



University of Connecticut Health Center

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Connecticut's Medicaid Infrastructure Grant: Local Level Pilot Initiative Evaluation - **APPENDICES**

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VII. Appendices

Appendix A:	Local Level Pilots Descriptive Information	1
Appendix B:	Evaluation Components from July 2008 Local Level Pilot Training	4
Appendix C:	Summary of Local Level Pilots' Process Measures	5
Appendix D:	Summary of Local Level Pilots' Process Issues Reported	9
Appendix E:	Local Level Pilots' Interview Qualitative Responses to Process Measures	17
Appendix F:	Summary of Activities by Priority, by Type of Infrastructure Change and by Sustainability Plan	21
Appendix G:	Local Level Pilots' Interview Qualitative Responses to Outcome Measures	29
Appendix H:	Barriers – Outcomes – Measures Document from LLPs' Strategic Plans	32
Appendix I:	Activities by Local Level Pilot for Transition Priority Area	46
Appendix J:	Activities by Local Level Pilot for Employment Priority Area	54
Appendix K:	Activities by Local Level Pilot for Transportation Priority Area	61

Appendix A: Local Level Pilots Descriptive Information

Abbr. ¹	Pilot Site	Project Coordinator RFQ Lead ²	LLP Service Area ³	Description of LLP Organization ⁴	LLP Priorities per RFQ ⁵	Partner Collaborations ⁶
ARCNL	Arc of New London County	Paul Harvey Christine Jeffers	New London County focus on Norwich, Waterford and Lisbon public school districts	Not for profit grass roots organization founded in 1952 by parents of children with mental retardations to provide educational opportunities for their children; provides programs for competitive and independent employment, community living skills, employment services to students with disabilities	Transition Employment Transportation	
BCOrg	Bristol Community Org. Inc.	Daniel Britt Deidra Ierardi	Bristol and Plymouth	Community Action Agency founded 1972; serves low income and disabled 18 year olds through seniors, support disabled residents access programs and provider of local transportation for Dial-A-Ride	Transition Employment Transportation	

¹ Abbr. = abbreviation for local level pilot name

² Project Coordinator had primary responsibility for pilot activities. RFQ = Request for Qualification sent out by DAS on Oct 31, 2007 and due back by Dec 12, 2007.

RFQ Lead is the primary writer of the RFQ listed as the second person if different from the Project Coordinator.

³ LLP = local level pilot; LLP service area are the towns/regions included as part of the LLP activities.

⁴ Descriptions of LLP organizations are excerpts from the information provided in the original RFQ.

⁵ Local level pilots were to select either one or both transition and employment (recruitment, hiring and promotion) priorities plus all were expected to include transportation as another priority for innovative infrastructure change activities.

⁶ Partner Collaborations were organizations subcontracted by the lead pilot organization as partners involved in the local pilot activities including planning and implementation phases.

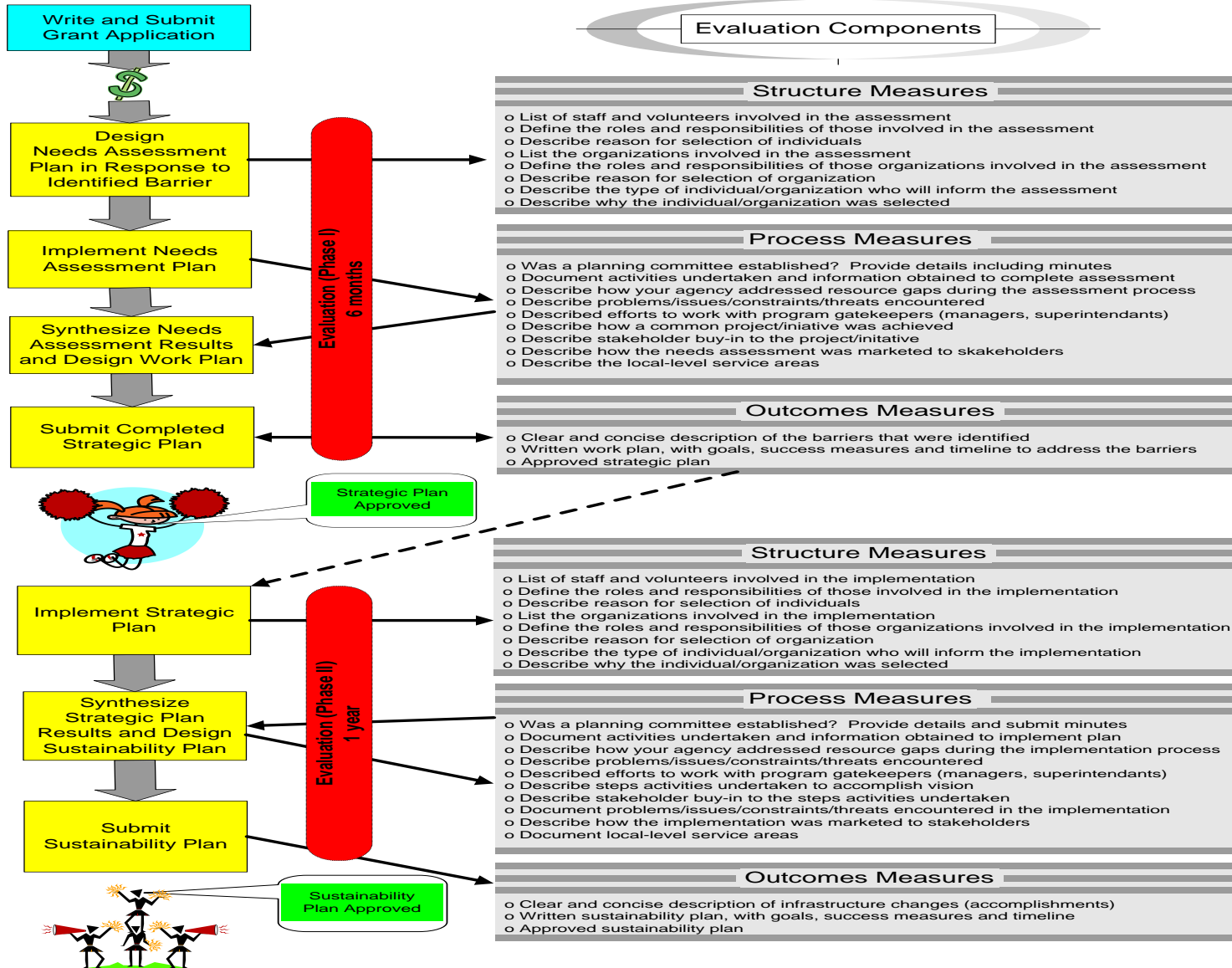
Abbr.¹	Pilot Site	Project Coordinator RFQ Lead²	LLP Service Area³	Description of LLP Organization⁴	LLP Priorities per RFQ⁵	Partner Collaborations⁶
CACIL	CT Assoc. of Centers for Independent Living	Gary Waterhouse	Windham region (10 towns)	Not for profit established 1998 to provide a broad range of services for people of all ages with all types of disabilities; their mission is to empower persons with disabilities to improve their quality of life.	Employment Transportation	Disability Network of Eastern CT Windham Regional Transit District
CREC	Capitol Region Education Council	Karen Halliday Margaret MacDonald	Bloomfield and Rocky Hill	1 of 6 regional education services centers in CT established in 1966; public educational authority for the purpose of cooperative action to furnish programs and services	Transition Transportation	Bloomfield School District Rocky Hill Public Schools
NEAT	New England Assistive Technology Center at Oak Hill	Lee Learson	Hartford region (10 towns): Hartford, W. Hartford, E. Hartford, Avon, Bloomfield, Windsor, Wethersfield, New Britain, Farmington	Oak Hill is the largest private provider of services for people with disabilities in CT; in 1999 the NEAT Center at Oak Hill began; NEAT provides comprehensive services in assistive technology, computer lab, training	Employment Transportation	
New-Haven	City of New Haven	Therese Nadeau Michelle Duprey, Esq	City of New Haven (focus on 14-20 year old population)	Department of Services for Persons with Disabilities	Transition Employment ⁷ Transportation	Holt, Wexler & Farnam LLP (planning phase only)

⁷ The City of New Haven and the WorkPlace RFQs indicated priority focus on transition, then during the strategic planning phase both pilot organizations included an employment objective with identified barrier and proposed infrastructure change with outcome measures.

Abbr. ¹	Pilot Site	Project Coordinator RFQ Lead ²	LLP Service Area ³	Description of LLP Organization ⁴	LLP Priorities per RFQ ⁵	Partner Collaborations ⁶
PODoors (PAP)	Parents Opening Doors (Padres Abriendo Puertas)	Serafin Mendez	City of Hartford and New Britain	Only Latino community-based organization in City of Hartford devoted to the inclusion of children with developmental and mental health disabilities; parent organization to advocate for children; provide trainings, services and linkages between Hartford public schools and families of children receiving special education services.	Transition Transportation	
WorkAll	Workforce Alliance	Laura Micklus Christine Reardon	New Haven and Meriden (CTWorks One-Stop Career Centers catchment area)	South Central CT Workforce Investment Board established in 1982; includes 4 One-Stop Career Centers (CTWorks Career Centers)with assistive technology and funded Disability program Navigator position	Transition Employment Transportation	Holt, Wexler & Farnam LLP CT Autism Spectrum Director (planning phase only)
Work-place	The WorkPlace, Inc.	Joyce Barclay Tom Sobocinski	20-town region lower Fairfield County and New Haven County (based in Bridgeport)	Southwestern CT 's Regional Workforce Investment Board; administers workforce development funds and coordinates providers of job training and education programs	Transition Employment ⁷ Transportation	

Appendix B: Evaluation Components from July 2008 Local Level Pilot Training

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Appendix C: Summary of Local Level Pilots' Process Measures

Process Measure	Planning Phase	Implementation Phase
<i>Service area and constituents</i>	<ul style="list-style-type: none"> • 5 pilots focused on 1 or 2 cities/towns or school districts; 1 of these focused only on youth age-group in a single city • 4 pilots worked with large area including adults and youth 	<ul style="list-style-type: none"> • Same service area for all pilots except 1 which experienced a withdrawal from participation of 1 of the 2 school districts
<i>Meetings with planning committee, subcommittees, or steering committees</i>	<ul style="list-style-type: none"> • All pilots had large committee memberships with diverse backgrounds • 5 pilots had frequent meetings 4 or more • 4 pilots had 3 or fewer meetings • All pilots used the planning committee or subcommittees as workgroups to prepare information for the strategic plan • 2 pilots with large informational only planning committees also conducted working subcommittees 	<ul style="list-style-type: none"> • 2 pilots with active steering committees met frequently (up to monthly meetings) • 1 pilot had monthly advisory committee meetings • 3 pilots had subcommittees meet 3 – 4 times • 3 pilots did not have any formal meetings • 2 pilots replaced committee meetings with regular staff team meetings to monitor project progress
<i>Minutes and assignments</i>	<ul style="list-style-type: none"> • 7 pilots always prepared minutes from the meetings, 1 pilot completed for some meetings, and 1 pilot did not have minutes • At least 3 pilots had expectations of accountability of committee members to complete assigned work between meetings 	<ul style="list-style-type: none"> • 5 of the 6 with regular meetings had minutes • 2 pilots with active committees continued with expectations to complete assignments

Process Measure	Planning Phase	Implementation Phase
<i>Needs assessment, data collection</i>	8 pilots used 2 or more of following: <ul style="list-style-type: none"> • 5 pilots used focus groups • 4 pilots referred to data from other reports (i.e. transportation LOCHSTP, asset map gap analysis) • 3 pilots conducted surveys with employers • 3 pilots conducted individual interviews • 2 pilots used subcommittees to determine needs and objectives • 1 pilot included public opinions from open forum meetings • 1 pilot collected feedback during other committee meetings within the organization • 1 pilot used consensus process with advisors 	<ul style="list-style-type: none"> • Not applicable
<i>Achievement of Common Objectives</i>	<ul style="list-style-type: none"> • 4 pilots ensured open communications and feedback • 3 pilots used agendas to maintain focus on priority objective • 3 pilots described using consensus building • 2 pilots engaged committees through outreach and ownership of activities • 1 pilot reported having the experts on committees • 1 pilot used logic model to reach common goals with committee • 3 pilots conducted regular staff meetings 	<ul style="list-style-type: none"> • 5 pilots ensured open communications and feedback • 2 pilots continued committee meetings • 2 pilots reported direct involvement and communications between project coordinator and members • 1 pilot supported mutually beneficial needs between committee and pilot • 4 pilots kept staff engaged with regular meetings and communications

