skills, not having education or training, and poor social skills were items selected by partners over 40 percent of the time.

The results indicate that the barriers to achieving employment goals for individuals who are minorities are different from the general IDVR customers. The partners ranked all the items in different positions even though they cited not having job skills and little or no work experience as two of the top three barriers for each group. Language barriers was identified more often as a barrier for individuals that are minorities than for general IDVR customers, while social skills ranked first on the list for general customers and sixth on the list for individuals who are minorities. Table 68 contains these results.

Table 68
Barriers to Achieving Employment Goals: Racial or Ethnic Minorities

Barriers	Number of times chosen	Percent of time chosen
Language barriers	45	72.6%
Not having job skills	32	51.6%
Little or no work experience	32	51.6%
Not having job search skills	30	48.4%
Not having education or training	27	43.5%
Poor social skills	26	41.9%
Lack of reliable transportation	24	38.7%
Employers' perceptions about employing persons with disabilities	19	30.6%
Housing issues	18	29.0%
Not enough jobs available	16	25.8%
Mental health issues	14	22.6%
Convictions for criminal offenses	11	17.7%
Not having disability-related accommodations	11	17.7%
Childcare issues	11	17.7%
Disability-related transportation issues	9	14.5%
Substance abuse issues	9	14.5%
Perceptions regarding the impact of income on Social Security benefits (fear of losing benefits)	8	12.9%
Lack of help with disability-related personal care	4	6.5%
Other health issues	4	6.5%
Other (Please describe.)	4	6.5%

STAFF SURVEY RESULTS

Staff Survey: Barriers to Employment for Customers Who Are Racial or Ethnic Minorities

Staff survey respondents were asked to identify the barriers to achieving employment goals for customers who are racial or ethnic minorities from a list of 20 barriers.

Both staff and partners selected language barriers as the most frequently cited barrier to achieving employment goals for minority customers. Other barriers chosen by staff respondents were different from the ranking order of the partner responses. The identified need for education, training, and job skills should be considered in light of the numbers of minority customers who receive academic training as IDVR customers. Table 69 lists the barriers along with the number of times each of the barriers was cited. There was no limit to the number of items a respondent could select.

Table 69
Barriers to Achieving Employment Goals: Racial or Ethnic Minorities

Barriers	Number of times chosen	Percent of time chosen
Language barriers	39	67.2%
Not having education or training	35	60.3%
Little or no work experience	33	56.9%
Not having job skills	29	50.0%
Not having job search skills	27	46.6%
Lack of reliable transportation	24	41.4%
Mental health issues	21	36.2%
Poor social skills	17	29.3%
Housing issues	17	29.3%
Employers' perceptions about employing persons with disabilities	16	27.6%
Substance abuse issues	16	27.6%
Convictions for criminal offenses	14	24.1%
Other health issues	12	20.7%
Childcare issues	11	19.0%
Disability-related transportation issues	8	13.8%
Perceptions regarding the impact of income on Social Security benefits (fear of losing benefits)	7	12.1%
Not having disability-related accommodations	6	10.3%
Not enough jobs available	4	6.9%
Other (Please describe.)	4	6.9%
Lack of help with disability-related personal care	1	1.7%

Key Informant and Focus Group Interviews

The following themes emerged in the needs of individuals with disabilities from different ethnic groups, including individuals who have been potentially unserved or underserved by Idaho IDVR:

1. There were a variety of themes in Idaho related to underserved populations by IDVR, depending on the lens of the individual. This list includes an assortment of possibilities that may rise as potential areas of risk:
    a. Students with 504 plans (including students with less significant disabilities);
    b. Hispanic (e.g., migrant farm workers, non-English speaking);
    c. Deaf and Hard of Hearing;
    d. Homeless or at risk of becoming homeless;
    e. Juvenile Justice Services;
    f. Undocumented and homeschooled students; and
    g. Rural and remote communities.
2. Though IDVR is accustomed to serving the rural areas of the State, many concerns were discussed related to the lack of access and ability to serve the above list of high-risk populations in the more remote communities. This challenge becomes even more difficult for individuals who are hesitant to leave their small communities for services or employment opportunities.
3. IDVR has demonstrated success in increased outreach and services to students across the State due to the implementation of pre-employment transition services. There was concern that this positive achievement for IDVR does not include students who have less significant disabilities or who are not in special education services in the local school system.
4. There was a concern expressed by multiple individuals that the confusion of IDVR and EES Waiver services has resulted in many individuals with intellectual and developmental disabilities falling through the service gaps.

Recommendations

The following recommendations are offered to IDVR based on the results of the research in the Needs of Individuals with Disabilities from Different Ethnic Groups, including needs of Individuals who have been Unserved or Underserved by the Program area:

1. IDVR should consider focusing efforts on students and youth with disabilities who are not traditionally known to the agency through collaboration with special education services. The Division should consider an increase in marketing and outreach to mainstream educators, 504 coordinators, school counselors, school nurses, and pediatric medical providers in the community. With these outreach efforts, IDVR should continue to provide the appropriate level of pre-employment transition services that offer a variety of services to meet their needs, as their needs will often vary from the needs of those with MSD.
2. IDVR is encouraged to provide training and support to staff in learning about and serving low incidence populations and disability groups, including those who may be affected by other socioeconomic limitations, comorbid functional limitations, or geographical challenges.
3. IDVR should increase outreach efforts to diverse populations (e.g., refugees, migrant farmers, Hispanics) even though the numbers may be low in Idaho. Increased marketing could assist IDVR in finding individuals with disabilities living in Idaho who are not known to the agency. These efforts should be coupled with the provision of training and support to staff and CRPs to serve these low incidence populations effectively.
4. IDVR should consider increasing availability of trained counselors and resources for the Deaf and hard of hearing population. The lack of direct service personnel to work with this population was concerning to multiple IDVR staff and partner organizations.
5. IDVR should consider analyzing wage and hour discrepancies amongst ethnicity groups and disability populations to develop effective strategies to increase the quality of employment outcomes for these individuals.

SECTION FOUR: NEEDS OF YOUTH WITH DISABILITIES IN TRANSITION

The reauthorization of the Rehabilitation Act under WIOA places a greater emphasis on the provision of transition services to youth and students with disabilities, especially their need for pre-employment transition services (Pre-ETS). The Final Rule for 34 CFR 361 indicates that the CSNA must include an assessment of the needs of youth and students with disabilities in the State, including their need for Pre-ETS. This section contains information about the rehabilitation needs of transition-age youth with disabilities (14 to 24) and the needs of students with disabilities (14 to 21) for pre-employment transition services.

Recurring Themes Across all Data Collection Methods

- Overall, IDVR has successfully implemented pre-employment transition services and has increased opportunities for youth with disabilities to prepare for meaningful employment. Work-based learning experiences (WBLE) have been a particular strength of pre-employment transition services developed through contracts across the State.
- Although the implementation of pre-employment transition services has been successful, IDVR will need to monitor the increasing demands of students, educators, and families across the State to ensure that there are adequate resources available to meet the demand.
- IDVR has implemented services to meet the needs of students with the most significant disabilities. Youth with less significant disabilities (e.g., specific learning disabilities) need to have access to IDVR services, with varying levels of support to meet their specific needs. These include disability-related services, training and educational opportunities and support, work readiness, and job exploration skills.
- For the most part, relationships with educators have greatly increased, which has resulted in students having more access to IDVR and other workforce system partners. However, there seems to be a continued lack of understanding and support by parents, indicating a need for IDVR to increase direct communication with parents and families of students and youth with disabilities served by the organization.

National and/or Agency Specific Data Related to the Needs of Individuals in Transition

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Youth Data

The data indicates that the rate of individuals whose highest level of educational attainment is less than a high school graduate in Idaho is higher than the National average by 1.6 percent. The rate for the same group in R1 (19.1 percent) is the highest in the State. The rate of individuals ages 18 to 24 who have attained some college, or an associate degree, is significantly higher than

the National and State rates in three Regions by more than three percent. The rate of youth who have attained a bachelor's degree or higher in Idaho is lower than the U.S. average.

Table 70 contains Educational Attainment rates for ages 18 to 24 years, which includes high school (HS) graduation rates and bachelor's degree achievement. The percentages indicate the rate of individuals whose highest educational attainment level is in each area.

Table 70
Educational Attainment for Ages 18 to 24 Years

Region	Less than HS Graduate	HS Graduate (includes equivalency)	Some college, or associate degree	Bachelor's degree
***U.S.**	12.7%	31.7%	44.6%	10.9%
***ID**	14.3%	35.8%	43.2%	6.7%
R1	19.1%	40.6%	35.2%	5.1%
R2	8.5%	23.4%	57.6%	10.4%
R4	18.1%	38.1%	40.1%	2.9%
R5	10.9%	35.4%	47.8%	5.9%
R6	12.1%	31.3%	50.6%	5.9%
R7	17.6%	41.9%	36.9%	3.6%
R8/R3	9.8%	33.3%	47.3%	9.9%

Source: U.S. Census Bureau, 2013-2017 ACS 5-Year Estimates; *Source: U.S. Census Bureau, 2017 ACS 1-Year Estimates

Cornell University provides online disability statistics for youth employment. The following data in Table 71 is from the online resource and contains the employment rates from 2017 for the Nation and the State by disability type. The categories are for noninstitutionalized youth ages 16 to 20, male and female, from all ethnic backgrounds and includes all education levels.

The employment data for youth with disabilities differs from the same data for individuals ages 18 to 64 who are employed with disabilities. Youth with visual disabilities have the lowest employment rate and working age with visual disabilities have the highest employment rate. In the category of ambulatory disabilities, there is roughly a 14.5 percent difference between working-age (28 percent) and youth (13.4 percent) who are employed. The rate of employed youth with self-care disabilities in Idaho exceeds the National average by approximately 12 percent, and the State's employment rate for youth with cognitive disabilities and independent living disabilities is 9.2 percent and 7.5 percent above the National average respectively.

Table 71
2017 Employment by Disability Type for Noninstitutionalized Youth Ages 16 to 20

Disability Type	Percent Employed in U.S.	Percent Employed in Idaho
Any Disability	24.0%	32.1%
Visual Disability	28.8%	10.5%
Hearing Disability	26.8%	25.6%
Ambulatory Disability	15.8%	13.4%
Cognitive Disability	21.6%	30.8%
Self-Care Disability	7.8%	19.5%
Independent Living Disability	13.7%	21.2%

Source: http://www.disabilitystatistics.org/

The U.S. Bureau of Labor Statistics collects information on youth labor force participation and unemployment. Tables 72a and 72b provides National data for youth ages 16 to 19 and 20 to 24 with and without disabilities.

The data indicates that the labor force participation rates for youth with disabilities are lower by almost 10 percent or more compared to individuals without disabilities when youth are ages 16 to 19. However, once both groups age, the disparity grows dramatically to more than 28 percentage points. On the other hand, the unemployment rate difference between the groups reduces as youth age, dropping from roughly 13 percentage points to 3.3 percentage points.

Table 72a
Youth LFP rates for U.S.

Group	Labor Force Participation Rate							
	19-Jun		19-Jul		19-Aug		19-Sep	
	Disability	No Disability	Disability	No Disability	Disability	No Disability	Disability	No Disability
Age 16 to 19	31.6%	42.3%	29.8%	44.8%	24.8%	38.4%	23.6%	34.0%
Age 20 to 24	42.0%	76.3%	47.0%	76.9%	42.9%	74.4%	44.6%	73.2%

Table 72b
Youth Unemployment rates for U.S.

Group	Unemployment Rate							
	19-Jun		19-Jul		19-Aug		19-Sep	
	Disability	No Disability	Disability	No Disability	Disability	No Disability	Disability	No Disability
Age 16 to 19	21.9%	14.8%	20.0%	13.1%	24.8%	11.8%	19.2%	11.9%
Age 20 to 24	10.4%	6.7%	12.2%	7.0%	10.2%	6.7%	9.5%	6.2%

Source: Data received from DOL-ODEP

IDVR Transition Data

The project team requested data from IDVR on transition-age youth (14 to 24). Although some of this information is included in Section One when discussing differences in age groups served by the organization, we have expanded the data in Table 73.

Table 73
Transition-Age Youth Data

Item	TRANSITION		
	2016	**2017**	**2018**
Applications	1809	1474	1175
Percent of apps found eligible	91%	91%	82%
Avg. time for eligibility determination	34.78	38.01	35.89
Significance of Disability (all cases)			
Disabled	113	170	275
Percent of total	7%	12%	26%
Significant	636	549	376
Percent of total	39%	40%	36%
Most significant	868	670	395
Percent of total	54%	48%	38%
Percent closed prior to IPE development	33%	31%	29%
Plans developed	1270	1056	800
Avg. time from eligibility to plan (days)	56.01	61.36	56.77
Number of customers in training by type			
Vocational	168	145	130
Undergraduate	239	248	222
Graduate	6	4	7
Avg. length of open case (days) for cases closed other than rehabilitated	701.64	687.58	739.27
Avg. length of open case (days) for cases closed rehabilitated	736.69	742.67	886.78
Number of cases closed rehabilitated	480	368	276
Employment rate	41%	32%	25%
Median earnings	$8.50/hr.	$9/hr.	$9/hr.
Total number of cases served	4521	4237	3753
Avg. cost of cases closed rehabilitated	$3,696	$3,544	$5,178

The number of youth ages 14 to 24 who were determined eligible for IDVR services remained constant from 2016 to 2017 but declined by nine percent in 2018. The total number of transition-age youth served declined each year of the study. The significance of disability varied during the three-year period with the percentage of youth with a disability increased by a total of 19% by 2018. While those with a significant disability varied from year to year, those with a most significant disability decreased each year, down to 38 percent in 2018. The average eligibility determination and IPE timeframes for this group varied over the three-year period but were

within the allotted federal timeframe and did not vary significantly from adults served by IDVR. The average cost of cases closed successfully for transition-age youth exceeded the general population of IDVR customers each year of this report and by more than $1,700 in 2018.

Pre-Employment Transition Services

The Rehabilitation Act as amended and reauthorized in WIOA requires VR programs to expend at least 15 percent of their Federal allotment annually on pre-employment transition services (Pre-ETS). These services must be made available to all eligible and potentially eligible students with disabilities in the State that have need of such services. It is clear from the interviews and the survey results that students with disabilities in Idaho have a need to receive pre-employment transition services. These services include the following:

1. Job exploration counseling;
2. Work-based learning experiences;
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
4. Workplace readiness training to develop social skills and independent living (often referred to as soft skills); and
5. Instruction in self-advocacy, which may include peer mentoring.

Each of these Pre-ETS was noted as a need on a recurring basis when discussing the needs of students with disabilities in Idaho. However, Pre-ETS were generally discussed as an area of strength and accomplishment for the agency.

The Rehabilitation Act indicates that the following authorized services can be provided if funds remain after the provision of the five required services noted above:

1. Implementing effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces;
2. Developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment;
3. Providing instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities;
4. Disseminating information about innovative, effective, and efficient approaches to achieve the goals of this section;
5. Coordinating activities with transition services provided by local educational agencies under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
6. Applying evidence-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals of this section;
7. Developing model transition demonstration projects;

8. Establishing or supporting multistate or regional partnerships involving States, local educational agencies, designated State units, developmental disability agencies, private businesses, or other participants to achieve the goals of this section; and
9. Disseminating information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally unserved populations.

34 CFR § 361.48 (a) outlines the activities IDVR can provide under Pre-ETS. Required activities must be provided/available Statewide before the Division can engage in authorized activities using the Pre-ETS 15 percent reserve. Authorized activities are the nine activities listed above. To determine if a VR agency can move from the five required services to the nine authorized services, a fiscal forecasting model must be utilized which identifies the expenditures on the required services and on coordination activities, and then forecasts how much of the remaining funds, if any, can be utilized to pay for authorized services. Table 74 shows the expenditures for the five required pre-employment transition services, while Tables 75a and 75b show the type of pre-employment transition services provided.

Table 74
Pre-Employment Transition Services Expenditures

Service Category	Amount spent per year		
	2016	**2017**	**2018**
Pre-ETS Job Exploration Counseling	$72	$77,262	$5,719
Pre-ETS Work-Based Learning Experiences	$109,751	$1,381,555	$927,894
Pre-ETS Counseling on Enrollment Opportunities	$9,496	$65,909	$74,812
Pre-ETS Workplace Readiness Training	$61,245	$1,540,266	$1,064,994
Pre-ETS Instruction in Self-Advocacy	$2,538	$119,634	$104,058

Work-Based Learning Experiences and Workplace Readiness Training account for the largest amounts of VR fund, compared to the three remaining required activities. IDVR spent $1,540,266 on Workplace Readiness Training in 2017 which was the highest of all activities during the review period. IDVR spent $72 on Job Exploration Counseling in 2016 which was the lowest of all activities during the review period. During 2016, IDVR was developing policies and procedures and programs to provide pre-employment transition services to students with disabilities across the State of Idaho, outreach to students, as well as developing a mechanism to track and report all services, which could be attributed to some of the lower expenditures during this year. IDVR is encouraged to strategically analyze these expenditures when establishing priorities for the needs of students with disabilities and fiscal forecasting related to the use of authorized activities.

Table 75a
Pre-ETS Provided by IDVR during the 3rd Quarter of Program Year 2018

Type of Service	Number of Services Provided	Percent of all Pre-ETS
Job Exploration Counseling	8	1.9%
Counseling and Enrollment Opportunities for PSE	2	0.5%
Work-Based Learning Experiences	164	39.1%
Instruction in Self-Advocacy	172	41.1%
Work Readiness Training	73	17.4%

The data provided in Table 75a is a single snapshot of time, during Program Year 18 Quarter 3 (January 1-March 31, 2019). The data indicates that during this quarter, IDVR provided Instruction in Self-Advocacy most frequently, followed closely by Work-Based Learning Experiences. Counseling and Enrollment Opportunities for Postsecondary Education was provided the least number of times.

Table 75b
Pre-ETS Provided by IDVR during the 4th Quarter of Program Year 2018

Type of Service	Number of Services Provided	Percent of all Pre-ETS
Job Exploration Counseling	23	1.9%
Counseling and Enrollment Opportunities for PSE	52	4.2%
Work-Based Learning Experiences	554	44.9%
Instruction in Self-Advocacy	71	5.8%
Work Readiness Training	534	43.3%

The data provided in Table 75b is a comparative snapshot of time, during Program Year 18 Quarter 4 (April 1-June 30, 2019) that shows how pre-employment transition services can vary over time, depending on the availability of IDVR services and the needs of students with disabilities. The data indicates that during this quarter, IDVR has provided Work-Based Learning Experiences most frequently, followed closely by Work Readiness Training. Job Exploration Counseling was provided the least number of times.

Because of the fluctuating nature of Pre-ETS delivery quarter over quarter, it is important for IDVR to analyze pre-employment transition services across a variety of timeframes to best understand trends of expenditures, especially where significant resources may be exhausted by the agency (e.g., summer programs) to fully understand the impact and ongoing need of the students with disabilities in Idaho, and their projected fiscal impact on the Division.

Survey Results by Type

TRANSITION-AGE YOUTH SURVEY

Transition-age Youth Survey: Respondent Demographics

Respondents were asked to identify if they were a transition-age youth or if the survey was being completed on behalf of a transition-age youth. Table 76 identifies the type of individuals who participated in the survey.

A total of 378 respondents indicated their respondent type. The largest percentage of respondents completed the survey on behalf of a transition-age youth (55.2 percent).

Table 76
Type of Survey Respondent

Type	Number	Percent
Completed on behalf of a transition-age youth	208	55.0%
Transition-age youth	170	45.0%
Total	378	100%

A question on age was presented to respondents based on the type of survey respondent they were. Tables 77 and 78 summarize the results for the age of transition-age youth and the age of the represented youth.

The age range cited by both youth participants and represented youth is ages 14 to 21 (over 72 percent for each group).

Table 77
Age of Respondents (Transition-age Youth)

Age	Number	Percent
14-21	123	72.8%
22-24	46	27.1%
25 years or older	1	0.1%
Total	170	100%

Table 78
Age of Represented Youth

Age	Number	Percent
14-21	165	79.0%
22-24	39	18.7%
25 years or older	5	2.3%
Total	209	100%

Respondents were also asked to identify their region of residence by county. Data was compiled by region, which is detailed in Table 79.

Almost 44 percent of the 363 respondents to the question indicated that they reside in Southwestern Idaho, which is consistent with the population distribution in the State.

Table 79
Region of Residence

County	Number	Percent
Southwestern Idaho (Treasure Valley, McCall, Cascade)	159	43.8%
Eastern Idaho (Idaho Falls, Pocatello, Blackfoot, Salmon)	97	26.7%
Northern Idaho (Coeur D'Alene, Lewiston, Moscow, Sandpoint)	77	21.2%
South Central Idaho (Twin Falls, Hailey, Burley)	30	8.3%
Total	363	100%

Respondents were presented with a checklist and asked to identify their primary disabling condition. Table 80 summarizes the primary disabling conditions reported by the individual survey respondents.

Learning Disability (22.3 percent) was the most frequently primary disability type indicated by respondents, followed by Developmental Disability, which reflects common K-12 student diagnostic categories. The remaining disability types were each selected less than 17 percent of the time as the primary disability by survey respondents.

Table 80
Primary Disability of Respondents

Primary Disability	Number	Percent
Learning disability	81	22.3%
Developmental disability	77	21.2%
Mental health disability	61	16.8%
Other (Please describe.)	50	13.8%
Intellectual disability	32	8.8%
Deaf or hard of hearing	21	5.8%
Physical/mobility	19	5.2%
Unsure	13	3.6%
Communication	8	2.2%
Blind or visually impaired	1	0.3%
Substance abuse disability	0	0.0%
Total	363	100%

Transition-age Youth Survey: Association with IDVR

Respondents to the survey were presented with a question that asked them to identify the statement that best described their association with Idaho Division of Vocational Rehabilitation (IDVR). The responses to this question appear in Table 81.

The majority of respondents (60.6 percent) indicated they are current customers of IDVR. Almost 29 percent of individuals indicated that they were previous customers and their case has been closed.

Table 81
Respondent Association with IDVR

Association	Number	Percent
I am a current customer of IDVR.	218	60.5%
I am a former customer of IDVR and my case has been closed.	103	28.5%
I am not familiar with IDVR.	40	11.0%
Total	361	100%

Transition-age Youth Survey: Pre-Employment Transition Services

Respondents were presented with a question asking if they had received any pre-employment transition services. Table 82 contains the results.

Slightly more than one-third of the respondents indicated that they had received pre-employment transition services. The margin of difference between yes and "I am not sure" is three percent, indicating that about one-third of the respondents were not clear about what pre-employment transition services are.

Table 82
Pre-Employment Transition Services

Received	Number	Percent
Yes	135	37.2%
I am not sure.	124	34.3%
No	103	28.5%
Total	362	100%

Respondents were asked a series of questions regarding the types of pre-employment transition services provided by IDVR.

Transition-age Youth Survey: Job Exploration Counseling

Respondents were asked three questions regarding pre-employment transition services that addressed job exploration counseling.

The first question presented to respondents was a yes-no question regarding the receipt of job exploration counseling services through IDVR transition services. Table 83 summarizes the responses to this question.

Table 83
Job Exploration Services

Received	Number	Percent
Yes	152	59.8%
No	102	40.2%
Total	254	100%

A total of 254 respondents answered the question with roughly 60 percent indicating that they had received job exploration counseling. Individuals who selected "yes" were given a subsequent question asking them to rate the quality of the job exploration counseling services they had received using a four-point scale ranging from excellent to poor. Table 84 contains the results.

Table 84
Quality of Job Exploration Counseling Services

Rate	Number	Percent
Good	59	39.9%
Excellent	49	33.1%
Average	29	19.6%
Poor	11	7.4%
Total	148	100%

The majority of respondents rated the job exploration counseling services positively with roughly 40 percent indicating that the services were good. Less than 10 percent of the respondents identified the job exploration counseling as poor.

The last question regarding job exploration counseling was an open-ended question asking for recommendations to improve job exploration counseling services. A total of 61 narrative responses were received. Of the narrative responses, two were positive and complimentary, four were negative towards the process and counselors, and 11 did not have a narrative recommendation. Content analysis of the remaining responses indicated that respondents offer the following recommendations:

- More employment options and variety of options (x13)
- Better communication and follow through by VR counselor (x8)
- In-depth analysis of the consumer's abilities, strengths. and appropriate placement (x5)
- Consistent VR counselors (x3)
- Clearer education regarding the purpose and process of the VR system and goals (x3)

Transition-age Youth Survey: Work-Based Learning Experiences

The second set of questions regarding pre-employment transition services was related to work-based learning experiences. Respondents were asked to identify if they received work-based learning experiences through IDVR transition services. Table 85 summarizes the responses to the question.

Table 85
Work-Based Learning Experiences

Received	Number	Percent
Yes	149	59.6%
No	101	40.4%
Total	361	100%

A total of 250 respondents answered the question with roughly 60 percent indicating that they had participated in work-based learning experiences. Individuals who selected "yes" were given a subsequent question asking them to rate the quality of the work-based learning experiences they had received using a four-point scale ranging from excellent to poor. Table 86 contains the results.

Table 86
Quality of Work-Based Learning Experiences

Rate	Number	Percent
Good	59	40.7%
Excellent	52	35.9%
Average	24	16.6%
Poor	10	6.9%
Total	145	100%

The margin of difference between excellent and good is 4.8 percent with majority of respondents (roughly 40 percent) rating work-based learning experiences positively as good. Less than 17 percent of the respondents identified the work-based learning experiences as average.

Respondents were asked an open-ended question asking for recommendations to improve the work-based learning experiences. A total of 62 narrative responses were received. Two comments were positive regarding work-based learning experiences. Thirteen narrative responses indicated that the respondent was unsure or did not have any recommendations. Content analysis of the responses indicated that respondents recommend the following:

- Improved consistency, professional learning experiences, committed and trained VR counselors and job coaches, improved follow-up (x17)
- More employment options and variety of options (x12)
- Pre-testing of the consumer's abilities and aptitudes, and appropriate placement (x5)
- Work-based learning experiences that will hire/lead to employment at the site when work-based learning is completed (x3)
- Opportunities to learn how to handle feelings when not wanting to do the work and getting along with people (x2)

Transition-age Youth Survey: Postsecondary Education Counseling

The third set of questions presented to respondents began with a yes-no question regarding the receipt of postsecondary education counseling through IDVR transition services. Respondents were asked to identify whether or not they received counseling for enrolling in postsecondary education. Table 87 summarizes the responses to this question.

Table 87
Postsecondary Education Counseling

Received	Number	Percent
No	153	63.0%
Yes	90	37.0%
Total	243	100%

Over 60 percent of respondents indicated that they did not receive postsecondary education counseling. The 90 respondents who answered "yes" to this question were asked a subsequent question asking them to rate the quality of the postsecondary education counseling they had received using a four-point scale ranging from excellent to poor. Table 88 contains the results.

Table 88
Quality of Postsecondary Education Counseling

Rate	Number	Percent
Good	45	52.3%
Excellent	24	27.9%
Average	14	16.3%
Poor	3	3.5%
Total	86	100%

Slightly more than 80 percent of the respondents indicated that the quality of the postsecondary education counseling they received was either good or of excellent quality.

The last postsecondary education counseling item was an open-ended question asking for recommendations to improve these services. A total of 28 narrative responses were received. Comments from the narrative responses were diverse in content. Eleven narrative responses indicated that the respondent was unsure or did not have any recommendations. Quotes include the following:

- *"Perhaps discussing with those who have disabilities what scholarship opportunities are available. No one helped me find any and now it is too late to sign up for them this year"*
- *"Stay open to ideas of other people"*
- *"It was more like check the box - this or that. Not real counseling"*
- *"More career counseling offered to help us find a good career match. We are expected to know before approaching Vocational rehab"*
- *"More encouragement to go to college and allot less discouragement. My son felt so pressured to get employment right away and he is unable"*
- *"To have the counselor assigned to you to do her job…did not follow through with things and made me feel as if just because I turned 18 that it was more important to close my case"*
- *"Provide a better understanding of what voc. rehab can do for the youth; options"*

Transition-age Youth Survey: Social Skills or Independent Living Training

The fourth set of questions related to pre-employment transition services addressed social skills or independent living training. Respondents were presented with a yes-no question and asked to identify whether or not they received social skills or independent living training through IDVR transition services. Table 89 summarizes the responses to this question.

Table 89
Social Skills or Independent Living Training

Received	Number	Percent
No	192	80.3%
Yes	47	19.7%
Total	239	100%

The majority of respondents (over 80%) indicated that they did not receive social skills nor independent living training through IDVR pre-employment services. The 47 respondents who answered "yes" to this question were provided a subsequent question asking them to rate the quality of the social skills or independent living services they had received using a four-point scale ranging from excellent to poor. Table 90 contains the results.

Table 90
Quality of Social Skills or Independent Living Training

Rate	Number	Percent
Good	24	53.3%
Excellent	13	28.9%
Average	8	17.8%
Poor	0	0.0%
Total	45	100%

Forty-five individuals answered the question regarding the quality of social skills or independent living training. Less than 18 percent thought the training was average and no one cited the training as poor.

The last question regarding social skills or independent living training was an open-ended question asking for recommendations for improvement. A total of 14 narrative responses were received. Comments from the narrative responses were diverse in content. Four narrative responses did not provide recommendations. Quotes include the following:

- *"Develop curriculum for all ages that will assist at work setting"*
- *"Not enough case workers"*
- *"Planned opportunities with peers"*
- *"Talking more to people that you work with"*
- *"Tailor to the individual, not just text book information."*

Transition-age Youth Survey: Instruction in Self-Advocacy, Including Peer Mentoring

The last set of questions related to pre-employment transition services addressed instruction in self-advocacy, including peer mentoring. Respondents were presented with a yes-no question and asked to identify whether or not they received instruction in self-advocacy which included peer mentoring. Table 91 summarizes the responses to this question.

Table 91
Instruction in Self-Advocacy, Including Peer Mentoring

Received	Number	Percent
No	180	76.6%
Yes	55	23.4%
Total	235	100%

The majority of respondents (76.6 percent) indicated that they did not receive instruction in self-advocacy, including peer mentoring through IDVR pre-employment services. The 55 respondents who answered "yes" to this question were asked a subsequent question asking them to rate the quality of the instruction in self-advocacy and the peer mentoring they had received using a four-point scale ranging from excellent to poor. Table 92 contains the results.

Table 92
Quality of Instruction in Self-Advocacy, Including Peer Mentoring

Rate	Number	Percent
Good	27	52.9%
Excellent	15	29.4%
Average	9	17.7%
Poor	0	0.0%
Total	51	100%

More than half of the individuals who answered the question regarding the quality of instruction in self-advocacy, including peer mentoring cited the instruction as good. Less than 18 percent thought the instruction was average and no one selected "poor" as a rating.

The last question regarding social skills or independent living training was an open-ended question asking for recommendations for improvement. A total of 13 narrative responses were

received. Comments from the narrative responses were diverse in nature. Two comments were positive and complimentary, and five narrative responses did not provide recommendations. Quotes include the following:

- *"Also tailor to individual experience needs"*
- *"Encourage others to believe they can take self-advocacy"*
- *"It isn't geared towards those who are as intellectually disabled as my transition aged youth. They talk with big words she didn't understand. She never understood what self-advocacy even meant."*

Transition-age Youth Survey: IDVR Services for Obtaining and Keeping a Job

Transition-age survey respondents were provided a list of IDVR services and asked to identify which services they needed to help obtain and keep the job they desired. There was no limit to the number of services respondents could select. Table 93 contains the results.

A total of 308 individuals answered this question. College education was cited most frequently by respondents (26.6 percent) as a service needed to obtain and keep a job. Support on the job like a job coach was selected slightly more than 23 percent of the time by respondents. Assistive technology, childcare, and substance abuse counseling were cited less than four percent of the time by respondents. Individuals who selected "Other" were given the opportunity to provide a narrative response. Forty-nine narrative comments were received. The majority of comments identified items on the list. The items were tabulated and calculated into list items and included in Table 953. Remaining comments were diverse in content and included phrases such as "assistance with obtaining a GED," "aptitude testing," "ASL classes," "starting a self-employment business," "trading," and "money for living expenses while attending school."

Table 93
Services to Help Obtain and Keep the Desired Job

Services	Number of times chosen	Percent of time chosen
College education	82	26.6%
Support on the job like a job coach	71	23.1%
Other (Please describe.)	63	20.5%
Help finding a job	61	19.8%
Vocational training	35	11.4%
Transportation	32	10.4%
Help with employment preparation activities like writing a resume, completing an application and interviewing	28	9.1%
Mental health counseling	22	7.1%

Services	Number of times chosen	Percent of time chosen
Affordable housing	19	6.2%
Assistive technology	12	3.9%
Childcare	5	1.6%
Substance abuse counseling	2	0.6%

Transition-age Youth Survey: Three Most Important Services for Obtaining and Keeping Desired Job

Respondents were provided a list of IDVR services and asked to identify the three most important services they needed to help obtain and keep the job they desired. There was no limit to the number of services respondents could choose. Table 94 summarizes the results.

Table 94
Three Most Important Services to Help Obtain and Keep the Desired Job

Services	Number of times chosen	Percent of time chosen
Help finding a job	156	50.6%
College education	116	37.7%
Transportation	110	35.7%
Help with employment preparation activities like writing a resume, completing an application and interviewing.	103	33.4%
Support on the job like a job coach	102	33.1%
Vocational training	86	27.9%
Affordable housing	53	17.2%
Mental health counseling	35	11.4%
Assistive technology	19	6.2%
Other (Please describe.)	15	4.9%
Childcare	5	1.6%
Substance abuse counseling	3	1.0%

Help finding a job, college education, and transportation were the most frequently selected items in response to the question regarding the three most important services needed to obtain and keep a desired job by transition-age survey respondents. When compared to the previous question,

note that results are different: College education is the top item, help finding a job ranked fourth, and transportation is in the sixth position in Table 93 above.

Transition-age survey respondents were asked an open-ended question regarding any other comments about the services that would help to prepare for, obtain, and retain employment. Seventy-nine narrative responses were received. Three comments were positive in regard to IDVR transition services and 17 were critical of services.

PARTNER SURVEY RESULTS

Partner Survey: Barriers to Employment for Youth in Transition

Respondents were asked to indicate the most common barriers to achieving employment goals for youth in transition from a list of 20 barriers. Table 95 lists the barriers along with the number of times and percent of time each of the barriers was identified. There was no limit to the number of items that could be chosen by the respondents.