Process Measure	Planning Phase	Implementation Phase
<i>Efforts to work with gatekeepers</i>	<ul style="list-style-type: none"> • 5 pilots indicated direct involvement with key stakeholder/gatekeepers including transportation agencies, taxi co, employment agencies, school leadership and special education directors and summer youth program leaders • 2 pilots indicated increasing communications by participating on other committees (i.e. Chamber, local task forces) <p>At least 1 pilot used each of these approaches:</p> <ul style="list-style-type: none"> • Involving who will implement activities • establishing new relationships • meeting with government groups • including a diverse mix on committees • sharing information directly to gatekeeper 	<ul style="list-style-type: none"> • Not applicable
<i>Achievement of Stakeholder Buy-in to pilot goals</i>	<p>At least 1 pilot used each of these approaches:</p> <ul style="list-style-type: none"> • Open communications during committee meetings and with individuals • Allow time to understand C-A goals • Contract with stakeholders • Include stakeholders in surveys, focus groups • Hold committee members accountable for activities and build ownership • Create direct relationships with stakeholders, ask for referrals to others • Create marketing materials for outreach to stakeholders • Involve stakeholders already working with similar mission as pilot activity 	<ul style="list-style-type: none"> • At least 4 pilots cited need for ongoing open communications with committee members and staff • At least 2 pilots continued direct communication s with 1 on1 meetings • Involve stakeholder directly in managing activities and funds • Involve management of organizations or school leadership in meetings • Provide a financial incentive to keep stakeholders involved

Process Measure	Planning Phase	Implementation Phase
<i>Feedback mechanisms</i>	<ul style="list-style-type: none"> • 7 pilots received direct feedback from committees • At least 5 acknowledged direct feedback from C-A staff, regarding strategic plan • 5 pilots reported feedback from surveys and focus groups • 4 pilots reported other direct feedback sources from public forums, one-on-one meetings, Chamber of Commerce, and from State Dept. of Education (SDE) 	<ul style="list-style-type: none"> • 3 pilots received direct feedback from committees • 3 pilots reported direct feedback from one-on-one meetings or presentations • 3 pilots received indirect feedback from evaluation reports after training or presentations, some resulting in changes to training format • 2 pilots reported direct feedback from stakeholders after meetings • 1 pilot received direct feedback from follow-up interviews to consumers, employers and service agencies

Appendix D: Summary of Local Level Pilots' Process Issues Reported

Issue Category by Process Measures or Priority Activity	Planning Phase – Issues and Impact	Implementation Phase – Issues and Impact
<i>Organization or service area or constituents</i>		<ul style="list-style-type: none"> • 2 pilots had unanticipated organizational changes resulted in: <ul style="list-style-type: none"> - modifying activities and expected outcomes (i.e. loss of para-transit contract) - delay in activities such as staff training (i.e. significant staff cuts)
<i>Committees</i>	<ul style="list-style-type: none"> • Small provider agency stakeholders have difficulty attending committee meetings due to lack of time and resources resulted in: <ul style="list-style-type: none"> - poor committee meeting attendance • 1 pilot reported having too large an advisory/planning committee resulted in: <ul style="list-style-type: none"> - changing plans to use more effective subcommittee working groups 	
<i>Needs Assessment</i>	<ul style="list-style-type: none"> • 2 pilots noted employers/businesses have time and resource constraints resulted in: <ul style="list-style-type: none"> - unable to participate in focus groups - need to meet one-on-one • 2 pilots reported having poor information due to lack of comprehensive data or lack of timely reports resulted in: <ul style="list-style-type: none"> - difficulty planning for appropriate level of LLP activities (i.e. unclear number of job seekers needing accommodation to better prepare One-Stop services; - incomplete planning in strategic plan 	

Issue Category by Process Measures or Priority Activity	Planning Phase – Issues and Impact	Implementation Phase – Issues and Impact
<i>Achieving Common Objectives</i>	(see attaining gatekeeper support and gaining stakeholder buy-in)	(see attaining gatekeeper support and gaining stakeholder buy-in)
<i>Attaining Gatekeeper Support</i>	<ul style="list-style-type: none"> • 2 pilots reported lack of gatekeeper involvement in planning meetings resulted in: <ul style="list-style-type: none"> - lack of support for plan within school (i.e. school principals invited but not willing to participate) 	<ul style="list-style-type: none"> • 3 pilots reported lack of gatekeeper support for LLP project objective resulted in: <ul style="list-style-type: none"> - principals not willing to adjust school test schedules so students could not fully participate in work experience - principals and school district withdraw participation in LLP so adjusted to activities as outside of school - adult advocacy groups unwilling to consider youth involvement needed to identify alternative options
<i>Gaining Stakeholder buy-in</i>		<ul style="list-style-type: none"> • 3 pilots reported lack of education-related stakeholder buy-in to objectives and confusion about expectations resulted in: <ul style="list-style-type: none"> - delay with starting activities (i.e. co-host meetings with 2 RESCs) - parents not approving students time for non-academic, work-related activities - teachers not engaging in transition related workshops if not their chosen interest (i.e. training not mandatory) • 3 pilots reported lack of employer stakeholder engagement resulted in: <ul style="list-style-type: none"> - fewer willing employers for youth work experience programs possibly related to poor economy - no participation in job referral process, businesses prefer fully vetted candidates - event not associated with local chamber

Issue Category by Process Measures or Priority Activity	Planning Phase – Issues and Impact	Implementation Phase – Issues and Impact
<i>Gaining Stakeholder buy-in (continued)</i>		<ul style="list-style-type: none"> • Changes in stakeholder personnel and replacements not as interested in the LLP activities resulted in: <ul style="list-style-type: none"> - delays starting activities - lack of interest by organization’s replacement personnel to participate in LLP activities (i.e. teacher promoted; Chamber member left)
<i>Receiving Feedback</i>	<ul style="list-style-type: none"> • Difficulty receiving adequate information from clients lacking ability or willingness to self-identify about disability needs resulted in: <ul style="list-style-type: none"> - unable to assess what type and amount of AT services are needed (i.e. assume need for AT in One-Stops) 	<ul style="list-style-type: none"> • 3 pilots reported lack of clarity about grant allowable activities and expenditures from C-A staff regarding resulted in: <ul style="list-style-type: none"> - delays in approved strategic plan programs while seeking alternate funding source for non allowable grant expenditures (i.e. summer youth program, voucher program) - need to rework materials and delay product (i.e. revise logo and photos for marketing materials) - delay implementation of product while waiting approval (i.e. use of grant procured career readiness program for all students) • Incomplete information from other service provider resulted in: <ul style="list-style-type: none"> - repeating work efforts (i.e. repeat AT order and lack of time to complete before end of grant) • Slower than expected time for review of material with C-A staff resulted in: <ul style="list-style-type: none"> - delays to outreach campaign while waiting for material approval and additional time to re-work

Issue Category by Process Measures or Priority Activity	Planning Phase – Issues and Impact	Implementation Phase – Issues and Impact
<i>Using the Strategic Plan as a Guide</i>		<ul style="list-style-type: none"> • Plan too complicated resulted in: <ul style="list-style-type: none"> - not using the plan to guide committee meetings - not using the revised objectives to guide meetings • 2 pilots commented changes to strategic plan focus and revised goals were considered less vigorous and easier to meet than original plan resulted in: <ul style="list-style-type: none"> - withdrawal of committee members lacked interest - LLP desire to strive to achieve more
<i>Using Collaborations</i>		<ul style="list-style-type: none"> • Difficulty finding AT consultant with capacity to provide services resulted in: <ul style="list-style-type: none"> - delay in ordering AT equipment • Difficulty gaining cooperation with partners without financial reimbursement for service resulted in: <ul style="list-style-type: none"> - needed to identify alternative options (i.e. high school Best Buddy program unwilling without budget) • Lacking key collaborations resulted in: <ul style="list-style-type: none"> - difficulty attaining LLP objectives <p>Suggested more collaboration with:</p> <ul style="list-style-type: none"> - state agencies (i.e. DOT, DOL One-Stops and Disability Program Navigator) - business groups (i.e. Chambers of Commerce) - employers to build direct relationships pilots or employment agencies and schools - central C-A program to promote referrals to pilots - high level leadership from schools and special education offices, and intra-school departments - private hiring agencies

Issue Category by Process Measures or Priority Activity	Planning Phase – Issues and Impact	Implementation Phase – Issues and Impact
<p><i>Time Available</i></p>	<ul style="list-style-type: none"> • More than 2 pilots reported too much time waiting to receive DSS contract resulted in: <ul style="list-style-type: none"> - delay to hire new employee as project coordinator until funding available - starting work at risk incurring costs to begin planning before contract complete 	<ul style="list-style-type: none"> • Most pilots reported delay receiving final approval for revised strategic plan, resulted in: <ul style="list-style-type: none"> - delay starting activities since resources and expenses could not be incurred prior (3 pilots) - loss of momentum with stakeholders and public - need to work at risk and incur costs before approval and payment - planned for more time to do activities per Strategic Plan but actually given less time than needed (no extension of end date) • Most pilots reported lack of time to fully engage in activities and conduct evaluation resulted in: <ul style="list-style-type: none"> - no opportunity to adjust or improve plan - no opportunity to repeat or expand activities - unable to verify if referral complete to BRS - program just ramping up unable to evaluate business response or realize synergies - implemented process change but grant ended before initiating process (i.e. summer youth program grant started too late for 2009) - unable to complete activities when alternate services were necessary (i.e. needed new vendor) - unable to confirm funding for sustainability before end of grant that causing loss of momentum while waiting for new funding source • More than 2 pilots reported inappropriate timing for school activities with grant period starting late spring and extending over summer months : <ul style="list-style-type: none"> - delay in beginning activities at schools - lack of teacher availability over summer - inability to evaluate programs needed 18 months

Issue Category by Process Measures or Priority Activity	Planning Phase – Issues and Impact	Implementation Phase – Issues and Impact
<p><i>OTHER: Related to LLP Activities for Transition</i></p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Teacher contracts limit ability to involve teachers with pilot activities if additional time is required, or involve para-professionals in training to expand their role (i.e. job coaching) resulted in: <ul style="list-style-type: none"> - unable to gain full participation - unable to complete training for paraprofessionals to be job coaches • 3 pilots reported lack of resources in public school system for transition coordinators and programs: <ul style="list-style-type: none"> - reduced ability to fully implement IEP plans with work experience -lack of job coaches for students to participate in available jobs - lack of transportation options to access jobs - lack of funding for teacher education • Lack of businesses willing to accommodate students with poor economy resulted in: <ul style="list-style-type: none"> - limited opportunities for work experience • 2 pilots reported lack of resources at state agency (BRS) causing delay in referral process • Difficulty matching students and employers for summer youth program if accommodation needs not identified in advance resulted in: <ul style="list-style-type: none"> - late attempts at providing accommodation or delayed work start <p>(continued below)</p>

Issue Category by Process Measures or Priority Activity	Planning Phase – Issues and Impact	Implementation Phase – Issues and Impact
<i>OTHER: Related to LLP Activities for Transition</i>		<p>(continued)</p> <ul style="list-style-type: none"> • Lack of parental expertise in self-advocacy, limited academic achievement and low confidence to stay involved in student IEP planning resulted in: <ul style="list-style-type: none"> - adjusting program to continue to affirm parents (i.e. add summer follow-up sessions, extend time before parents become trainers) - difficulty evaluating knowledge level after training with limited language skills to complete post test
<i>OTHER: Related to LLP Activities for Employment</i>	<ul style="list-style-type: none"> • WIA services only support full-time employment and lack intensive support resulted in: <ul style="list-style-type: none"> - need to identify alternate collaborations for adequate services for people with disabilities 	<ul style="list-style-type: none"> • 2 pilots noted high competition for available jobs given few employers with available positions or willing to take youth for work experience resulted in: <ul style="list-style-type: none"> - lack of available options for youth summer program; - less collaboration with employment provider agencies; • Business manager attitudes are uncomfortable discussing workplace disability policies and refer to senior management resulted in: <ul style="list-style-type: none"> - lack of participation in disability related training • Local consumers confused when calling central Connect-Ability phone number but not receiving a referral back to the local pilot resulted in: <ul style="list-style-type: none"> - missed opportunities to serve local clients

Issue Category by Process Measures or Priority Activity	Planning Phase – Issues and Impact	Implementation Phase – Issues and Impact
<i>OTHER: Related to LLP Activities for Transportation</i>	<ul style="list-style-type: none"> Learned that public lack familiarity with para-transit options resulted in: need to identify educational information 	<ul style="list-style-type: none"> Lack of transportation options locally and inconsistent para-transit service with insufficient service hours and days for employment purposes resulted in: - difficulty to provide reliable work transportation Lack of available fund options to increase transportation services resulted in: - difficulty sustaining alternate transit options

Appendix E: Local Level Pilots' Interview Qualitative Responses to Process Measures

Question	Summarized Responses
<p>Provide a brief explanation to response to question 6.1: During the implementation of your grant activities, how often did you use your strategic plan to guide your activities?</p>	<ul style="list-style-type: none"> • Original strategic plan used to begin stakeholder committees meetings, then switched to using the modified plan received in April 2009 with shorter list of revised objectives requiring less committee involvement • Project coordinator referred to revised objectives regularly to plan for work activities • Used revised objectives regularly for internal staff meetings to plan work activities • Used original (bigger) strategic plan for internal team/staff meetings to plan work activities • Submitted strategic plan to partners/collaborators, and steering committee • Used revised objectives regularly with committee meetings, reviewed progress as means to keep committees on track • Did not use the strategic plan with advisors or committee meetings considered too complicated; at least one did not use revised plan for committee meetings • Considered revised goals as less vigorous, looser and easier to meet in short time period

Question	Summarized Responses
<p>Provide a brief explanation to response to question 7.1: During the implementation of your grant activities, how much time was available to you to complete the planned activities to achieve your expected outcomes?</p>	<ul style="list-style-type: none"> • Delay in starting objectives with revised strategic plan approval in April 2009; planned for more time to complete activities but less time available after final approval; too late to start work at end of school year, resulting in transition activities started in fall 2009 • Too much time spent on strategic plan review and waiting for DSS contract; too much time spent on processes with RFQ writing and then Strategic Plan writing and revisions • Started activities “at risk” with expenditures incurred by pilot organization prior to revised plan approvals and payments to ensure completion of activity before end of grant • Transition objectives needed longer time period for planning time with school transition coordinators and a minimum full academic year for implementation; would have been better if at least 18 months available to also allow for planning and evaluation • Time required to develop relationship with other collaborating organizations and outreach to employers to build relationships and synergy before implementing activities • Probably had enough time available for employer objectives but employers lacked interest to fully participate due to economic situations • Employer objectives did not have enough time to build synergies, was just starting to experience results at end of grant period i.e. job placements • No time remaining for evaluation because grant time used to establish relationships, plan and conduct activities (i.e. Best Buddies; career assessments, career portfolios, training) • Not enough time during grant period to improve ,repeat or expand activities or services • No time available to consider alternatives or contingencies if plans not working • Not enough time to plan for sustainability; activities just ramping up at end of grant resulting in risk of losing momentum while waiting to confirm new funding sources

Question	Summarized Responses
<p>Describe what particular collaborations with other organizations were helpful with implementing your planned activities.</p>	<ul style="list-style-type: none"> • Big part of grant was ability to create permanent, long-lasting relationships with organizations and networks; pilot process allowed stakeholders to be involved in strategic planning to take ownership and to support changes/activities with pilots • Collaborations with government agencies: i.e. local Council of Government (COG), Commission on Disability, Office of Human Relations at City of Hartford • Collaborations with state agencies; i.e. DSS, DOL through job Corps, BRS local vocational rehabilitation and benefits counseling staff • Collaborations with transportation organizations: i.e. Eastern CT Transportation Consortium, Central CT Regional Transportation Agency, Windham Regional Transit District, Greater Hartford Transit District, LOCHSTP • Collaborations with employer groups: i.e. Chamber of Commerce, CT BLN, CT Business and Industry Association, local Business Advisory Council • Collaborations with school districts, youth mentoring groups and education organizations: i.e. LEARN, ECON, SDE, CERAC, ACES • Collaborations with BRS Connect-Ability state staff • Collaborations with non-profit service agencies i.e. Disability Network of Eastern CT, Camp Horizons, Marrakesh, Kennedy Center, NEAT • Collaborations with private employers

Question	Summarized Responses
<p>Describe what additional collaborations with other organizations would have been helpful with implementing your planned activities.</p>	<ul style="list-style-type: none"> • Would have liked more collaborations with state groups: i.e. local Disability Program Navigator, local DOL CT Works One-Stops, substance abuse agency, DOT • Would have liked more collaborations and stronger relationships with business groups and with employers; need to join business organizations and attend meetings • Would have liked more collaborations with central Connect-Ability program to promote referrals to pilots; and, would have liked more proactive involvement with Connect-Ability staff during strategic planning to ensure grant expectations are understood so that less time needed to revise scope of objectives and to modify activities later • More support for youth with disabilities to find jobs; more collaborations with One Stops and high school youths; more direct relationships between employers and schools • More high level support from school principals and special education offices for student transition planning and ensure adequate teacher time and student availability for work experience, changes to school schedule; and, more involvement of special education teachers with caseloads to see value of programs and actively participate in pilot • More intra-school collaborations between principal, technology department head and transition coordinators for effective AT support • Need more funding and local networking resources for transportation • Would have liked to include working with private for-profit employment agencies to support hiring of people with disabilities into competitive positions because of their professional expertise in hiring and placing job seekers to potential employers • Sometimes collaborations with not-for-profit organization do not work well (i.e. too slow); instead could consider alternative relationships with private agencies who are more motivated by meeting contract objectives and have flexibility to hire more staff

Appendix F: Summary of Activities by Priority, by Type of Infrastructure Change and by Sustainability Plan

	TRANSITION PRIORITY AREA	
Type of Infrastructure Change	Summarized Key Activities	Sustainability Plan
New Program or Grant	<ul style="list-style-type: none"> • Provide career assessment tools for students: (1) provided nonverbal video and BRS assessment inventory to Hispanic youths with disabilities through local advocacy organization LLP ; (2) paid fee for 3-year seed license for “Key Train” tool to 3 high schools accessible to any student • Implemented mentoring program with high school youth matched with college students • Implemented process to evaluate transition programs and improve programs in high school • Implemented Career Portfolios to document student career activities as part of career planning with Transition Coordinators • Training on Disability Awareness for youth related programs: (1) required for staff orientation at summer youth program; (2) required for orientation with 2 mentoring programs • Workshops specific to youth: (1) added sessions for a 3-part series for youth to explore skills and talent, and the rewards of work; (2) self-advocacy workshop for students in high school • Implemented new Spanish curriculum parent transition 10-session training program, and support to parents pursuing student transition planning with schools after program 	<ul style="list-style-type: none"> • (1) Will continue locally (2) Will continue and expand • Will continue and expand • Will continue and expand statewide • Will continue locally • (1) Will continue locally (2) Will continue locally • (1) Will continue locally; (2) Will share information, but dependent on allocation of resources to conduct workshop • Dependent on funding resources

TRANSITION PRIORITY AREA		
Type of Infrastructure Change	Summarized Key Activities	Sustainability Plan
Program Change	<ul style="list-style-type: none"> • Revisions to transition planning process and IEP forms to better meet the needs of local school • Partner with summer youth work programs to involve youth with disabilities: (1) involved in current program with WIA funds (2) supported modifications to referral process in city program including supporting accommodation needs 	<ul style="list-style-type: none"> • Will continue locally • (1, 2) Will continue locally
New Network or Collaboration	<ul style="list-style-type: none"> • Supported youth participation and identified local businesses to participate in Disability Mentoring Day • Formed transition committee in school districts to implement transition improvement process, meets regularly • Participate in local meetings with local stakeholders: (1) host monthly C-A steering committee meetings using open format with multiple stakeholders from state and private providers; (2) job developer meetings with local disability navigator; (3) Workforce Investment Board workforce development meetings; (4) Workforce Investment Board local Youth Council 	<ul style="list-style-type: none"> • Will continue to support locally • Will continue to meet locally • (1) No plans to continue meeting as a C-A steering committee (2, 3, 4) Continue attendance at local meetings and will maintain network relationships
Policy Change	<ul style="list-style-type: none"> • New procedures implemented to ensure earlier start with student referral process to BRS and interagency collaboration • New procedures for Youth at Work summer program applications to ask about accommodation needs, and to involve BRS to refer youths 	<ul style="list-style-type: none"> • Will continue locally • Will continue locally

TRANSITION PRIORITY AREA		
Type of Infrastructure Change	Summarized Key Activities	Sustainability Plan
Information Dissemination	<ul style="list-style-type: none"> • Implemented Parent Transition night information sharing • Created directory of youth-friendly businesses that have involved students previously • Outreach to youth: TV media about summer youth program, presentation to students, youth-friendly materials about employment and about One-stop • Created asset map of resources for people with disabilities working with local Board of Education to make information available on community website with ability for organizations to update as information changes 	<ul style="list-style-type: none"> • Will continue locally • Will continue locally • Will continue locally • Will continue to have available on community website
Additional Resources	<ul style="list-style-type: none"> • Purchased AT for school Transition Centers • Created job developer role by partnering with local ARC using grant • Assemble toolkit of transition information from available resources: (1) Best Practices Toolkit distributed to local Transition Coordinators; (2) transition awareness resources distributed through unit of the One-Stop and Disability Program Navigator • Funding allocated for resources to provide opportunities for transition coordinators to attend transition related training 	<ul style="list-style-type: none"> • Will continue to be available and possibly expand • Will continue as self-funded position from new business • (1) Product distributed locally, no other continuation plans; (2) Will continue locally • No funds available to support extra resources, but awareness of available transition training
Other	<ul style="list-style-type: none"> • Co-host local RESC Transition Network meeting in different town to increase access for transition coordinators • Pilot transition support with career planning and job shadowing/internship opportunity to 2 students 	<ul style="list-style-type: none"> • Will continue without additional support • No continuation plans

Continued below for Employment Priority Area

EMPLOYMENT PRIORITY AREA		
Type of Infrastructure Change	Summarized Key Activities	Sustainability Plan
New Program or Grant	<ul style="list-style-type: none"> • Developed business oriented AT lending kits (total 5 kits) with information on equipment uses, costs, and how to purchase and expanded lending library for businesses • Created integrated resource teams collaborating with public and private providers to support job seekers • Workshops to train staff at service agency (One-Stop) on disability awareness, how to provide service, ADA and benefits • Created employer recognition event: Disability Employment Awareness Month • Developed Job Club curriculum with 10 sessions, implemented regular meetings at local One-Stop • Created a job referral program with collaborative partners and expanded para-transit option available for work purposes increasing client accessibility to more job options • Conducted workshops for employers on Disability Awareness and ADA Information: (1)incorporated into diversity session with local Chamber of Commerce; (2) done in collaboration with CT Business Leadership Network (BLN) and CT Business and Industry Association (CBIA) 	<ul style="list-style-type: none"> • Will continue with funding from lending fees, and plan to expand available AT • Will continue with collaborators and current resources • Will continue training as requirement for all new staff with current resources • Will continue as annual event with funding from other grants (i.e. WIA) and private sources • Will not continue at One-Stop, but will expand program at local agency LLP partner • Will continue job referral through collaborative partnerships, but dependent on funding resources for transportation alternatives • (1) Will continue with available funds through mid-2010, then dependent on additional funding (2) No plans to continue due to lack of resources