Table 95
Top Three Barriers to Achieving Employment Goals: Youth in Transition

Barriers	Number of times chosen	Percent of time chosen
Little or no work experience	49	73.1%
Not having job skills	43	64.2%
Not having job search skills	43	64.2%
Poor social skills	42	62.7%
Not having education or training	37	55.2%
Lack of reliable transportation	37	55.2%
Employers' perceptions about employing persons with disabilities	26	38.8%
Not enough jobs available	20	29.9%
Mental health issues	17	25.4%
Language barriers	12	17.9%
Not having disability-related accommodations	12	17.9%
Disability-related transportation issues	10	14.9%
Substance abuse issues	10	14.9%
Convictions for criminal offenses	8	11.9%
Lack of help with disability-related personal care	7	10.4%

Barriers	Number of times chosen	Percent of time chosen
Other health issues	6	9.0%
Housing issues	6	9.0%
Perceptions regarding the impact of income on Social Security disability benefits (fear of losing benefits)	6	9.0%
Other (Please describe.)	4	6.0%
Childcare issues	2	3.0%

Little or no work experience was the most frequently chosen barrier to youth in transition achieving their employment goals. Partner respondents also identified not having job skills, no job search skills, poor social skills, lack of education or training, and lack of reliable transportation more than half of the time as a barrier for youth. These needs for youth support the need for all pre-employment transition services provided by IDVR, especially work experience.

STAFF SURVEY RESULTS

Staff Survey: Barriers to Achieving Employment Goals for Youth in Transition

Staff survey respondents were provided a list of 20 barriers and asked to indicate the barriers to achieving employment goals for youth in transition. Table 96 lists the barriers along with the number of times each of the barriers was identified as a barrier to achieving employment goals for youth in transition. There was no limit to the number of items a staff respondent could choose.

Table 96
Barriers to Achieving Employment Goals: Youth in Transition

Barriers	Number of times chosen	Percent of time chosen
Little or no work experience	54	84.4%
Not having job search skills	45	70.3%
Not having job skills	44	68.8%
Poor social skills	36	56.3%
Lack of reliable transportation	36	56.3%
Not having education or training	33	51.6%
Employers' perceptions about employing persons with disabilities	15	23.4%
Mental health issues	15	23.4%

Barriers	Number of times chosen	Percent of time chosen
Disability-related transportation issues	10	15.6%
Substance abuse issues	8	12.5%
Other health issues	8	12.5%
Not enough jobs available	7	10.9%
Other (Please describe.)	7	10.9%
Language barriers	6	9.4%
Lack of help with disability-related personal care	5	7.8%
Perceptions regarding the impact of income on Social Security benefits (fear of losing benefits)	5	7.8%
Housing issues	4	6.3%
Not having disability-related accommodations	3	4.7%
Convictions for criminal offenses	2	3.1%
Childcare issues	1	1.6%

The staff choices for barriers to employment for youth are very similar to the partner survey choices. Lack of work experience, job search skills, job skills, and poor social skills rank in the top five choices for both staff and partner respondents. Employers' perceptions about employing persons with disabilities is significantly lower in rank when compared to individual and partner surveys.

Key Informant and Focus Group Interviews

The following recurring themes emerged related to the needs of youth with disabilities in transition:

1. Overall, IDVR has successfully implemented pre-employment transition services and has increased opportunities for youth with disabilities to prepare for meaningful employment. Work-based learning experiences have been a particular strength of pre-employment transition services developed through contracts across the State.
2. Although the implementation of pre-employment transition services has been successful, IDVR will need to monitor the increasing demands of students, educators, and families across the State to ensure that there are adequate resources available to meet the demand.
3. IDVR has implemented services to meet the needs of students with the most significant disabilities. Youth with less significant disabilities (e.g., specific learning disabilities)

need to have access to IDVR services, with varying levels of support to meet their specific needs. These include disability-related services, training and educational opportunities and support, work readiness and job exploration skills.

4. For the most part, relationships with educators have greatly increased, which has resulted in students having more access to IDVR and other workforce system partners. However, there seems to be a continued lack of understanding and support by parents, indicating a need for IDVR to increase direct communication with parents and families of students and youth with disabilities served by the organization.

Recommendations

The following recommendations are provided to IDVR related to the needs of youth with disabilities in transition:

1. IDVR is encouraged to continue efforts to identify needs and programs for implementing pre-employment transition services. The agency should consider adding some tiered approaches that will enhance the delivery of pre-employment transition services to students with disabilities who have differing functional capacities. In addition, IDVR is encouraged to develop strategies, either through direct or contracted services, to increase the delivery of pre-employment transition services to all areas of the State.
2. IDVR is encouraged to focus outreach efforts to students and youth with disabilities that are not traditionally known to IDVR through collaboration with special education services. The agency should consider increasing marketing and outreach to mainstream educators, 504 coordinators, school counselors, school nurses, and pediatric medical providers in the community. As outreach results in increased referrals and applications by these populations, IDVR is encouraged to tailor services to meet the diverse needs of these individuals.
3. IDVR is encouraged to increase marketing, communication, and expectations directed toward parents and families of youth with disabilities.
4. IDVR should consider assessing the availability of IDVR services and making them more accessible across the State, particularly in the remote areas of high concern for youth.
5. IDVR should brainstorm opportunities to retain staff and decrease turnover within IDVR and specifically for those who serve youth, including providing pre-employment transition services. Turnover has created challenges in individualized support, maintaining contact with students, etc.

SECTION FIVE: NEEDS OF INDIVIDUALS WITH DISABILITIES SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

The following information was gathered during this assessment in the area of the needs of individuals with disabilities served through other components of the Statewide Workforce Development System. Throughout this section, the term Idaho Workforce Center will be used to refer to services provided by IDVR's partners in what used to be termed the One-Stop Career Center and is now referred to Nationally as the American Job Centers (AJCs). The information and comments noted in this Section only refer to IDVR's partners, not IDVR unless explicitly stated.

Recurring Themes Across all Data Collection Methods

The following themes emerged in the area of the needs of individuals with disabilities served through other components of the Statewide Workforce Development System:

- Overall, partnerships within the Idaho Workforce Development System are regarded as positive and helpful, especially at the administrative level.
- Positive collaboration and partnership aspects include the following:
    - IDVR inclusion in Statewide listening sessions;
    - Amendments of the State Plan;
    - IDVR administrator chairing the one-stop committee;
    - IDVR providing consultation (e.g., physical access, programmatically) with one-stop initiatives; and
    - IDVR's seat on the Workforce Development Council.
- There was much concern with the closing of multiple workforce offices across the State. At the administrative level, this was viewed as a positive move for being able to access more individuals across the State, yet local level staff were very concerned with the scale of this change for the workforce agency.
- The level of local partnership between IDVR and the American Job Centers was described as varying across the State at the local level. Some felt like co-enrollment was of no concern as this is a natural practice in small communities. Others felt as though there was no active level of co-enrollment where customers would be served by multiple agencies through strategic partnerships.
- IDVR could improve its collaboration with the Workforce Development System through sharing data, increased cross-referral, leveraging resources, sharing customers, and developing youth program partnerships.

Survey Result by Type

INDIVIDUAL SURVEY RESULTS

American Job Centers

Individuals with disabilities in Idaho were asked a series of questions about their use and opinion of the American Job Centers through the Idaho Department of Labor. Table 97 summarizes the responses to questions of use and accessibility.

Table 97
American Job Centers' Use and Accessibility

Questions	Yes	Percent	No	Percent	Number of times chosen
Have you ever tried to use the services of the American Job Center through the Idaho Department of Labor (met with AJC/IDOL staff member) outside of creating an online account?	312	25.8%	896	74.2%	1208
Did you experience any difficulties with the physical accessibility of the building?	13	4.1%	306	95.9%	319
Did you have any difficulty accessing the programs at the American Job Center through the Idaho Department of Labor (e.g., no available assistive technology, no interpreters, etc.)?	50	15.8%	267	84.2%	317

Almost 26 percent of the respondents who answered the individual survey question regarding visiting the American Job Centers had physically visited the Center. Of the respondents that utilized the American Job Center, physical accessibility of the building was difficult for about four percent of the respondents and access to programs was challenging for about 16 percent. The narrative responses regarding physical and program accessibility concerns indicated various difficulties getting to and finding the building, lack of assistance and poorly trained staff, computer issues, and mental health conditions.

Table 98 details results from using the Job Center for seeking training and employment.

Table 98
American Job Centers Training and Employment

Questions	Yes	Percent	No	Percent	Number of times chosen
Did you go to the Center to get training?	69	21.5%	252	78.5%	321
Did you get the training that you were seeking?	28	42.4%	38	57.6%	66
Did the training result in employment?	18	27.3%	48	72.7%	66
Did you go to the Center to find a job?	214	68.2%	100	31.9%	314
Did they help you find employment?	80	39.4%	123	60.6%	203

Survey respondents indicated that the services they sought at the American Job Centers did not result in desired outcomes for the majority of respondents. Sixty-nine survey respondents (21.5 percent of 321 respondents) went to the Center to get training, and 18 individuals indicated that they received the training they were seeking and found work as a result of the training. Two-hundred fourteen (68.2%) out of 314 individuals went to the Center with the purpose of seeking assistance to find a job. Two-hundred three respondents answered the question regarding receiving help that resulted in employment with 60.6 percent indicating that they did not receive assistance in finding a job.

Table 99 identifies the ratings for the helpfulness and the value of the American Job Centers by individuals with disabilities that responded to the survey.

Table 99
Value of the American Job Center Services

Value	Number	Percent
The services were somewhat valuable.	122	39.6%
Yes, the services were very valuable.	105	34.1%
No, the services were not valuable.	81	26.3%
Total	308	100%

Almost 74 percent of respondents found the services available at the American Job Centers to be either somewhat or very valuable. Just over one-fourth of the respondents indicated the services were not valuable.

Table 100 identifies the effectiveness of the American Job Center by individuals that responded to the survey.

Table 100
Effectiveness of the American Job Centers

Rating	Number	Percent
No opinion	91	29.0%
Somewhat effective	81	25.8%
Very effective	65	20.7%
Somewhat ineffective	40	12.7%
Very ineffective	37	11.8%
Total	314	100%

About 46.5 percent of the 314 respondents who answered the question indicated that the American Job Center was effective. The margin between the effectiveness ratings of somewhat effective and very effective is slightly more than five percent. Roughly 25 percent of the respondents indicated that the Centers were not effective in serving people with disabilities and 29 percent did not have an opinion.

PARTNER SURVEY RESULTS

Partner Survey: American Job Centers

Partner survey respondents were asked a series of questions regarding their opinion and use of the American Job Centers. Tables 101-105 summarize the responses from IDVR's community partners.

Table 101
Frequency of Interaction with American Job Centers

Frequency	Number	Percent
Never	28	40.6%
Rarely	20	29.0%
Often	16	23.2%
Sometimes	5	7.3%
Total	69	100%

Table 102
Physical Accessibility of the American Job Centers

Physical Access	Number	Percent
I do not know	33	47.8%
Fully accessible	18	26.1%
Somewhat accessible	12	17.4%
Not accessible	6	8.7%
Total	69	100%

Table 103
Programmatic Accessibility of the American Job Centers

Programmatic Access	Number	Percent
I do not know	35	50.7%
Fully accessible	14	20.3%
Somewhat accessible	13	18.8%
Not accessible	7	10.1%
Total	69	100%

The project team asked respondents to identify their frequency of interaction with the American Job Centers. Almost 70 percent of the partner respondents interacted infrequently or not at all with the American Job Centers. Slightly more than 23 percent of the partner respondents interacted with the American Job Centers often.

The surveys asked about the physical and programmatic accessibility of the Centers. Approximately 43 percent of the partner respondents indicated that the Centers were either fully or somewhat physically accessible while the majority (47.8 percent) did not know if the Centers were physically accessible. The majority of partner respondents (60.8 percent) indicated that they did not know if the Centers were programmatically accessible or indicated that the Centers were not programmatically accessible.

The partner survey respondents were asked about the overall effectiveness of the American Job Centers in serving individuals with disabilities. Table 104 contains these results.

Table 104
Effectiveness of the American Job Centers

Effectiveness	Number	Percent
Effectively	23	39.7%
Not effectively	21	36.2%
Very effectively	7	12.1%
They do not serve individuals with disabilities	7	12.1%
Total	58	100%

Just over 36 percent of the respondents indicated that the Centers did not effectively serve individuals with disabilities, while almost 40 percent rated their service as effective.

In the final survey question related to the American Job Centers, the respondents were asked how the Centers could improve services to individuals with disabilities. Table 105 contains the results.

Table 105
Improving Service of American Job Centers for individuals with disabilities

Improving Services	Number of times chosen	Percent of time chosen
Partner more effectively with IDVR	32	54.2%
Train their staff on how to work with individuals with disabilities	27	45.8%
Improve programmatic accessibility	16	27.1%
Include individuals with disabilities when purchasing training for their consumers	13	22.0%
Improve physical accessibility	12	20.3%
Other (Please describe.)	12	20.3%

Slightly more than 54 percent of the time, the partner survey respondents indicate that the Centers should partner more effectively with IDVR. The second most common choice was to train their staff on how to work effectively with individuals with disabilities.

STAFF SURVEY RESULTS

The project team asked the staff a series of questions regarding their use and opinion of the American Job Centers through the Idaho Department of Labor. Tables 106-110 summarize the responses from the staff survey.

Of the 68 responses to the question regarding frequency of interaction with the American Job Centers, slightly over 35 percent of IDVR staff respondents indicated that they sometimes interact with the American Job Centers, while slightly over one-fourth of the respondents rarely have interaction. The survey category item "never" received the lowest rating by staff survey respondents in response to this question.

Table 106
Frequency of Interaction

Frequency	Number	Percent
Sometimes	24	35.3%
Rarely	19	27.9%
Often	13	19.1%
Never	12	17.7%
Total	68	100%

Sixty-eight staff survey respondents answered the question regarding the physical accessibility of the American Job Centers. The survey category item "I do not know" received the highest rating by staff survey respondents in response to this question with almost 40 percent indicating that they did not know whether or not the American Job Centers were accessible.

Table 107
Physical Accessibility of the American Job Centers

Physical Access	Number	Percent
I do not know	27	39.7%
Fully accessible	22	32.4%
Somewhat accessible	19	27.9%
Not accessible	0	0.0%
Total	68	100%

Staff survey respondents were asked a question regarding the programmatic accessibility of the American Job Centers. Table 108 contains the results.

Table 108
Programmatic Accessibility of the American Job Centers

Programmatic Access	Number	Percent
I do not know	31	45.6%
Somewhat accessible	24	35.3%
Fully accessible	12	17.7%
Not accessible	1	1.5%
Total	68	100%

Of the 68 responses received, more than 45 percent indicated that they did not know if the Job Centers were programmatically accessible. Almost 18 percent indicated that the Job Centers were fully programmatically accessible.

Respondents were asked to rate the effectiveness of the American Job Centers in serving individuals with disabilities. Table 109 contains the results.

Table 109
Effectiveness of the American Job Centers to serve individuals with disabilities

Effectiveness	Number	Percent
Effectively	35	55.6%
Not effectively	24	38.1%
They do not serve individuals with disabilities	3	4.8%
Very effectively	1	1.6%
Total	63	100%

In regard to effectiveness of the American Job Centers, slightly more than 57 percent of staff indicated they either very effectively or effectively served individuals with disabilities. Slightly more than 38 percent indicated they were not effective.

When asked what the American Job Centers could do to improve service to individuals with disabilities, staff survey respondents were provided a list of five responses which included selecting an open-ended response. Table 110 contains the results.

Table 110
Improving Ability of the American Job Centers to effectively serve individuals with disabilities

Improving Services	Number of times chosen	Percent of time chosen
Train their staff on how to work with individuals with disabilities	35	60.3%
Include individuals with disabilities when providing funding for training for their consumers	26	44.8%
Improve programmatic accessibility	19	32.8%
Other (Please describe.)	12	20.7%
Improve physical accessibility	9	15.5%

The most common response cited was to train staff on how to work with individuals with disabilities. Include individuals with disabilities when providing funding for training for their customers was the second most commonly cited item selected by staff survey respondents in response to this question. The open-ended category "Other" was selected by 11 of the respondents. Four of the comments indicated that they did not have any suggestions and three comments addressed having a more consistent budget and funding concerns. Quotes from the comments received are provided:

- *"Since they are closing so many IDOL offices, services for individual w/ disabilities will be decreased/less accessible"*
- *"Work collaboratively with IDVR locally."*
- *"IDOL doesn't appear to have the capability to provide individualized services to any category of individual. I don't know if it's a capacity issue, lack of trained staff, or management, but IDOL seems to be functioning as a "pass-through" program and doesn't provide any services to job seekers."*
- *"Assess needs before automatically sending them to VR. Sometimes they don't need VR, just help with resume, interviews, etc."*

Key Informant and Focus Group Interviews

The following information was gathered from the individuals interviewed for this assessment in the area of the needs of individuals with disabilities served through other components of the Statewide Workforce Development System:

1. Overall, partnerships within the Idaho Workforce Development System are regarded as positive and helpful, especially at the administrative level.
2. Positive collaboration and partnership aspects include the following:
    a. IDVR inclusion in Statewide listening sessions;
    b. Amendments of the State plan;
    c. IDVR administrator chairing the one-stop committee;
    d. IDVR providing consultation (e.g., physical access, programmatically) with one-stop initiatives; and
    e. IDVR's seat on the Workforce Development Council.
3. There was much concern with the closing of multiple workforce offices across the State. At the administrative level, this was viewed as a positive move for being able to access more individuals across the State, yet local level staff were very concerned with the scale of this change for the workforce agency.
4. The level of local partnership between IDVR and the American Job Centers was described as varying across the State at the local level. Some felt like co-enrollment was of no concern as this is a natural practice in small communities. Others felt as though there was no active level of co-enrollment where customers would be served by multiple agencies through strategic partnerships.
5. IDVR could improve its collaboration with the Workforce Development System through sharing data, increased cross-referral, leveraging resources, sharing customers, and developing youth program partnerships.