EMPLOYMENT PRIORITY AREA		
Type of Infrastructure Change	Summarized Key Activities	Sustainability Plan
New Network or Collaboration	<ul style="list-style-type: none"> Collaborated with local Chambers of Commerce to present information: (1) co-host event with guest speaker presentation at Business Expo; (2) guest speaker at chamber meetings; (3) sponsor breakfast event with guest speaker and invited businesses and provider agencies Established relationship with CBIA 	<ul style="list-style-type: none"> (1, 2, 3) No plans to continue presentations, will continue to attend meetings Will continue relationship
Information Dissemination	<ul style="list-style-type: none"> Presentations and distribution of CDs and print copies describing business oriented AT accommodation kits to employers, nonprofit organizations, CT BLN meetings Prepared best practices guide for hiring and retaining person with disabilities in collaboration with another grant Marketing outreach to local non-profits, local businesses and chambers to facilitate interest in hiring persons with disabilities: <ul style="list-style-type: none"> (1) create marketing materials, radio spots and public appearances; (2) one-on-one cold calling, direct contact to employers and offer additional training (no employer requests for training received) Assembled list of local employers currently employing or expressing willingness to employ persons with disabilities as primary contacts for referrals and summer youth programs Presentations to employer groups including Rotary clubs, local Chambers of Commerce: (1) C-A objectives, increasing awareness of benefits of hiring persons with disabilities; (2) disability awareness training with CT BLN 	<ul style="list-style-type: none"> Will continue to be available with current resources and fees; plans to expand services statewide Will continue to have guide available on-line (1) Will continue to use marketing materials, dependent on funding for media <ul style="list-style-type: none"> (2) No plans to continue Will continue to be available and updated through local CT Works (DOL) (1) No plans to continue <ul style="list-style-type: none"> (2) No plans to continue, but will attend chamber meetings

EMPLOYMENT PRIORITY AREA		
Type of Infrastructure Change	Summarized Key Activities	Sustainability Plan
Additional Resources	<ul style="list-style-type: none"> • Purchased AT and resource information to establish 3 accessible One-Stop centers for persons with disability with trained staff • Created webpage with links to job referral websites for businesses to post jobs, including websites promoting people with disabilities • Prepared employment toolkit for job seekers with information on employment agencies, transportation, benefits, resources 	<ul style="list-style-type: none"> • Will continue to provide AT and expand to provide lending library • Will continue to have webpage available and expand if additional funding secured • Will continue availability on-line
Other	<ul style="list-style-type: none"> • Marketing training and AT kits 	<ul style="list-style-type: none"> • Dependent on additional funding

Continued below for Transportation Priority Area

TRANSPORTATION PRIORITY AREA		
Type of Infrastructure Change	Summarized Key Activities	Sustainability
New Program or Grant	<ul style="list-style-type: none"> • Complete New Freedom Initiative proposals: (1) collaborated with Eastern CT Transportation Consortium proposal for Mobility Ombudsman; awarded grant beginning early 2010; (2) collaborated with local transit department for accessible taxis and voucher program; awarded grant Spring 2010; (3) collaborated with PeopleToJobs (Workforce Investment Board program) and Locally Coordinated Human Services Transportation Plan (LOCHSTP) for Mobility Manager • Created transfer transit service in collaboration with another nonprofit provider to access employer in other town • Created voucher system for employment-related transportation using funds available from another grant (WIA) and infrastructure process from DSS program • Transportation training module in Spanish as part of parent transition training curriculum with collaboration from Kennedy Center and local transit district 	<ul style="list-style-type: none"> • (1) Consortium will continue to support new position (2) Local transit and local taxi company will implement purchase of 2 taxis, and LLP will attend meetings (3) LOCHSTP members will support new position • Continue collaborative service • Will continue until current funds expire (about 1 year), then dependent on additional funding • Dependent on funding for training, will continue collaborations
Program Change	<ul style="list-style-type: none"> • Extended para-transit services available: (1) transit to other towns to provide public access to employment agencies; (2) extended eligibility distance, hours and days of service) for employment purposes through collaborative partnership with regional transit agency using grant funds as demonstration project (3) modified service hours to be ADA compliant, but did not receive local planning agency contract to provide services 	<ul style="list-style-type: none"> • (1) Will continue with funding for at least 1 year; (2) Dependent on receiving funding (3) Dependent on receiving contract with planning agency
Policy Change	<ul style="list-style-type: none"> • Established referral process for transportation training collaboratively with local high school and Kennedy Center 	<ul style="list-style-type: none"> • Will be implemented in 2010

TRANSPORTATION PRIORITY AREA		
Type of Infrastructure Change	Summarized Key Activities	Sustainability
Information Dissemination	<ul style="list-style-type: none"> • Transportation training: <ol style="list-style-type: none"> (1) referred students to Kennedy Center (2) Transportation seminar to raise awareness of options, including collaboration with Kennedy Center • Transportation brochures: <ol style="list-style-type: none"> (1) created locally-specific information and posted on website (2) posted available resource “Getting on Board” onto website (3) revised “Getting There- pocket guide” for local area (4) updated “Getting There” folder 	<ul style="list-style-type: none"> • (1) Will continue referrals • (2) One additional training was sponsored by workforce investment board, dependent on other funding to continue • (1, 2) Will continue availability on website • (3) Sufficient supply printed for at least 1 year, then dependent on additional funding for printing • (4) To be distributed in 2010
Additional Resources	<ul style="list-style-type: none"> • Created audio-visual CD version of the CT Drivers Education manual in English 	<ul style="list-style-type: none"> • Will continue to be available and downloaded for sharing

Appendix G: Local Level Pilots' Interview Qualitative Responses to Outcome Measures

Question	Summarized Responses
<p>Provide a brief description of any lessons learned from your experiences with the transportation objectives.</p>	<ul style="list-style-type: none"> • Need to involve higher levels of government policy makers and DOT to become invested in transportation changes; need high level leadership for local and statewide changes; need DOT to coordinate the many different groups approaching the same issues • Need to work through community to allow information to report what is best for community, and less need for state or Connect-Ability to send information to local level • Need good relationship with transit providers and local planning agencies as well as contacts with Kennedy Center; very useful to include transit providers / agencies in strategic planning and to work together as broad consortium for grant proposal • Transportation issues are too difficult for pilot to change without more money and time: i.e. time to make connections and money for voucher program; need to work directly with local partner or local planning agency already interested in transportation changes • Multiple transportation resources exist that could be used more effectively by coordinating services locally • Lots of transportation information available but difficult to understand or navigate, too much information that is not pertinent; need local information to distribute • Hard to solve rural transportation issues because of rules and regulations in particular to meet ADA requirement distance from public transit is too short; harder to implement a voucher system with fewer transportation service options available • Hard to solve student transportation issues because requirements too stringent to provide access to students for employment experience, unable to affect changes • Need to identify financial resources and navigate available funding sources from multiple levels including federal, state, city/town, and local organizations; with funding source then easier to establish vouchers; problem with state funds only used for bus and not for more economical modes of transportation i.e. vans • Problem with ADA para-transit not focused on service for employment purposes: i.e. inconsistent hours, no service days during week and weekends

Question	Summarized Responses
<p>Provide a brief description of any lessons learned from your experiences with the transition objectives.</p>	<ul style="list-style-type: none"> • Need to have stakeholder commitment and loyalty to getting transition done: i.e. school district, school leadership, principal, teachers; difficult to implement transition changes without funding and buy-in to use staff time; need staff to be involved and interested • Alternative is to work outside of the local school district structure when schools are not interested in working on transition issues • To implement new resources in schools plan to be inclusive of all students which promotes buy-in, eliminates issues of confidentiality and diminishes stigma compared to providing resources to be used only by students with disabilities • Need to include support of state agency, SDE, to get information to transition coordinators, and also to parents and to employers • Not necessary to “reinvent the wheel” many resources are already available to provide support to schools • Cannot use “cookie cutter” approach as not all state materials appropriate need to consider local needs to improve the system • Grant period was too short and poor timing to implement and evaluate objectives, need at least a full school year to • Require ongoing leadership with decision makers to actually prepare materials and continue meetings with new networks created

Question	Summarized Responses
<p>Provide a brief description of any lessons learned from your experiences with the employment objectives.</p>	<ul style="list-style-type: none"> • Need a strong relationship with business organizations which leads to access to business community: i.e. Chambers of Commerce, CT Business and Industry Association, local Business Advisory Councils • Relationship with CT BLN very helpful to support Disability Mentoring Day • Need to focus on developing relationships with many different employers of various size and types of business • Need knowledgeable resource on how to prepare for job searches and how to get hired for job seekers • Need more networking and sharing among job developers • Need to approach employers with potential employees and a plan on how to deliver the skills needed; employers do not have time for meetings about issues, more responsive if approached with a solution • Problem with lack of BRS counselors in some locales make it more difficult to implement transition and employment planning objectives • Businesses and human resource departments only recently starting to realize need for AT as a resource for future employee support; need for ADA training is diminishing over time as employers become more aware and experienced with regulations • Difficult to replicate pilot activities (i.e. job club, employment trainings, AT training and AT lending services) without appropriate resources including: expertise for training, organizational support, facility space, marketing support, money, high level stakeholder support, and employed people with disabilities as role models • Need to plan in a review phase to evaluate content to ensure a high quality product

Appendix H: Barrier – Outcomes – Measurement Guide

Strategic Plan Infrastructure Change and Measurement		
Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
ARC of New London		
<p>Barrier #1</p> <p>Transition practices in NLC are uneven and many do not serve students well</p> <p>Transition practices</p>	<ul style="list-style-type: none"> Identify and implement transition Best Practices for at least 10 schools in NLC Co-host Transition Network meetings with LEARN 	<ul style="list-style-type: none"> “Best Practices” draft document exists and is agreed upon by the SDE transition team. Number of schools receiving Best Practices training Extent to which agreed-upon Best Practices have been implemented and in how many NLC schools Number of Transition Network meetings Number attending meetings
<p>Barrier #2</p> <p>Smooth process for connecting students with adult advocacy service agencies appropriate to their needs does not exist</p> <p>School and Adult Advocacy Service Collaboration</p>	<ul style="list-style-type: none"> Procedures on collaboration among school systems and adult advocacy service agencies will be in place and agreed upon. Target: at least 10 schools 	<ul style="list-style-type: none"> These procedures will be established and agreed upon with DMHAS, DDS, BRS, & BESB – Procedures on collaboration will appear in 10 schools How much earlier students are being introduced into adult advocacy system compared to prior practice
<p>Barrier #3</p> <p>Employers lack knowledge and information and have attitudinal barriers about recruiting and hiring students with disabilities</p> <p>Lack of Employer Knowledge</p>	<ul style="list-style-type: none"> Deliver informational sessions at Rotary Clubs, Chambers of Commerce and other employer events. Create active engagement of employers with schools and adult service providers. Target: training 20 employers and getting active involvement from at least 5 employers. 	<ul style="list-style-type: none"> Number of information sessions Number attending sessions Number of employers demonstrating active involvement through joining BLN, agreeing to job shadowing, mentoring, internships, hiring, joining speakers bureau, or other measurable involvement including participation on CONNECT-NLC’s Employer Engagement Committee. Target: training 20 employers, active involvement from at least 5 employers

Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
<p>Barrier #4</p> <p>Limited knowledge and availability of transportation options</p> <p>Transportation</p>	<ul style="list-style-type: none"> • New position of transportation resource coordinator will be created to act as liaison between existing transportation services, schools and students. • Information on existing options is put onto a single accessible website for all to utilize. 	<ul style="list-style-type: none"> • New position exists and is funded (through United We Ride grant or other resources) • Number of hits to website from people accessing the information.
<p>Mini-pilot project will address Barriers #1 through #4</p> <p>The m-p/3 project</p>	<ul style="list-style-type: none"> • Mini-pilot program will use Best Practices identified in Barrier #1 with up to 3 students at up to 3 schools with up to 3 adult service providers and up to 3 employers 	<ul style="list-style-type: none"> • Detailed evaluation of mini pilot program will be available documenting what worked well, what didn't, what the barriers and issues were, to inform future expansion of program • Number of students, schools, adult service providers and employers using Best Practices in the Mini-Pilot.

Bristol Community Organization

<p>Barrier # 1</p> <p>Transition practices in Plymouth and Bristol schools are uneven and many do not serve students well</p> <p>Transition Practices</p>	<ul style="list-style-type: none"> • Transitional Goals form will be implemented in Bristol and Plymouth schools. 	<ul style="list-style-type: none"> • Successful implementation of the Transitional Goals form into Plymouth/Bristol school systems
<p>Barrier # 2</p> <p>Employers lack knowledge and information and have attitudinal barriers about recruiting and hiring students or persons with disabilities</p> <p>Lack of Employer Knowledge</p>	<ul style="list-style-type: none"> • BCO will develop materials for email blasts thru the Bristol Chamber of Commerce to increase business knowledge of employable persons with disabilities • BCO will identify 10-15 businesses willing to hire employable persons with disabilities. 	<ul style="list-style-type: none"> • Three business information meetings and informational seminars held by Bristol & Plainville Chamber • Feedback analyzed and used to modify future meetings • Business inventory exists and shows employers currently employing, or willing to employ persons with disabilities • Number of businesses identified who are willing to hire employable persons with disabilities.

Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
<p>Barrier # 3 Plymouth Schools have limited knowledge and availability of transportation options</p> <p>Transportation</p>	<ul style="list-style-type: none"> • Transportation options for Plymouth students will be increased. • Provide information to Plymouth Schools of alternate transportation availability. 	<ul style="list-style-type: none"> • BCO providing 4-6 transportation opportunities through BCO transportation. • BCO provides information of alternate and local Plymouth transportation opportunities, through other local providers
<p>Barrier # 4</p> <ul style="list-style-type: none"> ○ Limited ADA service hours ○ difficulty in obtaining public service certified drivers' license due to inefficient DMV regulation. <p>Transportation</p>	<ul style="list-style-type: none"> • ADA transportation hours will be expanded to M-S from 6-6. • BCO will work to effect DMV policy change for public service certified drivers licenses 	<ul style="list-style-type: none"> • Transportation hours have been expanded in a sustainable way – specifying old and new hours • Modified transportation hours were in place throughout the duration of the grant and will be sustained • Documentation of DMV changes

CACIL

<p>Barrier #1 Lack of collaboration among vocational rehabilitation agencies.</p>	<ul style="list-style-type: none"> • Develop better collaboration between agencies.(sustainable after the grant) • Improve relationships and coordination between public and private human service agencies and organizations in a time of budget cutbacks. • Facilitate service agencies' collaboration 	<ul style="list-style-type: none"> • Number of agencies that meet on a monthly basis. • Post monthly agendas on website. • Number of collaborative meetings conducted. • Number of meeting attendees
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Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
<p>Barrier #2 Lack of community awareness about existing employment related resources for people with disabilities.</p>	<ul style="list-style-type: none"> • Develop a tool kit for consumers, employers and advocates containing the basic elements needed to prepare for job hunt, apply for employment, find reliable transportation and sustain employment. • Compile information on employment resources and publish on CACIL and DNEC websites. • Start a Job Club for consumers. (monthly meetings) Job Club will facilitate self-advocacy, introduce resources and teach employment search skills. 	<ul style="list-style-type: none"> • Toolkit developed • Number of Tool Kits distributed, when and to whom. • Number of consumers that attend Job Club. (sustainable after the grant)
<p>Barrier #3 Lack of Rural Transportation.</p>	<ul style="list-style-type: none"> • Extend ADA-Para Transit range to 2 miles and expand hours of operation by 3 hours per day. 	<ul style="list-style-type: none"> • How much Para Transit was extended (miles and hours) • Number of people using ADA Para Transit for employment purposes.
<p>Barrier #4 Lack of consumer awareness of various public transportation options.</p>	<ul style="list-style-type: none"> • Provide consumer transportation and travel training. Coordinate with the Kennedy Center 	<ul style="list-style-type: none"> • Number of attendees attending transportation and travel training.
<p>Barrier #5 Many employers are not open to or educated about recruiting and hiring individuals with disabilities.</p>	<ul style="list-style-type: none"> • 30 Windham Region area employers will be trained on the benefits of hiring people with disabilities. 	<ul style="list-style-type: none"> • Number of employers attending training & information sessions. • Number of employers identified who are willing to hire people with disabilities, participate in career fairs, job shadowing and mentoring.

Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
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City of New Haven

<p>Barrier #1 Employers lack knowledge and information and have attitudinal barriers about recruiting and hiring students with disabilities</p> <p>Lack of Employer Knowledge</p>	<ul style="list-style-type: none"> • Increased capacity of employers to hire youth with disabilities • Increased employer engagement 	<ul style="list-style-type: none"> • Number of employers attending training & information sessions.(Goal is 50) Results of pre- and post-tests indicate level of increased understanding and attitudes • Number of employers demonstrating active involvement in this project (Goal is 10) • Commitment from CBIA, including posting of resources for employers on their website and/or sharing of resources in their newsletters • Participation in Youth@Work orientation for employers
<p>Barrier #2 Many students with disabilities are not motivated or engaged in the process of preparing themselves for employment – they do not participate in employment related programs</p> <p>Limited Student Motivation</p>	<ul style="list-style-type: none"> • Motivation and willingness of students with disabilities to participate in employment programs will be increased participation in: <ul style="list-style-type: none"> ○ Youth@Work ○ Self-advocacy workshops ○ BRS job coaching/counseling programs 	<ul style="list-style-type: none"> • Number of students with disabilities who join Youth@Work increased (goal is 5-10) • Number who attend self-advocacy workshop (goal is 20) • Number of students enrolled with BRS job programs (goal is 5) • Working relationships with organizations who can provide resources to students with disabilities (goal is 4)
<p>Barrier #3 Youth@Work program are not "disability friendly" for the needs of youth with disabilities.</p> <p>Agency Not Disability Friendly</p>	<ul style="list-style-type: none"> • Capacity of Youth@Work program to serve youth with disabilities will be increased. • Youth@Work will increase outreach to students with disabilities and employers • Create and produce press release or television spot highlighting Youth@Work and Connect-Ability's commitment to work together 	<ul style="list-style-type: none"> • Youth@ Work will provide materials specific to students with disabilities when they hand-out general information regarding Youth@Work • Number of TV spots (goal is 1) • Number of Press Releases (goal is 1)

Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
<p>Barrier #4 Limited knowledge and availability of transportation options</p> <p>Transportation</p>	<ul style="list-style-type: none"> • Students/families have increased knowledge of existing system. • Partner with The Kennedy Center to conduct travel training for youth with disabilities and their families • Develop grant proposal for New Freedom Initiative funding 	<ul style="list-style-type: none"> • Number of families completing travel training workshops (goal is 5) • Submission of grant proposal for New Freedom Initiative for purchase of accessible taxis and vouchers for people with disabilities
<p>Barrier #5 Lack of accessible taxis in Connecticut</p> <p>Transportation</p>	<ul style="list-style-type: none"> • Capacity of New Haven Transportation system is increased by availability of accessible taxis. 	<ul style="list-style-type: none"> • Commitment to purchase 1 accessible taxi, dependent on availability/approval of grant funds
<p>CREC (Rocky Hill & Bloomfield)</p>		
<p>Barrier #1 Lack of comprehensive transition programming at the high school level</p>	<p>A process, implemented in two pilot districts, to evaluate current provision of transition programming, strategic planning, program development that will be utilized in additional districts in Connecticut.</p>	<ul style="list-style-type: none"> • Rocky Hill and Bloomfield strategic planning process and documents • A manual that outlines the evaluation of transition services, strategic planning development, program implementation • List of districts in Connecticut informed of the availability of transition program development and technical assistance • Number of additional districts requesting training and technical assistance
<p>Barrier #2 Lack of training of school personnel and families related to critical components in transition program development</p>	<p>Transition training topics identified for relevant disciplines including regular education, special education, related services, guidance, paraprofessionals and parents</p>	<ul style="list-style-type: none"> • Transition training protocol (topics) developed and provided to appropriate disciplines • List of transition-related training's attendees by discipline • Evaluation of training by attendees

Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
<p>Barrier #3 Lack of vocational assessment and employment opportunities</p>	<p>A streamlined process for collecting and maintaining all information relevant to academic and career development</p> <p>A continuum of career awareness, exploration and job experiences in place for students with disabilities, Grades 9-12 or until age of exit.</p> <p>Increased relationships and activities with the business community documented</p>	<ul style="list-style-type: none"> • Career portfolios in place for students Grades 9-12 or until age of exit • Number of students who participate in: Job Shadowing, Field Trips, Internships and Job Placement • List of activities conducted with local Chambers of Commerce • Business Resource Directory developed
<p>Barrier #4 Lack of knowledge of availability and use of Assistive Technology in the transition planning process for individual students</p>	<p>Comprehensive, written evaluation of the technology infrastructure required to provide students with assistive technology tools, devices and supports to enhance transition planning for individual students</p>	<ul style="list-style-type: none"> • Written Assistive Technology Plan for districts • Documentation of Assistive Technology software, devices purchased • Documentation of students utilizing Assistive Technology for transition planning purposes
<p>Barrier #5 Lack of interagency collaboration in the transition planning process</p>	<p>In collaboration with state agencies, written policies and procedures will be in place for connecting students to appropriate state agencies prior to exit from high school.</p>	<ul style="list-style-type: none"> • Number of students referred to, and accepted by appropriate state agencies prior to exit from school • Documented participation of state agency personnel in the transition planning process (PPT meetings, transition planning meetings)
<p>Barrier #6 Lack of knowledge and availability of transportation options</p>	<p>Transportation options and initiatives in the region identified and documented in a publication</p> <p>Additional supports provided to students to obtain their drivers license through the use of audio/visual CD of the driver's education manual</p>	<ul style="list-style-type: none"> • Transportation brochure published and disseminated to school personnel and families • Documentation of number of students travel-trained by the Kennedy Center • Audio/Visual CD of drivers manual completed • Documentation of number of students who are using the audio/visual CD to obtain their driver's license

Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
NEAT Marketplace		
<p>Barrier #1 Employers have insufficient awareness and knowledge of assistive technology and workplace accommodations and lack access to AT solutions.</p>	<p>Businesses in catchment area will have increased awareness and knowledge of, and access to, AT training, evaluation and equipment specifically geared toward businesses.</p>	<ul style="list-style-type: none"> • 5 AT/accommodation kits will be available to be loaned to businesses • Number of employers using AT/accommodation kits • Business lending library will be expanded • Availability of workplace accommodation workshops via webinar or website • Number of employers using workplace accommodation workshops via the website/podcasts. • Feedback re satisfaction and quality of presentations
<p>Barrier #2 There is no good job referral system to connect employers to a pool of job seekers with disabilities</p>	<p>Job referral system will be in place via NEAT website that allows businesses to indicate interest in hiring and recruiting people with disabilities, and that links existing programs</p>	<ul style="list-style-type: none"> • Job referral system in place for businesses to communicate interest in hiring people with disabilities • Number of employers, employees and providers (e.g. Easter Seals and 1-stops) participating • Number of referrals made
<p>Barrier #3 Lack of knowledge about available, affordable options for transportation to job-related activities</p>	<p>NEAT will serve as a coordinating resource by marketing existing local transportation options through a pamphlet and via its website</p>	<ul style="list-style-type: none"> • Has pamphlet re existing transportation options been produced. • Number of pamphlets distributed • Expanded NEAT website to include comprehensive information about local transportation options

Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
Parents Opening Doors		
<p>Barrier #1 Parents lack knowledge of existing services and advocacy skills to assist in the transition process</p> <p>Lack of Parental Knowledge</p>	<ul style="list-style-type: none"> • A Latino Transition Training Academy will be established in Hartford and New Britain that will educate 60 families in the first year on comprehensive transition topics including 8 modules on public school processes, state and federal regulations, and advocacy skills. It will adopt a “train the trainer” approach so that families can sustain the academy by training other families. • The academy approach and training contents will be available in other communities. • Parents will be able to access resources for their children and acquire self-advocacy skills to enable them to receive effective services • There will be a central source of transition information for Latino families on the PAP website. 	<ul style="list-style-type: none"> • Number of families trained (goal 60) • Number of family members who become involved in child’s IEP process • Number of families trained who become available to train others • Measures of effectiveness of training through pre- and post surveys • Number and list of other communities who use or express interest in replicating the Latino training academy materials. • Transition portion of website up and running • Number who use information
<p>Barrier #2 Limited knowledge and availability of transportation options</p> <p>Transportation</p>	<ul style="list-style-type: none"> • The Latino Transition Training Academy will include a module on accessing transportation resources. • Parents will know about available transportation resources and will be able to identify ways for their children to get to training and vocational opportunities. 	<ul style="list-style-type: none"> • Number of trainings • Number of families trained • Number of people who were trained and are now available to train others.
<p>Barrier #3 Many parents/families of Latino students with disabilities lack adequate exposure to the world of work</p> <p>Lack of Parental Knowledge</p>	<ul style="list-style-type: none"> • Summer activities introducing students to the work world will be incorporated into their IEP plans, including field trips and work fairs and tours. • 30 students will participate in the first year. 	<ul style="list-style-type: none"> • Number of students participating in work-related field trips, work fairs and tours • Number of employers participating • Number of students for whom a work component becomes part of IEP.

Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
<p>Barrier #4 Students with special needs lack exposure and knowledge of world of work opportunities, vocational and training resources as well as post-secondary educational opportunities</p>	<ul style="list-style-type: none"> • The Latino Transition Training Academy will include a module on resources and assistive technologies available for families. • 20 students will participate in an after-school training workshop that will provide them with exposure to careers and concepts in the culinary arts. 	<ul style="list-style-type: none"> • Number of students participating in the trainings. • Pre and Post Tests of Skills acquired.
The Work Place		
<p>Barrier #1 Transition Practices</p> <p>Transition practices vary and do not serve students with disabilities well. SwDs are often not allowed participation in school-to-career activities.</p> <p>There are limited career preparedness opportunities for this population</p>	<ul style="list-style-type: none"> • Develop transition preparedness information professional development workshop for special educators and school administrators • Research, assess, procure and implement an in-school, internet-based, career readiness program • Make Bridgeport in-school mentoring programs more effective in working with SwD • Provide access to current transition toolkits to students, teachers and parents 	<ul style="list-style-type: none"> • The principal and special education teachers of at least one Bridgeport school will participate in a transition awareness program • At least 20 SwDs will participate in the purchased career readiness program • Disability awareness will be incorporated into both the in-person and on-line mentor orientations. • At least 5 SwDs will be matched with mentors • The transition toolkit will be delivered through the Bridgeport school's career centers, special education teachers and student advisories

Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
<p>Barrier #2 Lack of Awareness regarding the Needs of and Resources for Students with Disabilities</p> <p>Other than special education teachers, general education teachers, school administrators and career counselors have very limited knowledge of the needs of students with disabilities and the resources that are available to them. This impacts development of PPTs, IEPs and other student success plans</p>	<ul style="list-style-type: none"> • Research existing educator awareness training modules. • Select existing or develop new workshop(s) to be offered during school district professional development days for educator attendance. • Develop an asset map of resources available to students with disabilities • Distribute the asset map through a variety of methods including links on partner websites. 	<ul style="list-style-type: none"> • An awareness workshop will be offered to all southwestern CT school districts for the fall 2009 professional development series. • At least two school districts will participate in the disabilities awareness training. • An asset map of resources available for SwD within southwestern CT will be developed • At least three websites will carry a link to the on-line asset map
<p>Barrier #3 Lack of Transportation Awareness and limited customer-centered options</p> <p>Despite education and awareness activities conducted by public transit providers and others, there remains an general lack of knowledge and understanding of how public transportation can assist students, employees and others with disabilities</p>	<ul style="list-style-type: none"> • Submit an application through LOCHSTP for NFI funding of a Mobility Manager position. • Develop transportation materials that target usage by students for post-secondary education and employment. • Develop and disseminate transportation service awareness information for employers to understand what is available for workers with disabilities. 	<ul style="list-style-type: none"> • One application will be completed to support a southwestern CT Mobility Manager. • Transportation materials developed specifically for high school transition needs will be available in schools, parent centers, career centers, etc. • A 550-piece mailing of employer-focused transportation materials will have been completed.

Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
<p>Barrier #4 Limited Employment Opportunities for People with Disabilities / Lack of Employer Awareness</p> <p>Employers are still guided by misconceptions and myths associated with the hire of people with disabilities. This further limits employment opportunities for people with disabilities under all economic conditions.</p>	<ul style="list-style-type: none"> • Research and publish best practices for the hire and retention of people with disabilities will be communicated regularly to employers through business organizations and others • Develop a marketing plan to reach employers in southwestern Connecticut. • Develop a formal link with Connect-Ability marketing efforts 	<ul style="list-style-type: none"> • Best practices guide developed • A best practices guide for hiring and retaining employees with disabilities in the WIRED region of SW CT and Westchester/Putnam counties, NY, will be distributed to all business organizations in the WIRED region. • A formal link will have been established with Connect-Ability for employer outreach • One joint employer outreach activity will have been conducted with Connect-Ability.
Workforce Alliance		
<p>Barrier #1 Not enough people with disabilities use available 1-stop services due to limited service/resource availability for people with Disabilities</p> <p>Lack of Services and Poor Utilization of Available Services</p>	<ul style="list-style-type: none"> • Increased number of people using 1-stops • Increase recruitment efforts in the community and through partnerships with local agencies; • Increase awareness of enhanced one-stop resources/services; • Increase specialized services and integrate within one-stop service provision; • Add assistive technology • Create an integrated resource team (Ability Works) comprised of local agencies that cater to needs of individuals w/disabilities; team members will be out-stationed on a rotational part-time basis at the one-stop career center 	<ul style="list-style-type: none"> • Increase in number of people with disabilities using New Haven and Meriden 1-stops, showing before and after numbers; • Increase marketing of 'enhanced' services via website, posters, brochures and community info sessions, showing before and after numbers; • Purchase assistive technology; • Establish resource team; • Resource Team provides services and/or referrals to 40 individuals with disabilities;

Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
<p>Barrier #2</p> <p>1-stop employees are not effective in dealing with the needs of people with disabilities</p> <p>Lack of Agency Staff Knowledge</p>	<ul style="list-style-type: none"> • Increased 1-stop staff knowledge and capacity to serve people with disabilities. • Increased capacity of 1-stop system to support employability of people with disabilities through expanded availability of workshops and expanded vocational tools. • Develop and conduct workshops for one-stop employees (Staff Development); • Modify forms; enhance assessment procedures to incorporate appropriate questions and methodologies for more effectively working with individuals w/disabilities; • Add new workshops and Integrate additional information into existing workshops to better prepare disabled job seekers 	<ul style="list-style-type: none"> • Number of new workshops; • Number of modified/enhanced job seeker or life skills workshops; • Number of agency staff attending workshops; • Purchase new vocational assessment tools and train staff on utilization; • Number using expanded vocational tools
<p>Barrier #3 (Consolidated barriers 4& 5)</p> <p>Transition Services</p> <p>1-stops are not "youth friendly" for the needs of youth with disabilities. Youth lack knowledge of employment readiness (Barrier # Cont'd) Youth lack knowledge of AT</p> <p>Agency Not Disability Friendly. Lack of Employment Readiness. Lack of AT Knowledge</p>	<ul style="list-style-type: none"> • Youth with disabilities will increase their knowledge and use of 1-stops • Workshops tailored to youth with disabilities will be available 5 times per year. • Youth in catchment area will have increased awareness and knowledge of, and access to, AT evaluation and accommodation training, specifically geared toward business needs. • Create 'Youth friendly' Marketing Materials 	<ul style="list-style-type: none"> • Increase in the number of youth with disabilities using 1-stops, showing before and after numbers • Number of workshops • Number of youth attending workshops • Purchase additional AT and Increase use of AT • Increase in hours of Youth focused services, showing before and after numbers; • Measure satisfaction and effectiveness of services through customer surveys

Strategic Plan Infrastructure Change and Measurement

Barrier	Infrastructure Change/Outcomes April 2009	Measurement Plans
<p>Barrier #4 Employers lack knowledge and information and have attitudinal barriers about recruiting and hiring students with disabilities</p> <p>Lack of Employer Knowledge</p>	<ul style="list-style-type: none"> • Employers will be educated about the benefits and resources available for hiring and promoting people with disabilities 	<ul style="list-style-type: none"> • Number of employers completing diversity and ADA training • Participation in Chamber of Commerce events to disburse information
<p>Barrier #5 Limited knowledge and availability of transportation options</p> <p>Transportation</p>	<ul style="list-style-type: none"> • Transportation information will be provided to all persons with disabilities and employers using 1-stops; • Develop criteria and procedures regarding issuance of transportation vouchers • Access to jobs will be improved for at least 10 people through WIA vouchers; • Add Transportation Resource Guide “Getting on Board” to Workforce Alliance website • Provide individual transportation plan development with 20 people 	<ul style="list-style-type: none"> • Number informed about transportation options and commuter tax benefits • Number of people obtaining Transportation vouchers • Number of people accessing resource guide and other links • Number of people who received individual plan development

Appendix I: Activities by Local Level Pilot for Transition Priority Area

LLP Name	Activity Description-Transition	Products and Services Produced	Sustainability Plans
ARCNLC	<ul style="list-style-type: none"> • Researched material available in CT and nationally to assemble Transition Best Practices Toolkit for distribution to 17 local Transition Coordinators at Transition Network meetings • Collaborated with LEARN and EASTCONN (Regional Educational Service Centers) to co-host meetings of the Transition Network in New London Country locations to include more transition coordinators • Researched adult advocacy support groups willing to include youths and identified College Best Buddies program with purpose of enhancing social options beyond family and school supports; ARC’s local Transition Center in Groton acts as host site for The Best Buddies program with Connecticut College (CONN College) of New London and local high schools; matched 9 youth with college students • Implemented mini-pilot to identify students requiring transition support including career planning and job shadowing / internship opportunity 	<ul style="list-style-type: none"> • Transition Best Practices Toolkit • Host site for CONN College’s Best Buddies in local area • Presentation materials on “Preparing students for work” • Direct support given to 2 students for career planning and transportation for a job shadow and a summer job 	<ul style="list-style-type: none"> • New resources and transition training will be managed by the Transition Network • Transition Network will continue to meet co-hosted by LEARN and EASTCONN; new resources and transition training will be conducted through Transition Network • Will continue to be host site for the CONN College Best Buddies program to continue matching college students with youth from additional local high schools; intend to expand program to sister ARC in northeastern CT (ARC of Quinebaug Valley) to be host site for Eastern CT State University’s Best Buddies Chapter • No plans or funding to continue