Recommendations

The following recommendations are offered to IDVR based on the results of the research in the Needs of Individuals with Disabilities served through other Components of the Statewide Workforce Development System area:

1. IDVR should develop regular opportunities for cross-training among local level WIOA core partner staff to learn about available services and increase the level of customers with IDVR and other workforce programs to leverage resources and serve Idahoans together.
2. IDVR is encouraged to identify effective ways to share customer data and develop joint opportunities to increase the level of partnership at the local level.
3. IDVR should continue efforts to improve services for people with disabilities in the larger Idaho workforce system by maintaining partnerships and the level of engagements of IDVR within the WIOA core programs. For example, IDVR can provide ADA training, disability awareness and etiquette training, community accessibility, etc., to workforce agencies as well as community partners.
4. IDVR is encouraged to develop more formal partnerships with the Title I youth program to increase the array of services available to youth in Idaho.

SECTION SIX: NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS IN IDAHO

Section Six identifies the need to establish, develop, or improve community rehabilitation programs in Idaho that serve individuals with disabilities. The rural nature of Idaho makes the purchase of service through vendors challenging in many parts of the State. The findings and recommendations in this Section must be interpreted with these challenges in mind.

Recurring Themes Across all Data Collection Methods

The following themes emerged in the area of the need to establish, develop, or improve community rehabilitation programs serving individuals with disabilities in Idaho:

- Overall, IDVR has strong partnerships and access to CRPs in the more populous areas of the State. These partnerships are longstanding and appear to be based on mutual respect despite the challenges brought about by WIOA.
- CRPs are generally viewed as caring with the desire to provide high quality services to VR customers. There were concerns about the quality and quantity of employment outcomes for IDVR customers that receive CRP services.
- Pre-employment transition services have created additional opportunities for CRPs. This is seen as a great opportunity for all involved, but the level of quality varies.
- CRP evaluations, the effective use of labor market information in the job exploration and placement process, and consistency of CRP services across the State were areas in need of improvement, according to the participants in this assessment.

Survey Results by Type

PARTNER SURVEY RESULTS

Partner Survey: Services Readily Available to IDVR Customers

Respondents were provided with a list of 21 items and asked to select the services that are readily available to IDVR customers. Table 111 summarizes the results from the partner survey respondents.

Table 111
Services Readily Available

Services	Number of times chosen	Percent of time chosen
Job training services (Job Coaching, On-the-job training, etc.)	68	81.9%
Medical treatment	63	75.9%
Job development services	61	73.5%
Postsecondary education	60	72.3%
Mental health treatment	55	66.3%
Substance abuse treatment	51	61.4%
Transportation assistance	49	59.0%
Health insurance	46	55.4%
Income assistance (TANF/TAFI)	44	53.0%
Assistive technology	43	51.8%
Housing	43	51.8%
Personal care attendants	40	48.2%
Benefit planning assistance	32	38.6%
Vehicle modification assistance	21	25.3%
Other (Please describe.)	5	6.0%

Job training services (Job Coaching, On-the-Job-Training, etc.) were identified by almost 82 percent of the 83 partner survey respondents who answered the question regarding the most readily available services for IDVR customers. Medical treatment, job development and placement services, and postsecondary education were cited as the next three most readily available services by over 70 percent of the partners.

More than 60 percent of the partner respondents indicated that mental health treatment and substance abuse treatment services were readily available to IDVR customers. Three of the narrative responses received in the category of “Other” cited WIOA and related junior high and high school services.

Partner survey respondents were also asked to indicate what services were not immediately available or do not exist in the area of the State where the respondent works. There was no limit to the number of services that could be chosen. Table 112 contains the results to this question.

Table 112
Services Not Available or Do Not Exist

Services	Number of times chosen	Percent of time chosen
Vehicle modification assistance	34	58.6%
Housing	22	37.9%
Transportation assistance	21	36.2%
Benefit planning assistance	21	36.2%
Personal care attendants	19	32.8%
Assistive technology	18	31.0%
Income assistance	18	31.0%
Mental health treatment	17	29.3%
Substance abuse treatment	15	25.9%
Health insurance	14	24.1%
Job development services	12	20.7%
Job training services (Job Coaching, OJT, etc.)	12	20.7%
Postsecondary education	9	15.5%
Medical treatment	7	12.1%
Other (Please describe.)	5	8.6%

A total of 58 respondents answered the question regarding services not immediately available or do not exist in their local area. Vehicle modification and housing were the top two services identified as not immediately available or do not exist in the area where the respondent works. Transportation assistance, benefit planning assistance, and personal care attendants rounded out the top five of services not readily available. Respondents who indicated "Other" were provided the opportunity to describe the services that were not included in the list. Four respondents provided a narrative response and indicated that they were unsure or did not know what services were not immediately available in their area. The remaining comment cited dental services and medication assistance.

Partner Survey: Service Providers Meeting Consumer Needs

Partner survey respondents were asked to identify how frequently service providers in the State of Idaho were able to meet IDVR customers' rehabilitation service needs. Table 113 summarizes the results to this question.

Table 113
Frequency of Meeting Needs

Frequency	Number	Percent
Often	36	43.4%
Sometimes	28	33.7%
Rarely	11	13.3%
Always	7	8.4%
Never	1	1.2%
Total	83	100%

About 43 percent of the partner survey respondents indicated that service providers are able to meet the needs of IDVR customers often. The next most frequent choice was sometimes, followed by rarely.

Partner Survey: Services that Providers Are Most Effective in Providing IDVR Customers

Survey respondents were provided a list of 15 items and asked to identify the services that service providers were most effective in providing to IDVR customers. Table 114 lists the services and the number of times each item was selected. There was no limit to the number of services that could be chosen.

Table 114
Services that Providers Are Most Effective in Providing

Services	Number of times chosen	Percent of time chosen
Job training services (Job Coaching, OJT, etc.)	48	70.6%
Job development services	47	69.1%
Postsecondary education	25	36.8%
Transportation assistance	15	22.1%
Assistive technology	12	17.6%
Mental health treatment	8	11.8%
Substance abuse treatment	7	10.3%
Other (Please describe.)	7	10.3%
Income assistance (TANF/TAFI)	6	8.8%
Housing	6	8.8%
Vehicle modification assistance	5	7.4%

Services	Number of times chosen	Percent of time chosen
Medical treatment	5	7.4%
Personal care attendants	5	7.4%
Benefit planning assistance	5	7.4%
Health insurance	2	2.9%

The 68 partner survey respondents that answered the question indicated that the most effective services that service providers are providing are job training services, job development, and postsecondary education. These three services were chosen more than 36 percent of the time while the fourth choice of transportation assistance was chosen about 22 percent of the time.

Respondents were provided with a list of six reasons and asked to identify the primary reasons why community service providers were unable to meet customers' service needs. Table 115 summarizes the responses to this question.

Table 115
Primary Reasons Providers are Unable to Meet Consumer Needs

Reasons	Number of times chosen	Percent of time chosen
Not enough service providers available in area	30	50.0%
Low rates paid for services	24	40.0%
Customer barriers prevent successful interactions with service providers	18	30.0%
Low quality of service provider services	11	18.3%
Low levels of accountability for poor performance by service providers	10	16.7%
Other (Please describe.)	9	15.0%

The most common response was not enough service providers available in area followed by low rates paid for services.

Partner Survey: Top Three Changes to Help Better Serve IDVR Customers

Partner survey respondents were presented with a list of 12 items and were asked to identify the top three changes that would help them better serve IDVR customers. Table 116 lists the changes along with the number of times each change was identified as one of the top three changes that would help better serve IDVR customers.

Table 116
Top Three Changes to Help Better Serve IDVR Customers

Changes	Number of times chosen	Percent of time chosen
Smaller caseload	27	40.9%
Improved communication with referring IDVR counselor	26	39.4%
Reduced documentation requirements	25	37.9%
More streamlined processes	21	31.8%
Higher rates paid by IDVR for services	17	25.8%
Additional training	16	24.2%
Improved business partnerships	15	22.7%
Other (Please describe.)	13	19.7%
Increased collaboration with Idaho's American Job Centers	8	12.1%
Increased options for technology use to communicate with consumers	7	10.6%
Incentives for high performance paid by IDVR	6	9.1%
Referral of appropriate individuals	4	6.1%

Smaller caseloads, better communication with the referring IDVR counselor, and reduced documentation requirements were chosen more than 37 percent of the time as a top three change that would help partners better serve IDVR customers. In the “Other” category, the responses reflected a need for consistency and collaboration.

Partner Survey: Most Important Change to Help Better Serve IDVR Customers

Community partners were asked an open-ended question about what was the most important change that service providers could make to support customer’s achievement of their employment goals. Table 117 contains the content analysis, separating the suggestions into three themes.

Table 117
Most Important Change to Help Better Serve IDVR Customers' Achievement of Employment

Staff-Related Changes
Improve direct communication and follow-through with customers and partner agencies.
Treat partner agencies as equals.
Attend meetings as scheduled; "show up" regularly.
More IDVR counselors who are willing to provide services/funding and in a timely manner.
Be more concerned about the customer; care for each individual.
Listen to the customer's job wants and needs -- not what counselor wants.
Increase number of staff/increase staff stability/increase staff pay to improve retention.
Service-Related Changes
Spend more time in schools and building relationships with students and parents; attend meetings.
Assist with the transition from high school to postsecondary training or employment for rural communities.
Address the many service needs in rural communities.
Allow people in Franklin County to continue to access the excellent services provided by Cache Employment and Training Center in Logan, Utah.
Have job coaches; have more service providers available.
Advocate for higher provider reimbursement rates and Medicaid fees.
More funding
Increase staff pay for better retention.
Less bureaucracy and data collection.
More emphasis on assistance at the field level.
Develop a faster system for moving through the VR process
Outreach
Increase exposure and access.

STAFF SURVEY RESULTS

Staff Survey: Services Readily Available to Individuals to IDVR Customers

Staff survey respondents were provided with a list and asked to identify which of the services listed were readily available to individuals who were served by IDVR. There was no limit to the

number of services that could be chosen. Table 118 summarizes the responses from the staff survey.

Table 118
Services Readily Available

Services	Number of times chosen	Percent of time chosen
Job development services	83	97.6%
Job training services (Job Coaching, OJT, etc.)	83	97.6%
Postsecondary education	77	90.6%
Medical treatment	77	90.6%
Mental health treatment	74	87.1%
Substance abuse treatment	71	83.5%
Assistive technology	69	81.2%
Income assistance (TANF/TAFI)	67	78.8%
Personal care attendants	67	78.8%
Health insurance	63	74.1%
Vehicle modification assistance	60	70.6%
Transportation assistance	58	68.2%
Benefit planning assistance	55	64.7%
Housing	52	61.2%
Other (Please describe.)	2	2.4%

Staff and community partners agree on the top six services that are immediately available as indicated by almost identical results. The services most often identified by staff as immediately available to customers were job development services, job training services, postsecondary education services, medical treatment and mental health treatment. Benefit planning assistance, housing, and the category of "Other" comprise the least identified immediately available services by staff. Staff and partners disagree on the availability of vehicle modification assistance for customers as the margin of difference between the two groups citing the item as readily available is roughly 45 percent. Of the two narrative responses received, one response cited "unsure about other services" and one respondent wrote "Pre-ETS."

Staff survey respondents were provided with a list and asked to identify which of the services listed were not immediately available or do not exist in the area of the State where they work. Table 119 contains the results.

Table 119
Services Not Immediately Available or Do Not Exist

Services	Number of times chosen	Percent of time chosen
Housing	29	53.7%
Transportation assistance	24	44.4%
Benefit planning assistance	23	42.6%
Vehicle modification assistance	18	33.3%
Health insurance	12	22.2%
Assistive technology	11	20.4%
Personal care attendants	11	20.4%
Income assistance (TANF/TAFI)	10	18.5%
Substance abuse treatment	8	14.8%
Postsecondary education	6	11.1%
Mental health treatment	5	9.3%
Other (Please describe.)	5	9.3%
Job development services	3	5.6%
Job training services (Job Coaching, OJT, etc.)	3	5.6%
Medical treatment	3	5.6%

Housing, transportation assistance, and benefit planning assistance were the top three services identified as not immediately available or do not exist in the area where the respondent works. These are consistent with the services identified by partner respondents as not immediately available with staff and partners differing ranking order of the items. The staff survey respondents who indicated “Other” were provided the opportunity to describe the services that were not immediately available or did not exist in the local area and that were not included in the list. Analysis revealed that transportation is limited, as four of the five comments identified community bus services being shut down and transportation limitations.

Staff Survey: Frequency of Service Providers to Meet Customer Needs

Staff survey respondents were asked to identify how frequently service providers in the State of Idaho were able to meet IDVR customers' rehabilitation service needs. Table 120 summarizes the results to this question.

Table 120
Frequency of Meeting Needs

Frequency	Number	Percent
Some of the time	59	69.4%
All of the time	26	30.6%
None of the time	0	0.0%
Total	85	100%

More than three-quarters of the respondents indicated that service providers are able to meet the service needs of IDVR customers some of the time. Respondents did not select item "None of the time" indicating that overall, customers' needs are being met more frequently than not being met at all.

Staff Survey: Service Providers Unable to Meet Customer Needs

Staff survey respondents were given a list of 15 items and asked a question regarding what rehabilitation needs service providers are unable to meet in their local area. There was no limit to the number of services that could be chosen. Table 121 summarizes the responses from the staff survey.

Table 121
Rehabilitation Needs Service Providers Are Unable to Meet

Rehabilitation Needs	Number of times chosen	Percent of time chosen
Housing	21	56.8%
Transportation assistance	15	40.5%
Benefit planning assistance	9	24.3%
Mental health treatment	7	18.9%
Job development services	6	16.2%
Job training services (Job Coaching, OJT, etc.)	5	13.5%
Other education services	5	13.5%
Vehicle modification assistance	5	13.5%

Rehabilitation Needs	Number of times chosen	Percent of time chosen
Postsecondary education	4	10.8%
Personal care attendants	4	10.8%
Income assistance (TANF/TAFI)	3	8.1%
Medical treatment	3	8.1%
Substance abuse treatment	3	8.1%
Assistive technology	2	5.4%
Other (Please describe.)	1	2.7%

Thirty-seven respondents answered the question detailing perceived service gaps. The top three items mirrored the top three items from the previous list of services are not readily available or that do not exist.

Respondents were asked a subsequent question and were provided with a list and asked to identify the primary reasons that vendors were unable to meet IDVR customers' needs. Table 122 summarizes the responses to this question.

Table 122
Primary Reasons Vendors Are Unable to Meet Customer Needs

Reasons	Number of times chosen	Percent of time chosen
Not enough service providers available in area	32	72.7%
Low quality of service provider services	24	54.5%
Low rates paid for services	12	27.3%
Customer barriers prevent successful interactions with service providers	11	25.0%
Low levels of accountability for poor performance by service providers	10	22.7%
Other (Please describe.)	10	22.7%

In agreement with partner survey respondents, staff survey respondents selected the same top primary reason why vendors are unable to meet the IDVR customers' vocational rehabilitation service needs: Not enough vendors in the area. Staff respondents cited low quality of service provider services more frequently than partner respondents. Low rates paid for services was cited by the staff respondents as the third ranking primary reason that vendors are unable to meet the customers' needs. Respondents who cited "Other" were given the opportunity to provide a narrative response. Comments included the following:

- *"Bus service limited; no bus system available in the area"*
- *"Expense, lack of insight into their needs"*
- *"Good substance abuse treatment with detox services is not available in our area"*
- *"Lack of training for service providers"*
- *"Low Demand / High Training Required"*
- *"Red tape"*
- *"Service providers unable to reach most rural areas of the region"*
- *"Too many people in need of housing - wait list too long"*

Staff Survey: Most Important Change to Help Better Serve IDVR Customers

Staff survey respondents were asked an open-ended question about what was the most important change that service providers could make to support customers' achievement of their employment goals. Table 123 contains the content analysis, separating the suggestions into three themes.