LLP Name	Activity Description-Transition	Products and Services Produced	Sustainability Plans
BCOrg	<ul style="list-style-type: none"> • Arranged for information meetings with SDE and Bristol High School Special Education teacher to modify Transitional Goals document structure for Bristol School System and created new relationship with Bristol school and SDE; increased the Bristol school transition coordinator's understanding of transition planning, and revised the form to better meet the school's need; changes will be permanently implemented to create individualized plans selectively choosing goals • Partnered with Bristol school system and Capital Workforce for summer youth program supported by WIA funds (20 of 60 participants had disability; assigned to 14 willing employers) 	<ul style="list-style-type: none"> • Modified Transition Goal Form and process for Bristol School • Summer youth employment program 	<ul style="list-style-type: none"> • Intend to continue to implement and use transition goal planning process indefinitely with current school resources; currently using original Transition Goal Form (2006 version) but planning to implement revised form for Bristol in future. • Intend to continue partnership with Bristol school to include youth with disabilities in summer youth program
CREC	<ul style="list-style-type: none"> • Implemented a process to evaluate transition programs in 2 school districts, then implemented strategic planning to improve these programs • Formed transition committees in 2 school districts to regularly meet and implement transition program strategic plan 	<ul style="list-style-type: none"> • Training materials for SWOT, Vision Statement, Needs assessment and Strategic Plan development • Transition Flyer • Workbook "Evaluating the Provision of Transition Services in your High School" 	<ul style="list-style-type: none"> • Workbooks will continue to be available along with technical assistance if requested • Transition committees will continue in both school districts

LLP Name	Activity Description-Transition	Products and Services Produced	Sustainability Plans
CREC (continued)	<ul style="list-style-type: none"> • Training opportunities for Transition Coordinators and other school staff from grant funding; new Job Coach training • Parent Transition nights to share information • New process established to identify students in school • Created Career Portfolios to document student career activities (field trips, job shadows, internships) grade 9 to exit • Assistive Technology (AT) assessments and purchases of new hardware and software for Transition Centers; implemented computer-based assessment tools for grades 9-12 • New process for transition coordinators to collect list of businesses involved with student career activities; and Chamber of Commerce contact established • New policy and procedure for referring students to BRS to ensure early referral and eligibility several months before exit from school 	<ul style="list-style-type: none"> • Transition Resource packet for parents “Building a Bridge” • Career Portfolios • Business Directory • BRS Referral policy and interagency collaboration publication (in process) 	<ul style="list-style-type: none"> • Parent Transition nights will continue at both school districts, and Transition Resource packet “Building a Bridge” will continue to be available • Career Portfolios will continue to be used by High Schools for documenting student career activities • AT will continue to be available in High Schools • Will continue to update Business Directory with businesses involved in student career development activities • BRS and other agency counselor relationships will continue with school transition coordinators

LLP Name	Activity Description-Transition	Products and Services Produced	Sustainability Plans
NewHaven	<ul style="list-style-type: none"> • Presented and distributed information on applying to Youth@Work to youth with disabilities; revised procedures to include question for youth if they have a disability and need accommodation, and to involve BRS and BESB; Total of 51 hired applicants to Youth@Work self-identified as having a disability • Established relationship with Youth@Work program to include disability awareness presentation for Youth orientation and for selected Youth@Work employers' orientation • Presentation on disability awareness to youths at summer program • Self-Advocacy workshop conducted with students from local high school • Revised applications and developed process with BRS to proactively include youth with disabilities to apply to Youth@Work 	<ul style="list-style-type: none"> • Flyer "Do You Need Accommodation" explaining reasonable accommodation and targeted to youth • Pre and Post quiz, and presentation for self-advocacy training • Student Resources brochures 	<ul style="list-style-type: none"> • Youth@Work will continue process to ask applying youths about disability and need for accommodation; City of New Haven will continue relationship with Youth@Work program and assist to support accommodation requests Will continue training for Youth@Work staff orientation • Will continue to build relationship with Youth@Work program and support inclusion of youth with disabilities needing accommodation • • Will expand training by providing information to be shared in high school resource room

LLP Name	Activity Description-Transition	Products and Services Produced	Sustainability Plans
NewHaven (continued)	<ul style="list-style-type: none"> Media outreach to youths including press release through Mayor's office on 19th Anniversary of the ADA; ½ hour TV spot aired on public access station in New Haven about the partnership of Youth@Work and Connect-Ability; local Chamber of Commerce Business Outlook article in local paper discussed City's Connect-Ability grant and information on employment (Oct'09) 	<ul style="list-style-type: none"> TV ½ hr segment on Youth@Work and Connect-Ability partnership 	<ul style="list-style-type: none"> Will continue with repeat airing over next few years of the TV spot with support from Marrakesh; copies of show will be made available

LLP Name	Activity Description-Transition	Products and Services Produced	Sustainability Plans
PODoors (PAP)	<ul style="list-style-type: none"> • Developed and implemented a Spanish curriculum parent transition training program; 7 modules in 10 sessions included: <ol style="list-style-type: none"> (1) Special Ed Laws (2) Assessing AT (3) Transition planning (4) Developing Advocacy skills (5) Education Training and Pre-vocational Opportunities (6) Transportation resources (7) System-wide resources • Conducted 2 training semesters in Spring and Fall 2009 with total of 61 parents from Hartford and New Britain • Identified 10 students to complete 2 career assessments (non-verbal video and BRS supplied assessment inventory); 10 students participate in disability mentoring day with 8 businesses 	<ul style="list-style-type: none"> • Spanish curriculum for Latino Transition Training Academy • Recruitment Flyer • Parent contact • Certificate of Completion • Incentive payment plan to screened parents who complete training 	<ul style="list-style-type: none"> • Intend to continue training pending confirmation of additional grant funding; consider expanding service to be offered in more cities dependent on funding • Intend to consider conducting vocational training in culinary arts in 2010 with funding (\$22,000) secured from City of Hartford for summer program (too late for 2009)

LLP Name	Activity Description-Transition	Products and Services Produced	Sustainability Plans
WorkAll	<ul style="list-style-type: none"> • Presentations to schools, attend a Youth Summit and transition days at local high schools • Created youth-friendly employment materials • Created a more youth-friendly environment in the One-Stop, including: displaying photos of youth at work, and expanded hours to evening and Saturdays to meet youth needs • Participated in Workforce Alliance Youth Council • Created additional workshop components “Exploring ways to use my skills and talents”, and “Financial and Emotional Rewards of Work” to Navigating Your Way Workshop to become a 3-part series on Youth and Work; Workshop conducted for youth from at 2 local high schools • Participated in Youth@Work summer program with 10 youth referrals from BRS from outside of New Haven 	<ul style="list-style-type: none"> • Literature for Youth Summit • Youth with disabilities brochure • Navigating Your Way Workshop expanded to a 3-part series 	<ul style="list-style-type: none"> • Workforce Alliance will continue presentations to schools /student groups • Will continue to market youth services of the One-Stop and AbilityWorks centers, and distribute youth with disabilities brochure through Workforce Alliance; • Will maintain a youth-friendly One-Stop and AbilityWorks center, and hours of operation will be evaluated quarterly • Will continue with participation on Youth Council with existing resource • 3-part series workshop will continue with available One-stop resources • Will continue participation in Youth@Work with available One-stop resources

LLP Name	Activity Description-Transition	Products and Services Produced	Sustainability Plans
Workplace	<ul style="list-style-type: none"> • Toolkit of transition awareness resources collected and distributed through SW CT YouthWorks unit and regional Disability Program Navigator • Researched available career readiness programs; identified and purchased 3-year license 'KeyTrain' career readiness training program and 'WorkKeys' assessment tool for National Career Readiness Credential provided for 3 high schools • Disability awareness incorporated into 2 mentoring program orientations for staff at 1 high school: Mentoring for Academic Achievement and College Success (MAACS) and WiMentoring (on-line business mentors); • Developed asset maps: a basic level list of resources for people with disabilities in SW CT • Involved 6 students in Disability Mentoring day with local businesses 	<ul style="list-style-type: none"> • Transition awareness resources toolkit to be available on Career Connection website • 3-year license for KeyTrain and WorkKeys • Disability awareness information included in mentoring orientation (MAACS, WiMentoring) • SW CT asset map list of resources for people with disabilities 	<ul style="list-style-type: none"> • Will continue to distribute resource information through the SW CT YouthWorks unit and the Disability Program Navigator; funding from WIA and Dept of Education to continue • Will continue access to career readiness training and assessment tool in 3 high schools for 2010 to 2012; high schools to pay after 3-years at 50% discounted rate committed by vendor; intend to expand the 3-year seed licenses with WorkPlace securing private funds and negotiating with private funder • Will continue to include the awareness information in mentor orientation, no additional funds needed • Intend to work with Bridgeport Board of Education to include asset map list on Community Connections website where local organizations can update resource status regularly • Intend to continue supporting Disability Mentoring day

Appendix J: Activities by Local Level Pilot for Employment Priority Area

LLP Name	Activity Description - Employment	Products and Services Produced	Sustainability Plans
ARCNLC	<ul style="list-style-type: none"> Presentations to Rotary Clubs (3 different clubs), 40 employers attended sessions, from which 3 employers identified as willing to accommodate youth for work program 	<ul style="list-style-type: none"> Presentation materials “When We Hire Someone” 	<ul style="list-style-type: none"> Will continue to attend SE CT Chamber of Commerce meetings as member to advocate hiring persons with disabilities; no future presentations
BCOrg	<ul style="list-style-type: none"> Presentations to local Chamber of Commerce as a forum to communicate Connect-Ability and provide training on disability awareness to local businesses; presented at 3 meetings including Board of Directors Greater Bristol C of C (20 business attendees), and disability awareness training with CT BLN Melissa Marshall (12-15 attendees primarily from provider agencies) Researched and assembled list of local employers identified as currently employing or willing to employ persons with disabilities with feedback from Chamber of Commerce Partnered with Bristol ARC (BARC) and allocated funds for job developer 	<ul style="list-style-type: none"> Connect-Ability informational presentation List of local, disability-friendly employers Job developer role 	<ul style="list-style-type: none"> Relationship with Chamber of Commerce will continue; Chamber has increased awareness and will continue to be advocate but no other plans for disability awareness presentations to employers List will be available to CT Works and Capital Workforce for summer youth programs; anticipate updating the information as new employers are identified Job developer position will continue as a self-funded position through proceeds of retaining and garnering new business contracts

LLP Name	Activity Description - Employment	Products and Services Produced	Sustainability Plans
CACIL	<ul style="list-style-type: none"> • Supported monthly steering committee meeting as an open-forum, multi-agency collaborative; 14 local private and state provider agencies attended; • Attended job developer meetings facilitated by local disability navigator program; • Attended workforce investment board meetings in Windham and New London counties regarding workforce development and promotion of job club • Prepared employment toolkit with Steering Committee input: "Job Seeker Resource Guide" for consumers; toolkit contents include: employment agencies, transportation, benefits, resources; distributed at Transportation Seminar (approx. 30) • Direct contact with organizations to facilitate employment of people with disabilities including state and private providers, Chamber of Commerce, Fire Dept, High Schools, local City Council; Direct contact with 20 employers in local area to facilitate employment of people with disabilities (no employer requested additional training) 	<ul style="list-style-type: none"> • PR materials • Toolkit: "Job Seekers Resource Guide" • PR materials • Local marketing campaign ads on buses and radio as outreach to job seekers and employers 	<ul style="list-style-type: none"> • CACIL and DNEC will continue to attend various collaborative group meeting: CACIL will attend job developers and DNEC will continue to attend local workforce investment board meetings; meeting attendance with current resources, no additional funding, and will continue indefinitely • Plan to make toolkit available on-line on the DNEC website • No plans to continue marketing campaign after grant period

LLP Name	Activity Description - Employment	Products and Services Produced	Sustainability Plans
CACIL (continued)	<ul style="list-style-type: none"> Developed a Job Club curriculum; initiated meetings in with support of Willimantic CT Works One-Stop; 10 Meetings to cover content: <ol style="list-style-type: none"> Career Planning Job Search Strategies Networking Cover Letter, resume, references Job Applications Interview Preparation Informational interviewing Interview Follow-up Employment Negotiations: ADA and disclosure; Accommodations, Benefits Expected Behavior (Attendance ranged from 4 in Aug. to 10 consumers in Dec.) Created job referral program with collaborative partners Disability Network of Eastern CT (DNEC), Windham Regional Transit District (WRTD) modified transportation option, and other local agency providers and job developers; received new referrals to pilot site from 9 agencies and conservators of individuals to facilitate employment; Supported 53 people with disabilities to find jobs at 36 local employers 	<ul style="list-style-type: none"> Job Club Syllabus and Job Club Curriculum Job club promotional flyer Job club introductory presentation Job referrals and placement (53 people with 36 employers) 	<ul style="list-style-type: none"> Job Club will not continue in Willimantic due to lack of resources Job Club will be expanded to Norwich to be administered out of DNEC offices with DNEC resources Will continue to support job referrals WRTD Transportation Option terminated with end of pilot ; (12 of the consumers with successful job placement were able to earn enough income to use existing transportation and continue employment after the pilot ends.) DNEC will continue to work with job developers at Camp Horizons; no additional funding