Table 123
Most Important Change to Help Better Serve IDVR Customers' Achievement of Employment

Service Provider Changes
Know and understand what the customer truly wants and needs and then provide those services. If your agency doesn't have those services, don't give them something they don't need to keep them as a customer.
Availability -- willing to meet with customers and make room in schedules for new people who are ready to make positive changes in their lives.
Be more flexible in meeting the customers' needs (e.g., meeting the customer where they are able to travel, as not all providers will do this and eliminates the ability for the customer to access the service or item.
Better communication between programs
Better communication with VRC
Better understanding of funding limitations and program requirements
Greater understanding of disabilities
Hire more employees; increase staff retention; increased pay for employees.
Invest time and pay to help job coaches stick around longer, which hopefully results in less turnover.
More providers that are willing provide a sliding scale fee
More specific rules for CRPs
More training and credentials -- especially the employment specialists

Service Provider Changes
Provide adequate and annual training for developers and job coaches, including CRP annual in-service training on new VR policies rules changes, etc.
Would be helpful if all providers would become vendors and accept Authorizations.
Service-Related Changes
Affordable and convenient transportation within the area; expand transportation options and availability.
Affordable options and extra supports
Branching out to serve underserved areas; CRPs don't want to serve the most rural parts of the region.
Develop structures to assure a standard quality of services provided.
Embrace Customized Employment ideas and strategies.
Faster turnaround time with specific services: more specific expectations
Have customers involved in the job search and teach them job-seeking skills
Improve transition of job coaches; job coaches that are engaged long-term
More vendors for a wider variety of choice for customers
Offer some basic computer classes and/or training for people that need to learn to use a computer or office equipment for a job.
Sooner appointment dates and more appointment availability times
Outreach Strategies
Continue to engage and communicate with businesses/to hire or provide other services for people with disabilities
Greater community awareness and education regarding disability and people living with disabilities

Staff survey responses reflected partner survey responses as noted in similar statements related to improving communication, listening to customers' needs, improving attendance for meetings, faster systems for customers to receive services, additional training, increasing staff, increasing pay rates and retention, more job coaches, and reaching rural communities. It is important to note that staff identified transportation concerns eight times out of the 47 narrative comments received. Additional quotes from narrative comments include the following:

- *"We do need more transportation entities available to the disabled in our community other than just the city bus."*
- *"We need some basic computer classes and/or training for people that need to learn to use a computer or office equipment for a job. We really struggle to help those individuals that have worked in physically demanding jobs all of their lives and then got injured and now have to sit for most of the day. They need to be able to learn the skills needed for that type of industry."*
- *"Idaho Housing could get more funds so that there is not a year-long waiting list for housing assistance."*
- *"Medicaid can pay better rates for personal care attendants so that supported living staff aren't hired from the bottom of the barrel"*

Key Informant and Focus Group Interviews

The following themes were recurring from the individuals interviewed for this assessment in the area of the need to establish, develop or improve community rehabilitation programs serving individuals with disabilities in Idaho:

1. Overall, IDVR has strong partnerships and access to CRPs in the more populous areas of the State. These partnerships are longstanding and appear to be based on mutual respect despite the challenges brought about by WIOA.
2. CRPs are generally viewed as caring with the desire to provide high quality services to IDVR customers. However, there were concerns about the quality and quantity of employment outcomes for IDVR customers that receive CRP services.
3. CRP employment services were generally described as in need of improvement. There are varying perspectives on why employment services provided by CRPs are not as successful as they can be.
4. Pre-employment transition services have created additional opportunities for CRPs. This is seen as a great opportunity for all involved, but the level of quality varies. Some view contracted services versus fee-for-service resulting in differing outcomes.
5. Depending on the lens of those interviewed, there are a variety of CRP services needing attention or improvement. These include, but are not limited to, the following:
    a. Improvement in CRP evaluations. Thrift store evaluations should not be used on all people with disabilities as a measure of success.
    b. Concerns of conflict of interest when CRPs are recommending continued services in their program with no measurement for when success or skill levels will be achieved.
    c. Partners of IDVR are not generally pleased with the outcomes or services provided through CRPs.
    d. There is a need for improved consistency across IDVR regions related to policy, forms, and expectations of CRPs.
    e. Participants indicated that CRPs are not clear on their role under WIOA. The learning curve has been challenging for all parties and training/communication to CRPs could improve.
    f. Implementing “fading out” options for IDVR customers was a positive change in services but understanding of the concept and expectations has been challenging.
    g. Both CRPs and IDVR need training in employment opportunities in today’s labor market. Use of LMI and strategies for finding non-traditional types of employment are not possible without additional training and support.
6. Largely, CRPs seem to be confused on the difference between IDVR and EES services. This appears to be an area of confusion that needs to be addressed.

Recommendations

The following recommendations are offered to IDVR based on the results of the research in the Need to Establish, Develop or Improve Community Rehabilitation Programs in IDVR:

1. IDVR should consider statewide training opportunities (regularly) to increase the skills of CRPs and understanding of WIOA and policy changes within IDVR.
2. IDVR is encouraged to consult and partner with CRP staff to engage in a collaborative process to revise policies and fees for service that are agreed upon by both groups.
3. IDVR should consider reinstating the CRP agency reports. The feedback from IDVR to CRP agencies has become irregular and inconsistent. Additionally, CRPs feel these reports could be improved as they can be inaccurate and unfair to their business. IDVR is encouraged to increase communication with CRPs to improve consistency of these feedback reports, while fairly reporting outcomes for use by IDVR staff and customer informed choice.
4. IDVR is encouraged to reinstate regional cross-training with IDVR staff and CRPs to encourage and enhance high level, skills type employment (not just minimum wage jobs and entry level work), as well as effective communication and expectations across teams. Example of trainings could include Labor Market Information, current employment opportunities and job development strategies, basic disability etiquette for different disability types, and/or building natural supports for individuals in supported employment.
5. If this does not already exist, consider adding feedback questions related to CRP services to the participant satisfaction surveys sent by IDVR.

SECTION SEVEN: NEEDS OF BUSINESS AND EFFECTIVENESS IN SERVING EMPLOYERS

The need for the VR program to engage with the business community and effectively provide services to employers is one of the common performance measures for the core partners in WIOA. WIOA has moved the discussion from whether or not VR programs should serve the business community to how well VR programs are serving this community. Consequently, it is important for every VR program to do a self-assessment of how well they are serving employers. The project team is hopeful that this section of the report will be useful to IDVR as they engage in the evaluation of how effectively they are providing services to employers and develop strategies to increase business engagement.

There were only 12 employers that participated in this CSNA, and all of those were by survey. The reader is cautioned to interpret any findings with the low participation rates in mind. In future CSNAs, it will be essential for IDVR to proactively recruit businesses to engage in the assessment. One of the most effective ways to make this happen is to partner with the Title I and III counterparts responsible for employer relationships.

Recurring Themes Across all Data Collection Methods

The following themes emerged in the area of the needs of business and effectiveness in serving employers:

- Through IDVR's pre-employment transition services efforts, transition-age youth have more access to employers than ever before. Work-based learning experiences are showing employers the abilities of students and youth with disabilities, which is increasing the number of employers willing to provide these experiences, particularly in rural areas.
- Business partnerships may not be considered an area of strength for IDVR; however, it is a focus and efforts are growing to serve this dual customer under WIOA.
- Business/Employers were not interviewed; however, IDVR business needs and employer barriers were discussed by IDVR staff and partners, which included the following:
    - Perceptions/stigmas and education for employers related to the skills and abilities of hiring people with disabilities, including dispelling myths; and
    - New and updated strategies for serving business.
- The partnerships with IDVR and the local workforce system appears to be lacking when it comes to partnering with business. There is some perception that workforce has strong relationships and access to employers, yet IDVR is not included in these business partnerships at a statewide level.

Survey Results

BUSINESS SURVEY RESPONSES

With respect to the "Disability in the Workplace" section of the survey, business survey respondents were presented with eight questions regarding whether or not their business needed help with a variety of concerns related to disability and employment. The questions were structured in a yes-no response format. Table 124 summarizes the results to the eight questions according to the percentage of respondents who indicated a need for help with respect to the need or needs indicated in the question.

Table 124
Disability in the Workplace: Employer Needs

Does your business need help…	Number of times YES was chosen	Percent of time YES was chosen	Number of times NO was chosen	Percent of time NO was chosen	Total
Recruiting job applicants who are people with disabilities?	3	33.3%	6	66.7%	9
Obtaining information on training programs available for workers with disabilities?	3	33.3%	6	66.7%	9
Identifying job accommodations for workers with disabilities?	2	20.0%	8	80.0%	10
Helping workers with disabilities to retain employment?	2	22.2%	7	77.8%	9
Obtaining incentives for employing workers with disabilities?	2	22.2%	7	77.8%	9
Obtaining training on the different types of disabilities?	1	11.1%	8	88.9%	9
Obtaining training on sensitivity to workers with disabilities?	1	11.1%	8	88.9%	9
Understanding disability-related legislation such as the Americans with Disabilities Act, the Workforce Innovation and Opportunity Act, and the Rehabilitation Act?	0	0.0%	9	100.0%	9

The majority of business respondents indicated that they do not need assistance in regard to disability in the workplace. However, two survey items were cited by three respondents indicating that their businesses would benefit from assistance with recruiting applicants with disabilities and obtaining information on training programs available for workers with disabilities. Two businesses would like assistance identifying job accommodations, helping workers with disabilities retain employment, and obtaining incentives for employing workers with disabilities. All business survey respondents indicated that they did not need assistance understanding disability-related legislation such as the Americans with Disabilities Act and the Rehabilitation Act.

Business survey respondents were asked, in an open-ended question, if they would like to elaborate on needs regarding disability in the workplace. Respondents were given the opportunity to provide a narrative response. No narrative responses were received.

Business Survey: Applicants with Disabilities

Business survey respondents were asked six questions regarding the need for recruitment assistance for applicants with disabilities. Respondents were asked to provide responses to the questions in a yes-no response format. Table 125 summarizes the results of the responses to the six questions according to the percentage of respondents who indicated a need for help with respect to the item indicated in each question.

Table 125
Recruitment: Applicants with Disabilities: Does Your Business Need Help with…

Does your business need help…	Number of times YES was chosen	Percent of time YES was chosen	Number of times NO was chosen	Percent of time NO was chosen	Total
Finding enough qualified applicants when hiring?	3	30.0%	7	70.0%	10
Assessing applicants' skills?	3	33.3%	6	66.7%	9
Recruiting applicants with good work habits?	2	22.2%	7	77.8%	9
Recruiting applicants with good social/interpersonal skills?	2	22.2%	7	77.8%	9
Discussing reasonable job accommodations with applicants?	2	22.2%	7	77.8%	9
Identifying reasonable job accommodations for applicants?	2	20.0%	8	80.0%	10

The majority of business survey respondents indicated that they do not need assistance with recruiting applicants. Important to note that three business respondents indicated that their business needed help fielding enough qualified applicants when hiring and assessing applicant skills. The remaining items were each cited by two respondents.

Business survey respondents had an open-ended question asking if they would like to elaborate on needs regarding applicants with disabilities. None of the business survey respondents provided narrative comments.

Business Survey: Employees with Disabilities – Challenges to Job Retention

Business survey respondents were presented with a list of 12 job-related challenges and asked to identify the challenges they have now or have experienced in the past with respect to individuals with disabilities and job retention. Table 126 presents the percentage of business survey respondents who identified each item as a challenge to job retention.

Table 126
Challenges Related to Job Retention: Employees with Disabilities

Challenges	Number of times chosen	Percent of time chosen
Poor social skills	4	40.0%
Poor attendance	3	30.0%
Difficulty learning job skills	3	30.0%
Mental health concerns	3	30.0%
Lack of transportation	3	30.0%
Slow work speed	2	20.0%
Physical health problems	2	20.0%
I have no knowledge of any challenges we have had retaining employees with disabilities, or I am not aware of having employees with disabilities.	2	20.0%
Poor work stamina	1	10.0%
Language barriers	1	10.0%
Identifying effective accommodations	1	10.0%
Other (Please describe.)	1	10.0%

Business survey respondents who answered this question cited having poor social skills most frequently as a challenge their business has encountered retaining employees with disabilities. Four items on the list -- poor attendance, difficulty learning job skills, mental health concerns,

and lack of transportation -- were selected 30 percent of the time by business respondents. The challenge identified in the "Other" category was "difficulty with essential functions."

Business survey respondents were asked an open-ended question asking if they would like to elaborate on needs regarding employees with disabilities. Respondents were given the opportunity to provide a narrative response. No narrative responses were received.

Business Survey: Knowledge of Services Provided by IDVR

Businesses survey respondents were asked questions regarding their knowledge of IDVR and their utilization of services provided by the agency. Tables 127-130 include the results of those questions.

Table 127
Businesses' Knowledge of IDVR and Services

Rate	Number	Percent
Somewhat knowledgeable	6	60.0%
Very knowledgeable	3	30.0%
Little or no knowledge	1	10.0%
Total	10	100%

Table 128
Utilization of IDVR Services by Employers

Usage	Number	Percent
Yes	7	70.0%
No	3	30.0%
I don't know.	0	0.0%
Total	10	100%

Table 129
Services Provided to Employers by IDVR

Services	Number of times chosen	Percent of time chosen
Assistance identifying job accommodations	3	30.0%
Helping workers with disabilities to retain employment	3	30.0%
Training in understanding disability-related legislation such as the ADA, WIOA, and the Rehabilitation Act	2	20.0%
Recruiting job applicants who are people with disabilities	2	20.0%
Obtaining incentives for employing workers with disabilities	1	10.0%
Assessing applicants' skills	1	10.0%
Discussing reasonable job accommodations with applicants	1	10.0%
Identifying reasonable job accommodations for applicants	1	10.0%
Other (Please describe.)	1	10.0%

Table 130
Employer Satisfaction with IDVR Services

Rate	Number	Percent
Satisfied	3	37.5%
Neither satisfied nor dissatisfied	3	37.5%
Very satisfied	2	25.0%
Dissatisfied	0	0.0%
Very dissatisfied	0	0.0%
Total	8	100%

Business survey respondents were asked to rate their knowledge of IDVR and the services they provide to businesses. The majority of business survey respondents (60 percent) indicated that they were somewhat knowledgeable regarding IDVR and the services that they provide while roughly 30 percent (n=3) of the 10 respondents to the question indicated that they were very knowledgeable of IDVR and the services they provide.

Seven out of 10 of the business respondents who answered the question regarding utilization of IDVR services indicated that they utilized IDVR services. When asked what services IDVR provided to employers, the answers were diverse and low in number of times chosen. The answers cited most frequently by respondents were assistance identifying job accommodations for workers with disabilities and helping workers with disabilities to retain employment (n=3 times). Six items on the list were not selected by business respondents as services used. These items were obtaining training on the different types of disabilities; obtaining training on sensitivity to workers with disabilities; obtaining information on training programs available for workers with disabilities; recruiting applicants who meet the job qualifications; recruiting applicants with good work habits; and recruiting applicants with good social/interpersonal skills. The response received in the category of "Other" was "none".

Business survey respondents who utilized IDVR services were presented with a five-point response scale (with responses ranging from "very satisfied" to "very dissatisfied") and asked to indicate how satisfied they were with the services they received from IDVR. As noted in Table 130 above, eight responses were received. Satisfied and neither satisfied nor dissatisfied were selected by an equal number of respondents.

Business Survey: Business Demographics

Business survey respondents described their respective businesses types and the number of employees the business currently employs. Tables 131-132 indicate the various business types and size of the organization based on the number of employees.

Table 131
Type of Business

Type	Number	Percent
Other (Please describe.)	5	45.5%
Service	2	18.2%
Manufacturing	1	9.1%
Agriculture/Forestry/Fishing	1	9.1%
Construction	1	9.1%
Government	1	9.1%
Total	11	100%

Table 132
Size of Organization by Number of Employees

Size	Number	Percent
16 - 50	4	36.4%
51 - 250	3	27.3%
1,000 or more	2	18.2%
One - 15	1	9.1%
251 - 999	1	9.1%

The most commonly reported business type was "Other." A diverse list was developed from the five responses received in the category "Other" for business types, including employment and training; information; public utility; service, manufacturing, healthcare; and transportation. In response to the question regarding organization size by number of employees, the following two sizes were most commonly reported: 16 - 50 (n=4) and 51 - 250 (n=3).

Key Informant and Focus Group Interviews

The following information was gathered from the individuals interviewed for this assessment in the area of Needs of Business and Effectiveness in Serving Employers:

1. Through IDVR's pre-employment transition services efforts, transition-age youth have more access to employers than ever before. Work-based learning experiences are showing employers the abilities of students and youth with disabilities, which is increasing the number of employers willing to provide these experiences, particularly in rural areas.
2. Business partnerships may not be considered an area of strength for IDVR; however, it is a focus and efforts are growing to serve this dual customer under WIOA.
3. Business/Employers were not interviewed; however, IDVR business needs and employer barriers were discussed by IDVR staff and partners, which included the following:
    a. Perceptions/stigmas and education for employers related to the skills and abilities of hiring people with disabilities, including dispelling myths; and
    b. New and updated strategies for serving business.
4. The partnerships with IDVR and the local workforce system appears to be lacking when it comes to partnering with business. There is some perception that workforce has strong relationships and access to employers, yet IDVR is not included in these business partnerships at a statewide level.

Recommendations

The following recommendations are offered based on the information gathered in the Needs of Business and Effectiveness in Serving Employers section:

1. IDVR is encouraged to market success stories that include business and IDVR customers. Consider using the work-based learning experience employers as an opportunity for marketing due to the high success of this program.
2. IDVR should consider implementing strategies (e.g., employer consultants) to develop work-based learning experiences for IDVR customers to increase awareness and opportunities with employers, which include adults and other customers who do not qualify for pre-employment transition services.
3. IDVR should increase its partnership with IDOL in the area of services to employers, and collectively provide services and education to employers in Idaho.

CONCLUSION

The Comprehensive Statewide Needs Assessment for Idaho's Division of Vocational Rehabilitation utilized qualitative and quantitative methods to investigate the vocational rehabilitation needs of individuals with disabilities in the State. The combination of surveys and interviews resulted in almost 2,000 people participating in the assessment. The project team at San Diego State University's Interwork Institute is confident that data saturation occurred across the multiple areas of investigation in the CSNA (other than perceptions of employers) and is hopeful that the findings and recommendations will be utilized by IDVR to inform future planning and resource allocation for the agency.

APPENDICES

Appendix A

Key Informant Individual Interview Protocol

1. Please identify your name, title, time with IDVR or time in your current role.
2. Briefly describe your duties and service areas?

Overall IDVR Performance

3. Regarding IDVR's overall performance as an agency, how effectively is the organization fulfilling its mission of helping people with disabilities obtain employment?
   A. How would you describe the changes, if any that have occurred in IDVR in the last three years?
   B. What are the major challenges that IDVR consumer's face in obtaining and retaining employment?
   C. What are the major challenges that you face that impact your ability to help consumers obtain and retain employment?

MSD and SE

4. What are the needs of people with people with the most significant disabilities in Idaho and how effectively is IDVR meeting those needs?
5. What disability types are the most in need and what are the challenges they face in obtaining and retaining employment?
6. Do you provide SE services? If so, please describe the model of SE services you use.
   A. How long does job coaching typically last?
   B. Who provides extended services?
   C. How many providers do you have and how effective are they?
   D. What populations generally receive SE services?
7. Do you provide customized employment services to individuals with disabilities in Idaho? Please describe this service.
8. What would you recommend to improve services to individuals with the most significant disabilities?
9. What would you recommend to improve your SE or CE program?

Unserved/Underserved Populations

10. What geographic areas are underserved and why?
11. What racial/ethnic minority groups are underserved and why?
12. What are the rehabilitation needs of the minority populations that you serve?
13. What disability types are underserved and why?
14. How effective is IDVR's outreach to these groups/areas and what can be done to improve outreach to them?
15. What do you recommend to improve service to these areas or populations?
16. Are there any other groups that are underserved, and if so, why do you think that is and what can be done to improve services to this group?

Transition

17. Please describe how transition services works in Idaho. Comment on:
    A. Partnerships with schools
    B. Outreach and intake/referral/plan processes
    C. Services provided
18. What are the greatest needs of transition-aged youth and how well are IDVR and the schools meeting these needs?
19. Are you involved in pre-employment transition services? If yes, please describe how this works in Idaho.
20. Do you serve foster care youth or youth involved with the juvenile justice system?
21. What can be done to improve youth and/or transition services in Idaho?

CRPs

22. How effective are the CRPs in Idaho?
23. What are the greatest challenges you face as a CRP, or in working with CRPs?
24. What needs to happen to improve or increase CRPs in Idaho?
25. Is there a need to develop CRPs to serve any specific population or geographic areas?
26. What services do CRPs in the Idaho need to provide? Where are the current gaps in service?

Workforce Development System

27. How well is the Workforce Development System in Idaho meeting the needs of people with disabilities? What are the strengths and weaknesses of the system?
28. What is the relationship like between IDVR and the Workforce Centers?
29. Are there shared-funding of cases between IDVR and the Workforce Centers?
30. What has to happen to improve the relationship between the two organizations? Has there been a noticeable improvement in the relationship over the last three years?
31. Do you work closely with Adult Education and Family Literacy? Please describe.
32. Are there other workforce agencies that serve people with disabilities in Idaho? If so, please identify them and the service they provide to your consumers as well as IDVR's relationship with them.

Business Partnerships

33. Please describe the ways that IDVR partners with businesses in Idaho to promote the employment of people with disabilities.
34. What can IDVR do to improve business partnerships and to engage employers in recruiting and hiring people with disabilities?
35. What would you recommend that IDVR do as an organization to maximize its effectiveness in fulfilling its mission and providing excellent customer service during the next three years?

Idaho IDVR, CSNA 2018
Focus Group Protocols

[Introductions/confidentiality/purpose statements]
Focus Group Protocol - Individuals with Disabilities:

Employment goals

- What barriers do people with disabilities in Idaho face in getting or keeping a job?
  Follow up: Transportation, education, not enough jobs, discrimination, attitudes, lack of communications, fear of loss of benefits, lack of knowledge of options, etc.

IDVR Overall Performance

- What has your experience with IDVR been like? What have been the positives and negatives?
- What services were helpful to you in preparing for, obtaining and retaining employment?
- What services did you need that were not available or provided and why weren't you able to get these services?
- What can IDVR do differently to help consumers get and keep good jobs?

Barriers to accessing services

- What barriers do people with disabilities encounter when trying to access rehabilitation services from IDVR? (prompts if necessary -- mobility, communication, structural)

Idaho Workforce Partners

- Has anyone had, used, or tried to use the services of The Idaho Workforce Centers?
  Follow-up: What was that experience like for you? What can they do differently to better serve individuals with disabilities?

Transition

- What needs do young people with disabilities in transition from high school have as far as preparing for, obtaining, or retaining employment?
- How well are the high schools in Idaho preparing young people for the world of postsecondary education or employment? What can the schools do differently to prepare young people to be successful in postsecondary education or employment?
- What can IDVR do to improve services to youth in transition?

Needs of underserved groups with disabilities

- What groups of individuals would you consider un-served or underserved by the vocational rehabilitation system?
  (Prompt if needed for different disability groups, minority status, geographic area and any other characteristics)
  (For each identified group): What unmet needs do they have?

Need for establishment of CRPs

- Have you received services from a CRP? If so, how was your service? How effective was it? What can be done to improve the future service delivery by CRPs?

- What programs or services should be created that focus on enhancing the quality of life for people with disabilities and their families, meeting basic needs and ensuring inclusion and participation? Of these services now in existence, which need to be improved?
- What services need to be offered in new locations in order to meet people's needs?

Need for improvement of services or outcomes

- What needs to be done to improve the vocational rehabilitation services that people receive in Idaho?

Focus Group Protocol - Partner Agencies:

Employment Goals

- What barriers do people with disabilities in Idaho face in getting or keeping a job? Follow up: Education, not enough jobs, discrimination, attitudes, lack of communications, fear of loss of benefits, lack of knowledge of options, etc.

Barriers to accessing services

- What barriers do people with disabilities encounter when trying to access rehabilitation services from IDVR?

Impressions of needs of individuals with significant and most significant disabilities

- What are the unmet rehabilitation needs of individuals with significant or most significant disabilities?
- What needs of individuals with significant and most significant disabilities are being met the best/most extensively?

Needs of underserved groups with disabilities

- What groups of individuals would you consider un-served or underserved by the vocational rehabilitation system?
  (Prompt for different disability groups, minority status, geographic area or other characteristics)
  (For each identified group): What unmet needs do they have?

Need for supported employment

- Please describe how effective the SE and CE programs are in Idaho. What populations are receiving SE and CE services?
- What SE or CE needs are not being met?
- What do you recommend to meet the needs for SE or CE?

Transition

- What needs do young people with disabilities in transition from high school have as far as preparing for, obtaining, or retaining employment?
- How well are the high schools in Idaho preparing young people for the world of postsecondary education or employment? What can the schools do differently to prepare young people to be successful in postsecondary education or employment?
- How would you characterize IDVR's relationship/partnership with the secondary school system in Idaho?
- How well is IDVR serving youth in transition in terms of preparing them for postsecondary education or employment?
- What can IDVR do to improve services to youth in transition?

Needs of individuals served through the Idaho Workforce Centers or WIOA system

- How effectively does the Workforce Center system in Idaho serve individuals with disabilities?

- Are there any barriers to individuals with disabilities accessing services through the Workforce Centers? If so, what are they and what can be done to change this?
- How effectively is IDVR working in partnership with the Workforce Centers? Do you have any recommendations about how to improve this partnership if needed?
- What would you recommend to improve the Workforce Center's ability to serve individuals with disabilities in Idaho?

Need for establishment, development or improvement of CRPs

- What community-based rehabilitation programs or services need to be created, expanded or improved?
- What services need to be offered in new locations in order to meet people's needs?
- What community-based rehabilitation services are most successful? How are they most successful or what makes them so?

Need for improvement of services or outcomes

- What needs to be done to improve the vocational rehabilitation services that people receive?

Focus Group Protocol – Idaho IDVR staff:

Employment Goals

- What barriers do people with disabilities in Idaho face in getting or keeping a job? Follow up: Education, not enough jobs, discrimination, attitudes, lack of communications, fear of loss of benefits, lack of knowledge of options, etc.

Barriers to accessing services

- What barriers do people with disabilities encounter when trying to access rehabilitation services from IDVR?

Impressions of needs of individuals with significant and most significant disabilities

- What are the unmet rehabilitation needs of individuals with significant or most significant disabilities?
- What needs of individuals with significant and most significant disabilities are being met the best/most extensively?

Needs of underserved groups with disabilities

- What groups of individuals would you consider un-served or underserved by the vocational rehabilitation system?
  (Prompt for different disability groups, minority status, geographic area or any other characteristics).
  (For each identified group): What unmet needs do they have?

Need for supported employment

- Please describe how effective the SE and CE programs are in Idaho. What populations are receiving SE and CE services?
- What SE or CE needs are not being met?
- What do you recommend to meet the needs for SE or CE?

Transition

- What needs do young people with disabilities in transition from high school have as far as preparing for, obtaining, or retaining employment?
- How well are the high schools in Idaho preparing young people for the world of postsecondary education or employment? What can the schools do differently to prepare young people to be successful in postsecondary education or employment?
- How would you characterize IDVR's relationship/partnership with the secondary school system in Idaho?
- How well is IDVR serving youth in transition in terms of preparing them for postsecondary education or employment?
- What can IDVR do to improve services to youth in transition?

Needs of individuals served through the Idaho Workforce Centers or WIOA system

- How effectively does the Workforce Center system in Idaho serve individuals with disabilities?

- Are there any barriers to individuals with disabilities accessing services through the Workforce Centers? If so, what are they and what can be done to change this?
- How effectively is IDVR working in partnership with the Workforces Centers? Do you have any recommendations about how to improve this partnership if needed?
- What would you recommend to improve the Workforce Centers' ability to serve individuals with disabilities in Idaho?

Need for establishment, development or improvement of CRPs

- What community-based rehabilitation programs or services need to be created, expanded or improved?
- What services need to be offered in new locations in order to meet people's needs?
- What community-based rehabilitation services are most successful? How are they most successful or what makes them so?

Need for improvement of services or outcomes

- What needs to be done to improve the vocational rehabilitation services that people receive?

Focus Group Protocol – Businesses

Please discuss your familiarity with IDVR and the services they provide to people with disabilities and to businesses.

What needs do you have regarding recruiting people with disabilities for employment?

- Do you do anything specific to attract candidates with disabilities? Please describe.

Please discuss how qualified and prepared individuals with disabilities are when they apply for employment with your business.

What needs do you have regarding applicants with disabilities?

- Are you aware of the incentives for hiring people with disabilities? Would these incentives influence your decision to hire?

What are the qualities you are looking for in an applicant for a given job and an employee?

What needs do you have regarding employees with disabilities?

- Sensitivity training?
- Understanding and compliance with applicable laws?
- Reasonable accommodations?

What challenges do employees with disabilities face with job retention?

What services can IDVR provide to you and to other businesses to increase employment opportunities for people with disabilities in Idaho?

Appendix B

Individual Survey

Survey for Individuals with Disabilities

The Idaho Division of Vocational Rehabilitation (IDVR) is working collaboratively with the State Rehabilitation Council and staff at the Interwork Institute at San Diego State University in order to conduct an assessment of the needs of individuals with disabilities who live in Idaho. The results of this needs assessment will help improve programs and services for persons with disabilities in Idaho.

The following survey includes questions that ask you about the unmet, employment-related needs of persons with disabilities. We anticipate that it will take about 20 minutes of your time to complete the survey. If you prefer, you may ask another individual to complete the survey with you.

If you are a family member, personal attendant or caregiver for a person with a disability and are responding on behalf of an individual with a disability, please answer the survey questions based upon your knowledge of the needs of the person with the disability.

Your participation in this needs assessment is voluntary. If you decide to participate, your responses will be anonymous, that is, recorded without any identifying information that is linked to you. You will not be asked for your name anywhere in this survey.

If you have any questions regarding this survey or if you would prefer to complete this survey in an alternate format, please contact Dr. Chaz Compton at San Diego State University at the following e-mail address or phone number: ccompton@interwork.sdsu.edu (619) 594-7935.

Thank you very much for your time and input!

Q1. Which statement best describes your association with the Idaho Division of Vocational Rehabilitation (IDVR)? (Please select one response)

- ○ I am a current customer of IDVR.
- ○ I am a previous customer of IDVR, my case has been closed.
- ○ I am not familiar with IDVR.
- ○ Other (Please describe.): _____

If you answered I am not familiar with IDVR, skip to Question 4

Q2. Who referred you to IDVR?

- ○ I was self-referred.
- ○ A community rehabilitation program.
- ○ The Social Security Administration.
- ○ The American Job Center through the Idaho Department of Labor.
- ○ My Parole Officer or other court official.
- ○ A behavioral health program.
- ○ High School Teacher.
- ○ My family.
- ○ A friend.
- ○ A healthcare professional.
- ○ A staff member at a college or vocational training program.
- ○ Other (Please describe.): _____

Q3. Why did you go to IDVR for services (check all that apply)?

- ○ I needed help finding a job.
- ○ I was in danger of losing my job.
- ○ I wanted to go to college or some other kind of education after high school.
- ○ I needed money.
- ○ I was told to by someone.
- ○ I don’t know.

○ Other (Please describe.): _____

Demographic Information:

Q4. What is your age?

○ Under 25

○ 25-64

○ 65 and over

Q5. What is your primary race or ethnic group (check all that apply)?

○ African American/Black

○ American Indian or Alaska Native

○ Asian

○ Caucasian/White

○ Hawaiian or Other Pacific Islander

○ Hispanic/Latino

○ I don't know

○ Other (Please describe.): _____

Q6. What is your language of preference for communication?

○ English

○ Spanish

- ○ American Sign Language
- ○ Other (Please identify): _____

Q7. What part of Idaho do you live in?

- ○ Eastern Idaho (Idaho Falls, Pocatello, Blackfoot)
- ○ Southwestern Idaho (Treasure Valley, Boise metro, McCall, Cascade)
- ○ South Central Idaho (Twin Falls, Hailey, Burley)
- ○ Northern Idaho (Coeur d'Alene, Lewiston)

Q8. Which of the following would you use to describe your primary disabling condition? (Select one)

- ○ Blindness or visually impaired
- ○ Intellectual Disability (ID)
- ○ Developmental Disability (DD)
- ○ Learning Disability
- ○ Communication
- ○ Deaf or Hard of Hearing
- ○ Deaf-Blind
- ○ Mental Health Impairment (such as depression, anxiety, bipolar)
- ○ Substance abuse
- ○ Mobility
- ○ Physical
- ○ I don't know
- ○ Other (Please describe.): _____
- ○ No impairment

Q9. If you have a **secondary disabling condition**, which of the following would you use to describe it? (Select one)

If you do not have a secondary disabling condition, please select "No impairment" below.

- ○ Blindness or visually impaired
- ○ Intellectual disability (ID)
- ○ Developmental Disability (DD)
- ○ Learning disability
- ○ Communication
- ○ Deaf or Hard of Hearing
- ○ Deaf-Blind
- ○ Mental Health Impairment (such as depression, anxiety, bipolar)
- ○ Substance abuse
- ○ Mobility
- ○ Physical
- ○ I don't know
- ○ Other (Please describe.): _____
- ○ No impairment

Q10. Please indicate whether you receive the following Social Security disability benefits.

- ○ I receive SSI. (Supplemental Security Income. SSI is a benefit generally provided to individuals with little or no work history)
- ○ I receive SSDI. (Social Security Disability Insurance. SSDI is provided to individuals that have worked in the past and is based on the amount of money the individual paid into the system through payroll deductions)
- ○ I receive SSI and SSDI.
- ○ I receive a check from the Social Security Administration every month, but I do not know which benefit I get.
- ○ I don't know if I receive Social Security disability benefits.
- ○ I do not receive Social Security disability benefits.

Employment-Related Needs:
The next several questions ask you about employment-related needs that you may have.

Q11. Please identify which of the following have been barriers to you getting a job.

	Yes, it has been a barrier	Not a barrier
Lack of education or training	O	O
Lack of job skills	O	O
Lack of job search skills	O	O
Criminal Record	O	O
Limited English skills	O	O
Lack of available jobs	O	O
Employer concerns about my ability to do the job due to my disability	O	O
Lack of assistive technology	O	O
Lack of reasonable accommodations at work	O	O
Lack of attendant care	O	O
Lack of reliable transportation	O	O
Mental health concerns	O	O
Substance abuse	O	O
Lack of childcare	O	O
Lack of housing	O	O

Concern over loss of Social Security benefits due to working	O	O

Q12. If you have experienced other barriers to getting a job not mentioned above, please list them here.

_____
_____
_____

Q13. What are the three most significant barriers that you have faced to getting a job? (pick 3)

- ○ Lack of education or training
- ○ Lack of job skills
- ○ Lack of job search skills
- ○ Criminal record
- ○ Limited English skills
- ○ Lack of available jobs
- ○ Employer concerns about my ability to do the job due to my disability
- ○ Lack of assistive technology
- ○ Lack of reasonable accommodations at work
- ○ Lack of attendant care
- ○ Lack of reliable transportation
- ○ Mental Health concerns
- ○ Substance abuse
- ○ Lack of childcare
- ○ Lack of housing

○ Concern over loss of Social Security benefits due to working

Barriers to Accessing Idaho Division of Vocational Rehabilitation (IDVR) Services:
The next several questions ask you about barriers to accessing IDVR services.

Q14. Please indicate which of the following have been a barrier to you accessing IDVR services.

	Yes, it has been a barrier	Not a barrier
Lack of available transportation to the IDVR office	○	○
IDVR's hours of operation	○	○
Lack of information about available services	○	○
Lack of disability-related accommodations	○	○
I have nobody that can help me access services	○	○
Language barriers	○	○
Difficulties scheduling meetings with my counselor	○	○
Other difficulties with IDVR staff	○	○
Difficulties completing the IDVR application	○	○
Difficulties completing the Individualized Plan for Employment (IPE)	○	○

Q15. Have you had any other challenges or barriers not already mentioned that have made it difficult for you to access IDVR services?

- ○ Yes (Please describe.): _____
  _____
  _____
- ○ No

Q16. Where do you usually meet with your counselor?

- ○ I usually meet with my counselor in my community/school
- ○ I go to an IDVR office to meet with my counselor
- ○ I don't have an IDVR counselor

Q17. How can IDVR change their services to help you get a job?

_____
_____

American Job Centers through the Idaho Department of Labor:
The next several questions ask you about experiences you may have had with the American Job Centers through the Idaho Department of Labor.

Q18. Have you ever tried to use the services of the American Job Center through the Idaho Department of Labor (met with AJC/IDOL staff member) outside of creating an online account?

- ○ Yes
- ○ No

If you answered No to this question, skip to Question 29

Q19. Did you experience any difficulties with the physical accessibility of the building?

- ○ Yes (If yes, please describe the difficulties you experienced):
- ○ No

Q20. Did you have any difficulty accessing the programs at the American Job Center through the Idaho Department of Labor (i.e. no available assistive technology, no interpreters, etc.)?

- ○ Yes
- ○ No

Q21. Did you go to the Center to get training?

- ○ Yes
- ○ No

If you answered No to this question, skip to question 24

Q22. Did you get the training that you were seeking?

- ○ Yes
- ○ No

Q23. Did the training result in employment?

- ○ Yes
- ○ No

Q24. Did you go to the Center to find a job?

- ○ Yes
- ○ No

If you answered No to this question, skip to question 26

Q25. Did they help you find employment?

- ○ Yes
- ○ No

Q26. Were the services at the American Job Center through the Idaho Department of Labor valuable?

- ○ Yes, the services were very valuable
- ○ The services were somewhat valuable
- ○ No, the services were not valuable

Q27. Overall, how would you rate the effectiveness of the American Job Centers in serving individuals with disabilities?

- ○ Very effective
- ○ Somewhat effective
- ○ No opinion
- ○ Somewhat ineffective
- ○ Very ineffective

Q28. If you have any suggestions for the American Job Centers through the Department of Labor to improve their ability to serve individuals with disabilities, please include them in the space provided.

_____

_____

_____

_____

Q29. Please use the space below to share any final thoughts you have on the Idaho Division of Vocational Rehabilitation

_____

_____

_____

_____

This is the end of the survey! Your information and feedback is valuable to IDVR. Thank you for completing the survey. Please mail the survey back in the self-addressed stamped envelope.

Appendix C

Partner Survey

Idaho 2020 CSNA Partner Survey

Start of Block: Default Question Block

Q1 **Idaho Division of Vocational Rehabilitation Community Partner Survey**

The Idaho Division of Vocational Rehabilitation (IDVR) is working collaboratively with the State Rehabilitation Council and staff at the Interwork Institute at San Diego State University in order to conduct an assessment of the needs of individuals with disabilities who live in Idaho. The results of this needs assessment will inform the development of the IDVR State Plan for providing rehabilitation services and will help planners make decisions about programs and services for persons with disabilities.

The following survey includes questions that ask you about the unmet, employment-related needs of persons with disabilities. You will also be asked about the type of work you do and whether you work with specific disability populations. We anticipate that it will take about 20 minutes of your time to complete the survey. Your participation in this needs assessment is voluntary. If you decide to participate, your responses will be anonymous; that is, recorded without any identifying information that is linked to you. You will not be asked for your name anywhere in this survey.

If you have any questions regarding this survey or would like to request the survey in an alternate format, please contact Dr. Chaz Compton at San Diego State University at the following e-mail address or phone: ccompton@interwork.sdsu.edu (619) 594-7935

Thank you for your time and input!

Q2 How would you classify your organization?

- ○ Community Rehabilitation Program
- ○ Secondary School
- ○ Postsecondary school
- ○ Mental Health Provider
- ○ Medical Provider
- ○ Developmental Disability Organization
- ○ Veteran's Agency
- ○ Consumer Advocacy Organization
- ○ Other Federal, State, or Local Government Entity
- ○ Other Public or Private Organization
- ○ Individual Service Provider
- ○ Other (Please describe.) _____

Q27 Where does your organization provide services to individuals with disabilities in Idaho (check all that apply)?

- ○ Eastern Idaho
- ○ Southwestern Idaho
- ○ Southern Idaho
- ○ Northern Idaho

Q4 Please indicate which consumer populations you work with on a regular basis (please check all that apply)

- ☐ Individuals with the most significant disabilities
- ☐ Individuals that are blind
- ☐ Individuals that are deaf
- ☐ Individuals that need supported employment
- ☐ Individuals that are racial or ethnic minorities
- ☐ Individuals from unserved or underserved populations
- ☐ Transition-aged youth (14-24)
- ☐ Individuals served by the American Job Centers through the Idaho Department of Labor
- ☐ Veterans
- ☐ Other (Please describe.)

_____

Q5

Vocational Rehabilitation Services

The following series of questions asks about services available to IDVR consumers either directly or by service providers

---

Q6 Please indicate which of the following services are readily available in your community to the individuals you serve. By "readily available" we mean that services are available in the geographic area where you provide services (check all that apply).

- ☐ Job development services
- ☐ Job training services (Trial Work Experiences, Job Coaching, On-the-job training, etc.)
- ☐ Other education services
- ☐ Assistive technology
- ☐ Vehicle modification assistance
- ☐ Other transportation assistance
- ☐ Income assistance
- ☐ Medical treatment
- ☐ Mental health treatment
- ☐ Substance abuse treatment
- ☐ Personal care attendants
- ☐ Health insurance
- ☐ Housing
- ☐ Benefit planning assistance
- ☐ Other (Please describe.)

_____

Q7 Please indicate which of the following services are **not** readily available or do not exist in the area of the State where you work (check all that apply).

- ☐ Job development services
- ☐ Job training services (TWE, Job Coaching, OJT, etc.)
- ☐ Other education services
- ☐ Assistive technology
- ☐ Vehicle modification assistance
- ☐ Other transportation assistance
- ☐ Income assistance
- ☐ Medical treatment
- ☐ Mental health treatment
- ☐ Substance abuse treatment
- ☐ Personal care attendants
- ☐ Health insurance
- ☐ Housing
- ☐ Benefit planning assistance
- ☐ Other (Please describe.)

_____

Q8 In your experience, how frequently are service providers able to meet the rehabilitation service needs of IDVR consumers in your area?

- ○ All of the time
- ○ Some of the time
- ○ None of the time

Skip To: Q11 If In your experience, how frequently are service providers able to meet the rehabilitation service... = All of the time

Q10 What are the primary reasons that service providers are unable to meet consumers' service needs?

- ☐ Not enough service providers available in area
- ☐ Low quality of service provider services
- ☐ Low rates paid for services
- ☐ Low levels of accountability for poor performance by service providers
- ☐ Consumer barriers prevent successful interactions with service providers
- ☐ Other (Please describe.) _____

Q11 What is the most important change that service providers could make to support consumer's efforts to achieve their employment goals?

_____

Q12 What services do you feel service providers are most effective in providing to IDVR consumers (check all that apply)?

- ☐ Job development services
- ☐ Job training services (TWE, Job Coaching, OJT, etc.)
- ☐ Other education services
- ☐ Assistive technology
- ☐ Vehicle modification assistance
- ☐ Other transportation assistance
- ☐ Income assistance
- ☐ Medical treatment
- ☐ Mental health treatment
- ☐ Substance abuse treatment
- ☐ Personal care attendants
- ☐ Health insurance
- ☐ Housing
- ☐ Benefit planning assistance
- ☐ Other (Please describe.)

_____

Q13

Barriers to Achieving Employment Goals

The next series of questions ask about barriers that IDVR consumers face in achieving their employment goals

---

Q14 What are the most common barriers to achieving employment goals for IDVR consumers (check all that apply)?

- ☐ Not having education or training
- ☐ Not having job skills
- ☐ Little or no work experience
- ☐ Not having job search skills
- ☐ Convictions for criminal offenses
- ☐ Language barriers
- ☐ Poor social skills
- ☐ Not enough jobs available
- ☐ Employers' perceptions about employing persons with disabilities
- ☐ Not having disability-related accommodations
- ☐ Lack of help with disability-related personal care
- ☐ Disability-related transportation issues
- ☐ Other transportation issues
- ☐ Mental health issues
- ☐ Substance abuse issues
- ☐ Other health issues

- ☐ Childcare issues
- ☐ Housing issues
- ☐ Perceptions regarding the impact of income on Social Security benefits
- ☐ Other (Please describe.)

_____

Q15 What are the barriers that prevent IDVR consumers with the **most significant disabilities** from achieving their employment goals?

- ☐ Not having education or training
- ☐ Not having job skills
- ☐ Little or no work experience
- ☐ Not having job search skills
- ☐ Convictions for criminal offenses
- ☐ Language barriers
- ☐ Poor social skills
- ☐ Not enough jobs available
- ☐ Employers' perceptions about employing persons with disabilities
- ☐ Not having disability-related accommodations
- ☐ Lack of help with disability-related personal care
- ☐ Disability-related transportation issues
- ☐ Other transportation issues
- ☐ Mental health issues
- ☐ Substance abuse issues
- ☐ Other health issues

- ☐ Childcare issues
- ☐ Housing issues
- ☐ Perceptions regarding the impact of income on Social Security benefits
- ☐ Other (Please describe.)

_____

Q16 What are the barriers that prevent IDVR consumers who are **youth in transition** from achieving their employment goals?

- ☐ Not having education or training
- ☐ Not having job skills
- ☐ Little or no work experience
- ☐ Not having job search skills
- ☐ Convictions for criminal offenses
- ☐ Language barriers
- ☐ Poor social skills
- ☐ Not enough jobs available
- ☐ Employers' perceptions about employing persons with disabilities
- ☐ Not having disability-related accommodations
- ☐ Lack of help with disability-related personal care
- ☐ Disability-related transportation issues
- ☐ Other transportation issues
- ☐ Mental health issues
- ☐ Substance abuse issues
- ☐ Other health issues

- [ ] Childcare issues
- [ ] Housing issues
- [ ] Perceptions regarding the impact of income on Social Security disability benefits
- [ ] Other (Please describe.)

_____

Q17 What are the barriers that prevent IDVR consumers who are **racial or ethnic minorities** from achieving their employment goals?

- ☐ Not having education or training
- ☐ Not having job skills
- ☐ Little or no work experience
- ☐ Not having job search skills
- ☐ Convictions for criminal offenses
- ☐ Language barriers
- ☐ Poor social skills
- ☐ Not enough jobs available
- ☐ Employers' perceptions about employing persons with disabilities
- ☐ Not having disability-related accommodations
- ☐ Lack of help with disability-related personal care
- ☐ Disability-related transportation issues
- ☐ Other transportation issues
- ☐ Mental health issues
- ☐ Substance abuse issues
- ☐ Other health issues

- ☐ Childcare issues
- ☐ Housing issues
- ☐ Perceptions regarding the impact of income on Social Security benefits
- ☐ Other (Please describe.)

_____

Q18 What are the top three reasons that people with disabilities find it difficult to **access** IDVR services (please select a maximum of three reasons)?

- ☐ Limited accessibility of IDVR via public transportation
- ☐ Other challenges related to the physical location of the IDVR office
- ☐ Inadequate disability-related accommodations
- ☐ Language barriers
- ☐ Difficulties completing the application
- ☐ Difficulties completing the Individualized Plan for Employment (IPE)
- ☐ Inadequate assessment services
- ☐ Slow service delivery
- ☐ Difficulties accessing training or education programs
- ☐ Lack of options for the use of technology to communicate with IDVR staff such as Skype, text, etc.
- ☐ IDVR staff do not meet consumers in the communities where the consumers live
- ☐ Other (Please describe.)

_____

Q19 What are the top three changes that would help you better serve IDVR consumers (please select a maximum of three changes)?

- ☐ Smaller caseload
- ☐ More streamlined processes
- ☐ Reduced documentation requirements
- ☐ Improved communication with referring IDVR counselor
- ☐ Additional training
- ☐ Higher rates paid by IDVR for services
- ☐ Referral of appropriate individuals
- ☐ Improved business partnerships
- ☐ Incentives for high performance paid by IDVR
- ☐ Increased options for technology use to communicate with consumers
- ☐ Increased collaboration with Idaho Workforce Centers
- ☐ Other (Please describe.)

_____

Q20

American Job Centers through the Idaho Department of Labor

The following series of questions asks you about the American Job Centers through the Idaho

Department of Labor

Q21 How frequently do you work with the American Job Centers through the Idaho Department of Labor?

- ○ Very frequently
- ○ Somewhat frequently
- ○ Infrequently
- ○ Not at all

Q22 How physically accessible are the American Job Centers through the Idaho Department of Labor for individuals with disabilities?

- ○ Fully accessible
- ○ Somewhat accessible
- ○ Not accessible
- ○ I do not know

Q23 How programmatically accessible are the Centers?

- ○ Fully accessible
- ○ Somewhat accessible
- ○ Not accessible
- ○ I do not know

Q24 In your opinion, how effectively do the Centers serve individuals with disabilities?

- ○ Very effectively
- ○ Effectively
- ○ Not effectively
- ○ They do not serve individuals with disabilities

Q25 What can the American Job Centers through the Idaho Department of Labor do to improve services to individuals with disabilities (Check all that apply)?

- ☐ Improve physical accessibility
- ☐ Improve programmatic accessibility
- ☐ Train their staff on how to work with individuals with disabilities
- ☐ Include individuals with disabilities when purchasing training for their consumers
- ☐ Partner more effectively with IDVR
- ☐ Other (Please describe.) _____

Q26
Your feedback is valuable to us, and we would like to thank you for taking the time to complete the survey!

Please select the "NEXT" button below to submit your responses.

End of Block: Default Question Block

Appendix D

Staff Survey

Idaho 2020 CSNA Staff Survey

Start of Block: Default Question Block

Q1 **Idaho Division of Vocational Rehabilitation Staff Survey**

The Idaho Division of Vocational Rehabilitation (IDVR) is working collaboratively with the State Rehabilitation Council and staff at the Interwork Institute at San Diego State University in order to conduct an assessment of the needs of individuals with disabilities who live in Idaho. The results of this needs assessment will inform the development of the IDVR State Plan for providing rehabilitation services and will help planners make decisions about programs and services for persons with disabilities.

The following survey includes questions that ask you about the unmet, employment-related needs of persons with disabilities. You will also be asked about the type of work you do and whether you work with specific disability populations. We anticipate that it will take about 20 minutes of your time to complete the survey. Your participation in this needs assessment is voluntary. If you decide to participate, your responses will be anonymous; that is, recorded without any identifying information that is linked to you. You will not be asked for your name anywhere in this survey.

If you have any questions regarding this survey or would like to request the survey in an alternate format, please contact Dr. Chaz Compton at San Diego State University at the following e-mail address or phone: ccompton@interwork.sdsu.edu (619) 594-7935

Thank you for your time and input!

Q2 What is your job title?

_____

Q3 How long have you worked in the job that you have now?

- ○ Less than one year
- ○ 1-5 years
- ○ 6-10 years
- ○ 11-20 years
- ○ 21+ years

Q4

Vocational Rehabilitation Services

The following series of questions asks about services available to IDVR consumers either directly or by service providers

---

Q5 Please indicate which of the following services are readily available to IDVR consumers. By "readily available" we mean that services are available in the geographic area where you provide services (check all that apply).

- ☐ Job development services
- ☐ Job training services (TWE, Job Coaching, OJT, etc.)
- ☐ Other education services
- ☐ Assistive technology
- ☐ Vehicle modification assistance
- ☐ Other transportation assistance
- ☐ Income assistance
- ☐ Medical treatment
- ☐ Mental health treatment
- ☐ Substance abuse treatment
- ☐ Personal care attendants
- ☐ Health insurance
- ☐ Housing
- ☐ Benefit planning assistance
- ☐ Other (Please describe.)

_____

Q6 Please indicate which of the following service are not readily available or do not exist in the area of the State where you work (check all that apply).

- ☐ Job development services
- ☐ Job training services (TWE, Job Coaching, OJT, etc.)
- ☐ Other education services
- ☐ Assistive technology
- ☐ Vehicle modification assistance
- ☐ Other transportation assistance
- ☐ Income assistance
- ☐ Medical treatment
- ☐ Mental health treatment
- ☐ Substance abuse treatment
- ☐ Personal care attendants
- ☐ Health insurance
- ☐ Housing
- ☐ Benefit planning assistance
- ☐ Other (Please describe.)

_____

Q7 In your experience, how frequently are service providers able to meet the rehabilitation service needs of IDVR consumers in your area?

- ○ All of the time
- ○ Some of the time
- ○ None of the time

Skip To: Q10 If In your experience, how frequently are service providers able to meet the rehabilitation service... = All of the time

Q8 What rehabilitation needs are service providers unable to meet in your area? (Check all that apply).

- ☐ Job development services
- ☐ Job training services (TWE, Job Coaching, OJT, etc.)
- ☐ Other education services
- ☐ Assistive technology
- ☐ Vehicle modification assistance
- ☐ Other transportation assistance
- ☐ Income assistance
- ☐ Medical treatment
- ☐ Mental health treatment
- ☐ Substance abuse treatment
- ☐ Personal care attendants
- ☐ Housing
- ☐ Benefit planning assistance
- ☐ Other (Please describe.)

_____

Q9 What are the primary reasons that service providers are unable to meet consumers' service needs?

- ☐ Not enough service providers available in area
- ☐ Low quality of service provider services
- ☐ Low rates paid for services
- ☐ Low levels of accountability for poor performance by service providers
- ☐ Consumer barriers prevent successful interactions with service providers
- ☐ Other (Please describe.)

_____

Q10 What is the most important change that service providers could make to support consumer's efforts to achieve their employment goals?

_____

Q11 What services do you feel IDVR are most effective in providing to its consumers either directly or through community partners (check all that apply).

- ☐ Job development services
- ☐ Job training services (TWE, Job Coaching, OJT, etc.)
- ☐ Other education services
- ☐ Assistive technology
- ☐ Vehicle modification assistance
- ☐ Other transportation assistance
- ☐ Income assistance
- ☐ Medical treatment
- ☐ Mental health treatment
- ☐ Substance abuse treatment
- ☐ Personal care attendants
- ☐ Housing
- ☐ Benefit planning assistance
- ☐ Other (Please describe.)

_____

Q12

Barriers to Achieving Employment Goals

The next series of questions ask about barriers that IDVR consumers face in achieving their employment goals

Q13 What are the most common barriers to achieving employment goals for IDVR consumers (check all that apply)?

- ☐ Not having education or training
- ☐ Not having job skills
- ☐ Little or no work experience
- ☐ Not having job search skills
- ☐ Convictions for criminal offenses
- ☐ Language barriers
- ☐ Poor social skills
- ☐ Not enough jobs available
- ☐ Employers' perceptions about employing persons with disabilities
- ☐ Not having disability-related accommodations
- ☐ Lack of help with disability-related personal care
- ☐ Disability-related transportation issues
- ☐ Other transportation issues
- ☐ Mental health issues
- ☐ Substance abuse issues
- ☐ Other health issues

- ☐ Childcare issues
- ☐ Housing issues
- ☐ Perceptions regarding the impact of income on Social Security benefits
- ☐ Other (Please describe.)

_____

Q14 What are the barriers that prevent IDVR consumers with the **most significant disabilities** from achieving their employment goals?

- ☐ Not having education or training
- ☐ Not having job skills
- ☐ Little or no work experience
- ☐ Not having job search skills
- ☐ Convictions for criminal offenses
- ☐ Language barriers
- ☐ Poor social skills
- ☐ Not enough jobs available
- ☐ Employers' perceptions about employing persons with disabilities
- ☐ Not having disability-related accommodations
- ☐ Lack of help with disability-related personal care
- ☐ Disability-related transportation issues
- ☐ Other transportation issues
- ☐ Mental health issues
- ☐ Substance abuse issues
- ☐ Other health issues

- [ ] Childcare issues
- [ ] Housing issues
- [ ] Perceptions regarding the impact of income on Social Security benefits
- [ ] Other (Please describe.)

_____

Q15 What are the barriers that prevent IDVR consumers who are **youth in transition** from achieving their employment goals?

- ☐ Not having education or training
- ☐ Not having job skills
- ☐ Little or no work experience
- ☐ Not having job search skills
- ☐ Convictions for criminal offenses
- ☐ Language barriers
- ☐ Poor social skills
- ☐ Not enough jobs available
- ☐ Employers' perceptions about employing persons with disabilities
- ☐ Not having disability-related accommodations
- ☐ Lack of help with disability-related personal care
- ☐ Disability-related transportation issues
- ☐ Other transportation issues
- ☐ Mental health issues
- ☐ Substance abuse issues
- ☐ Other health issues

- ☐ Childcare issues
- ☐ Housing issues
- ☐ Perceptions regarding the impact of income on Social Security benefits
- ☐ Other (Please describe.)

_____

Q16 What are the barriers that prevent IDVR consumers who are **racial or ethnic minorities** from achieving their employment goals?

- ☐ Not having education or training
- ☐ Not having job skills
- ☐ Little or no work experience
- ☐ Not having job search skills
- ☐ Convictions for criminal offenses
- ☐ Language barriers
- ☐ Poor social skills
- ☐ Not enough jobs available
- ☐ Employers' perceptions about employing persons with disabilities
- ☐ Not having disability-related accommodations
- ☐ Lack of help with disability-related personal care
- ☐ Disability-related transportation issues
- ☐ Other transportation issues
- ☐ Mental health issues
- ☐ Substance abuse issues
- ☐ Other health issues

- [ ] Childcare issues
- [ ] Housing issues
- [ ] Perceptions regarding the impact of income on Social Security benefits
- [ ] Other (Please describe.)

_____

Q17 What are the top three reasons that people with disabilities find it difficult to **access** IDVR services (please select a maximum of three reasons)?

- ☐ Limited accessibility of IDVR via public transportation
- ☐ Other challenges related to the physical location of the IDVR office
- ☐ Inadequate disability-related accommodations
- ☐ Language barriers
- ☐ Difficulties completing the application
- ☐ Difficulties completing the Individualized Plan for Employment (IPE)
- ☐ Inadequate assessment services
- ☐ Slow service delivery
- ☐ Difficulties accessing training or education programs
- ☐ Lack of options for the use of technology to communicate with IDVR staff such as Skype, text, etc.
- ☐ IDVR staff do not meet consumers in the communities where the consumers live
- ☐ Other (Please describe.)

_____

Q18 What are the top three changes that would help you better serve IDVR consumers (please select a maximum of three changes)?

- ☐ Smaller caseload
- ☐ More streamlined processes
- ☐ Better data management tools
- ☐ Better assessment tools
- ☐ Additional training (please identify what training areas you have need of)

_____

- ☐ More administrative support
- ☐ More supervisor support
- ☐ Improved business partnerships
- ☐ More community-based service providers for specific services
- ☐ More effective community-based service providers
- ☐ Accountability for poor performance by service providers
- ☐ Incentives for high performing service providers
- ☐ Increased outreach to consumers
- ☐ Increased options for technology use to communicate with consumers
- ☐ Increased collaboration with other workforce partners including Workforce Centers

☐ Other (Please describe.)

_____

Q19
American Job Centers through the Idaho Department of Labor Centers
The following series of questions asks you about the American Job Centers through the Idaho Department of Labor

---

Q20 How frequently do you work with the American Job Centers through the Idaho Department of Labor?

○ Very frequently

○ Somewhat frequently

○ Infrequently

○ Not at all

Q21 How physically accessible are the American Job Centers through the Idaho Department of Labor for individuals with disabilities?

○ Fully accessible

○ Somewhat accessible

○ Not accessible

○ I do not know

Q22 How programmatically accessible are the American Job Centers through the Idaho Department of Labor?

- ○ Fully accessible
- ○ Somewhat accessible
- ○ Not accessible
- ○ I do not know

Q23 In your opinion, how effectively do the American Job Centers through the Idaho Department of Labor serve individuals with disabilities?

- ○ Very effectively
- ○ Effectively
- ○ Not effectively
- ○ They do not serve individuals with disabilities

Q24 What can the American Job Centers through the Idaho Department of Labor do to improve services to individuals with disabilities (Check all that apply)?

- ☐ Improve physical accessibility
- ☐ Improve programmatic accessibility
- ☐ Train their staff on how to work with individuals with disabilities
- ☐ Include individuals with disabilities when purchasing training for their consumers
- ☐ Partner more effectively with IDVR
- ☐ Other (Please describe.) _____

Q25 Your feedback is valuable to us, and we would like to thank you for taking the time to complete the survey!

Please select the "NEXT" button below to submit your responses.

End of Block: Default Question Block

Appendix E

Business Survey

Idaho 2020 CSNA Business Survey

Q1. The purpose of this survey is to learn more about the needs of businesses and employers with respect to partnering with the Idaho Division of Vocational Rehabilitation (IDVR) and employing and accommodating workers with disabilities.

The information that you provide will help IDVR to more effectively respond to the needs of businesses and will influence the planning and delivery of vocational services to persons with disabilities. For the purposes of our survey, an individual with a disability is a person who: Has a physical or mental disability that experiences barriers or challenges to employment.

This survey will take approximately five minutes to complete. Your responses will be kept confidential and you will not be asked for your name or the name of your organization anywhere in the survey. Please select the response to each question that best describes your needs at this time.

If you have any questions regarding this survey or if you would prefer to complete this survey in an alternate format, please contact Dr. Chaz Compton at San Diego State University at the following e-mail address or phone number: ccompton@interwork.sdsu.edu or (619) 594-7935.

Thank you very much for your time and input!

Q2 Which of the following best describes your type of business? (select one response)

- ○ Service
- ○ Retail
- ○ Manufacturing
- ○ Agriculture/Forestry/Fishing
- ○ Construction
- ○ Government
- ○ Education
- ○ Health care
- ○ Banking/Finance
- ○ Gambling/Casino
- ○ Other (please describe) _____

Q3 How many people are employed at your business? (select one response)

- ○ 1 - 15
- ○ 16 - 50
- ○ 51 - 250
- ○ 251 - 999
- ○ 1,000 or more

Q4 **Disability in the Workplace**:
Does your business need help... (select one response for each)

	Yes	No
Understanding disability-related legislation such as the Americans with Disabilities Act as amended, the Workforce Innovation and Opportunity Act and the Rehabilitation Act as amended?	○	○
Identifying job accommodations for workers with disabilities?	○	○
Recruiting job applicants who are people with disabilities?	○	○
Helping workers with disabilities to retain employment?	○	○
Obtaining training on the different types of disabilities?	○	○
Obtaining training on sensitivity to workers with disabilities?	○	○
Obtaining incentives for employing workers with disabilities?	○	○
Obtaining information on training programs available for workers with disabilities?	○	○

Q5 If you would like to comment further on any of your answers above, or if you have additional comments or needs regarding disability in the workplace, please describe them in the space below.

_____

_____

_____

_____

_____

Q6 **Applicants with disabilities:**
With respect to applicants with disabilities, does your business need help... (select one response for each)

	Yes	No
Recruiting applicants who meet the job qualifications?	○	○
Recruiting applicants with good work habits?	○	○
Recruiting applicants with good social/interpersonal skills?	○	○
Assessing applicants' skills?	○	○
Discussing reasonable job accommodations with applicants?	○	○
Identifying reasonable job accommodations for applicants?	○	○

Q7 If you would like to comment further on any of your answers above, or if you have additional comments or needs regarding applicants with disabilities, please describe them in the space below.

_____

_____

_____

Q8 **Employees with disabilities**:
With respect to employees with disabilities you have now or have had in the past, what are the challenges you have experienced with them regarding job retention?

- ☐ Poor attendance
- ☐ Difficulty learning job skills
- ☐ Slow work speed
- ☐ Poor work stamina
- ☐ Poor social skills
- ☐ Physical health problems
- ☐ Mental health concerns
- ☐ Language barriers
- ☐ Identifying effective accommodations
- ☐ Lack of transportation
- ☐ Other (please describe)

_____

- ☐ I have no knowledge of any challenges we have had retaining employees with disabilities

Q9 If you would like to comment further on any of your answers above, or if you have additional comments or needs regarding employees with disabilities, please describe them in the space below.

_____

_____

_____

_____

_____

Q10 How would you rate your knowledge of IDVR and the services they can provide to businesses?

- ○ Very knowledgeable
- ○ Somewhat knowledgeable
- ○ Little or no knowledge

Q11 Has your business utilized any of the services that IDVR provides?

- ○ Yes
- ○ No
- ○ I don't know

Skip To: Q2 If Has your business utilized any of the services that IDVR provides? = No

Q12 Which of the following services did IDVR provide to your business (please select all that apply)?

- ☐ Training in understanding disability-related legislation such as the Americans with Disabilities Act as amended, the Workforce Innovation and Opportunity Act and the Rehabilitation Act as amended?
- ☐ Assistance identifying job accommodations for workers with disabilities?
- ☐ Recruiting job applicants who are people with disabilities?
- ☐ Helping workers with disabilities to retain employment?
- ☐ Obtaining training on the different types of disabilities?
- ☐ Obtaining training on sensitivity to workers with disabilities?
- ☐ Obtaining incentives for employing workers with disabilities?
- ☐ Obtaining information on training programs available for workers with disabilities?
- ☐ Recruiting applicants who meet the job qualifications?
- ☐ Recruiting applicants with good work habits?
- ☐ Recruiting applicants with good social/interpersonal skills?
- ☐ Assessing applicants' skills?
- ☐ Discussing reasonable job accommodations with applicants?
- ☐ Identifying reasonable job accommodations for applicants?
- ☐ Other (Please describe.)

_____

Q13 How satisfied were you with the services you received from IDVR?

- ○ Very satisfied
- ○ Satisfied
- ○ Neither satisfied nor dissatisfied
- ○ Dissatisfied
- ○ Very dissatisfied

Q14 If your business has any needs related to applicants or workers with disabilities that are not currently being met please describe them here:

_____

_____

_____

_____

_____

Q15 Your feedback is valuable to us, and we would like to thank you for taking the time to complete the survey!

Appendix F

Transition Survey

Idaho 2020 CSNA Transition Survey

Start of Block: Default Question Block

Q1 **Idaho Division of Vocational Rehabilitation Transition Needs Assessment**

The Idaho Division of Vocational Rehabilitation (IDVR) is doing an assessment of the needs of youth with disabilities that are between the ages of 14-24 as they transition to postsecondary education or employment.

The following survey asks students or youth with disabilities about the value of services they may have already received or need to receive to prepare them to transition to postsecondary education or employment. Your participation in this needs assessment is voluntary. If you decide to participate, your responses will be anonymous, that is, recorded without any identifying information that is linked to you. You will not be asked for your name anywhere in this survey.

If you prefer, you may ask a family member, a personal attendant, or a caregiver to complete the survey for you. If you are a family member, personal attendant or caregiver for a youth with a disability and are responding on behalf of a youth with a disability, please answer the survey questions based upon your knowledge of the needs of the youth with the disability.

If you have any questions regarding this survey or if you would prefer to complete this survey in an alternate format, please contact Dr. Chaz Compton at San Diego State University at the following e-mail address or phone number: ccompton@interwork.sdsu.edu (619) 594-7935

Thank you very much for your time and input!

Page Break

Q2 Are you a transition-age youth or someone completing the survey on behalf of a transition-age youth?

- ○ I am a transition-age youth
- ○ I am completing the survey on behalf of a transition-age youth

---

Q3 What is your age?

- ○ 14-21
- ○ 22-24
- ○ 25 years or older

Q4 What statement best describes your association with the Idaho Division of Vocational Rehabilitation (IDVR)?

- ○ I am not familiar with IDVR
- ○ I am a current consumer of IDVR
- ○ I am a former consumer of IDVR and my case has been closed

---

Q5 What part of Idaho do you live in?

- ○ Eastern Idaho
- ○ Southwestern Idaho
- ○ Southern Idaho
- ○ Northern Idaho

Q6 What is your primary disability?

- ○ Learning Disability
- ○ Intellectual disability or other developmental disability
- ○ Mental health disability
- ○ Substance abuse disability
- ○ Deaf or hard of hearing
- ○ Blind or visually impaired
- ○ Physical/mobility
- ○ Communication
- ○ Unsure
- ○ Other (Please describe.) _____

Page Break

Q7 Did you receive any pre-employment transition services?

- ○ Yes
- ○ No
- ○ I am not sure

Skip To: Q23 If Did you receive any pre-employment transition services? = No

Q8 Did you receive job exploration counseling?

- ○ Yes
- ○ No

Skip To: Q11 If Did you receive job exploration counseling? = No

Q9 How would you rate the job exploration counseling you received?

- ○ Excellent
- ○ Good
- ○ Average
- ○ Poor

Q10 What would you recommend to improve job exploration counseling?

_____

Q11 Did you participate in work-based learning experience(s)?

- ○ Yes
- ○ No

Skip To: Q14 If Did you participate in work-based learning experience(s)? = No

Q12 How would you rate the work-based learning experience(s) you participated in?

- ○ Excellent
- ○ Good
- ○ Average
- ○ Poor

Q13 What would you recommend to improve work-based learning experiences?

_____

Q14 Did you receive counseling on opportunities for enrollment in postsecondary education?

- ○ Yes
- ○ No

Skip To: Q17 If Did you receive counseling on opportunities for enrollment in postsecondary education? = No

Q15 How would you rate the counseling on opportunities for enrollment in postsecondary education you received?

- ○ Excellent
- ○ Good
- ○ Average
- ○ Poor

Q16 What would you recommend to improve counseling on opportunities for enrollment in postsecondary education?

_____

Q17 Did you receive social skills or independent living training?

- ○ Yes
- ○ No

Skip To: Q20 If Did you receive social skills or independent living training? = No

---

Q18 How would you rate the social skills or independent living training you received?

- ○ Excellent
- ○ Good
- ○ Average
- ○ Poor

Q19 What would you recommend to improve social skills or independent living training?

_____

Q20 Did you receive instruction in self-advocacy, which may include peer mentoring?

- ○ Yes
- ○ No

Skip To: Q23 If Did you receive instruction in self-advocacy, which may include peer mentoring? = No

---

Q21 How would you rate the instruction in self-advocacy, which may include peer mentoring that you received?

- ○ Excellent
- ○ Good
- ○ Average
- ○ Poor

Q22 What would you recommend to improve instruction in self-advocacy, which may include peer mentoring?

_____

Q23 Other than pre-employment transition services, what services do you need to help you get and keep the job you want? (Check all that apply)

- ○ Transportation
- ○ College education
- ○ Vocational training
- ○ Assistive technology
- ○ Help with employment preparation activities like writing a resume, completing an application and interviewing.
- ○ Help finding a job
- ○ Mental health counseling
- ○ Substance abuse counseling
- ○ Child care
- ○ Affordable housing
- ○ Support on the job like a job coach
- ○ Other (Please describe.) _____

Q24 What are the three most important services you need to get and keep the job you want?

- ☐ Transportation
- ☐ College education
- ☐ Vocational training
- ☐ Assistive technology
- ☐ Help with employment preparation activities like writing a resume, completing an application and interviewing.
- ☐ Help finding a job
- ☐ Mental health counseling
- ☐ Substance abuse counseling
- ☐ Child care
- ☐ Affordable housing
- ☐ Support on the job like a job coach
- ☐ Other (Please describe.)

_____

Q25 Please use the space below to add any other comments about services that would help you to prepare for, obtain or retain employment?

_____

Q26 This is the end of the survey. Thank you for taking the time to complete this survey. Please click the "next" button to record your answers.

End of Block: Default Question Block