LLP Name	Activity Description - Employment	Products and Services Produced	Sustainability Plans
NEAT	<ul style="list-style-type: none"> • Researched and identified Assistive Technology (AT) equipment needs to support employers understanding of AT resources and costs; prepared informational folder with inventory picture, description, uses, costs and how to purchase and presentation on AT in the workplace; purchased AT equipment and designed 5 kits including: <ol style="list-style-type: none"> (1) Mobility & Ergonomics (2) Vision & Hearing (3) Computer Access (4) Learning, Communication & Cognitive (5) Introduction to AT • Presentation of Workplace Accommodation Kits to 28 organizations and 2 BLN meetings (with 16 organizations) for a total of 1166 attendees • Lending library established for businesses as an expansion of the original library for schools; total of 24 Workplace Accommodation Kits loans; total of 12 individual AT device loans; • 	<ul style="list-style-type: none"> • 5 AT Kits for lending library with informational folder for businesses, organizations, professionals • Presentation on AT in the workplace (CD and printed document) • 	<ul style="list-style-type: none"> • Will continue to support AT Kits for business lending library; will charge a fee-for-service for operating costs and additional grant funds to expand equipment purchases; existing personnel to manage program • Will continue to provide accommodation workshops training and presentations; managed by existing personnel; intend to expand with additional funds services to businesses statewide including training on AT, ADA, diversity and tax benefit topics •

LLP Name	Activity Description - Employment	Products and Services Produced	Sustainability Plans
NEAT (continued)	<ul style="list-style-type: none"> Marketing training and AT kits Additional training events and created training series as webinars and podcasts on using AT in the workplace Created webpage for NEAT Connect-Ability to encourage employers to post jobs on websites that may have access to jobseekers with disabilities 	<ul style="list-style-type: none"> Promotional flyer Podcasts of AT training series Webpage: "NEAT Connect-Ability Project" 	<ul style="list-style-type: none"> Intend to continue if additional grant funding secured an additional resource for technical expertise identified Intend to continue webpage resources dependent on securing additional funding; if no funding then information will be moved to NEAT website; if funding then will continue to evolve and expand webpage under new name "AT:Hire" with existing personnel
NewHaven	<ul style="list-style-type: none"> Conducted 3 employer workshops in collaboration with CBIA (CT Business and Industry Association) and CT BLN target employers (total 62 attended) Hosted breakfast event at Chamber of Commerce Business Expo; sponsored guest speakers and identified additional sponsors; guest speakers from CT Special Olympics and motivational speaker with disability (Sean Stephenson); more than 200 attendees Established relationship with CBIA including request to post link on website for notice of workshops to 7500 membership and posting resources for employers 		<ul style="list-style-type: none"> Will continue to maintain relationships with Greater New Haven Chamber of Commerce, and present at committee meeting using existing resources at the City Will continue to build relationship with CBIA

LLP Name	Activity Description - Employment	Products and Services Produced	Sustainability Plans
WorkAll	<ul style="list-style-type: none"> • Marketing outreach to local non-profit organizations, regional Chambers, and local businesses • Sponsor breakfast with guest speakers (Joyce Bender and Ted Kennedy Jr.) target employers • Radio spots and public appearances • Created “AbilityWorks” centers (New Haven and Meriden) purchased assistive technology (AT) and resource information for persons with disabilities; trained One-Stop staff on use of AT; marketing to community • Created Integrated Resource Teams to include public and private providers according to needs of individual client and working together at local One-Stop to serve jobseeker clients with disabilities (served 41 clients) 	<ul style="list-style-type: none"> • Marketing Materials: How and Why Hire workers with Disabilities, fliers, brochures, posters • • AbilityWorks Center with AT resources • Integrated Resource Teams 	<ul style="list-style-type: none"> • Will continue to use marketing materials at information sessions and on Workforce Alliance website • Will continue to attend Chamber of Commerce events with available staff • Plan to expand marketing effort with employment fair targeting people with disabilities, will collaborate with CT BLN • Will continue to provide AT in new AbilityWorks Centers as part of the Workforce Alliance/One-Stops to better serve persons with disabilities • Intend to expand AT center to also provide an AT loan program for customers to try out technology as a result of collaborations with another service provider (i.e. NEAT) to learn how to establish such a program • Will continue Integrated Resource Teams at local One-Stops with available staff resources including case managers, job seekers, and Disability Program Navigator, and outside provider resources

LLP Name	Activity Description - Employment	Products and Services Produced	Sustainability Plans
WorkAll (continued)	<ul style="list-style-type: none"> Workshops for One-Stop staff to increase issue awareness and capability to serve people with disabilities included customer service, ADA, Helping People with Learning Disabilities, AT, benefits planning, job seeking, and new skills development 	<ul style="list-style-type: none"> All new hires receive “At your Service – Welcoming Customers with Disabilities” on-line training 3 new workshops developed 	<ul style="list-style-type: none"> Will continue to train new hires as per commitment by One-Stop director Will continue to present training on various topics at CTWorks quarterly meetings for staff Will continue to develop new training as needed with available resource of the Disability Program Navigator
WorkPlace	<ul style="list-style-type: none"> Researched and prepared Employer Best Practices Guide for hiring and retaining persons with disabilities, with input from the WIRED (Workforce Innovation in Regional Economic Development) project steering committee and Fairfield County Business Council Included disability awareness from Ct BLN in employer outreach events including Disability Awareness Employer Workshop, incorporated into diversity session at local Chamber of Commerce First annual Disability Employment Awareness Month employer recognition event 	<ul style="list-style-type: none"> Employer Best Practices Guide 	<ul style="list-style-type: none"> Will continue to have Best Practices Guide available on www.TheHiddenWorkforce.com website, and will continue planning to communicate information on workforce development with local collaborators The SW Ct Disability Program Navigator will continue presenting to local businesses and Chambers of Commerce regarding hiring people with disabilities until funding ends Jun 2010, will need additional funds to continue after that Annual employer recognition will continue with PWI, WIA and private funding sources

Appendix K: Activities by Local Level Pilot for Transportation Priority Area

LLP Name	Activity Description - Transportation	Products and Services Produced	Sustainability Plans
ARCNLC	<ul style="list-style-type: none"> Collaborated with E. CT Transportation Consortium to complete New Freedom Initiative (NFI) proposal for Mobility Ombudsman to support local region transportation needs; funding awarded for position to begin in 2010 	<ul style="list-style-type: none"> NFI application and award 	<ul style="list-style-type: none"> E. CT Transportation Consortium will continue to support creation of new Mobility Ombudsman after funding received
BCOrg	<ul style="list-style-type: none"> Para-transit transportation options made available by BCO, using federal stimulus funding, for clients to travel to State Labor Dept and employment/labor agencies which relocated from Bristol to Newington BCO as a local para-transit provider, extended hours of service as of Jan 1, 2009 to be compliant with ADA (contract expired with Central CT Regional Planning Agency (CCRPA)) 	<ul style="list-style-type: none"> Extended para-transit service options outside of Bristol town limits to Newington job center Extended availability of para-transit service hours per ADA 	<ul style="list-style-type: none"> BCO will continue providing transportation to Newington job center, funding available for at least another year Undetermined, dependent on receiving contract with (CCRPA), BCO para-transit plans to still be ADA compliant if contract awarded in future.

LLP Name	Activity Description - Transportation	Products and Services Produced	Sustainability Plans
CACIL	<ul style="list-style-type: none"> • Established a transportation demonstration project with partner Windham Region Transit District (WRTD) [<i>“WRTD Transportation Option”</i>] as a result of the gap analysis; expanded services to allow for alternate routes and times to meet more consumer needs for employment; increased range to 2 miles for ADA-Para transit and extended hours of operation (earlier and later) including availability 7 days a week for employment purposes; completed intake process for 51 consumers eligible for and received the pilot WRTD Transportation Option; provided 2975 rides (12,666 mi, 748.5 hours) during pilot; • WRTD Partnered with Horizons to allow consumer transfers from WRTD to Horizon transportation service to Groton sub-base for employment • Radio marketing campaign, and bus sign marketing campaign to raise awareness of possible transportation options • Transportation seminar to raise consumer awareness of transportation options AT awareness and job club promotion held at E. CT State University with Kennedy Center (38 attendees) 	<ul style="list-style-type: none"> • Pilot WRTD Transportation Option Dial-A-Ride (2 mile range, extended service hours and 7-day week availability) • Transfer service to Horizon transit for service to Groton workplace • Marketing campaign for pilot transportation option • Transportation options presentation 	<ul style="list-style-type: none"> • Unable to continue providing alternate range and extended hours for ADA-Para transit transportation option without funding source • Will continue to provide transportation option to Groton by connecting consumers on WRTD transit and transfers to Horizon transportation. • Will not continue pilot marketing • Additional training program with Kennedy center was sponsored by Eastern CT Workforce Investment Board; no other plans or funding available for additional training

LLP Name	Activity Description - Transportation	Products and Services Produced	Sustainability Plans
CREC	<ul style="list-style-type: none"> Sent students to Kennedy Center for training on using public transportation and ADA transportation Created audio-visual CD of CT Drivers Education manual (English) read aloud while the text is visible on the computer screen; distributed to all CREC district schools and transition personnel 	<ul style="list-style-type: none"> Audio-visual CD of CT Drivers Education manual (English) 	<ul style="list-style-type: none"> Student will continue to be sent for training on an as needed basis CD will continue to be available and can be downloaded to share information on a computer
NEAT	<ul style="list-style-type: none"> Researched local transportation options including accessible transit; prepared transportation brochure to include more focused information about local pilot area; distributed 300 copies to AT training presentation attendees and NEAT visitors; posted brochure on NEAT Connect-Ability webpage 	<ul style="list-style-type: none"> Local transportation brochure 	<ul style="list-style-type: none"> Brochure will continue to be available on webpage, but will not continue any further development activities
NewHaven	<ul style="list-style-type: none"> Collaboration with The Kennedy Center to do intakes at local high school and take student referrals for training Completed New Freedom Initiative (NFI) proposal with Greater New Haven Transit Dept for the purchase of 2 accessible taxis and voucher program; participated in DOT meetings; sent responses to Governor for regulation change needed for new type of taxi service which passed Oct 1; funding awarded for 2 taxis; information sharing to resolve concerns for taxi specifications with DOT 	<ul style="list-style-type: none"> NFI application and award 	<ul style="list-style-type: none"> Will complete trainings for referred students in early 2010, and will continue to receive referrals Plans to receive 2 accessible taxis and voucher program in Spring2010 Will continue to participate in meetings DOT and with Clean energy Coordinator, and to support accessible taxi initiative as needed; no additional funding or personnel

LLP Name	Activity Description - Transportation	Products and Services Produced	Sustainability Plans
PODoors	<ul style="list-style-type: none"> Developed and implemented a Spanish curriculum parent transition training program including 1 module (2.5 hr session) dedicated to transportation resources presented by Greater Hartford Transit District and Kennedy Center 	<ul style="list-style-type: none"> Transportation training module for curriculum 	<ul style="list-style-type: none"> Intend to continue partnerships with Greater Hartford Transit District and Kennedy Center as part of curriculum training program; expand to identify other resources in other cities if training academy funded
WorkAll	<ul style="list-style-type: none"> Implemented a voucher system for clients to get to and from interviews or work; used existing funds available from WIA and existing transportation grant (Regional Growth Connection) process and infrastructure for TANC (DSS) clients (served 15 clients) Implemented an individualized transportation plan to review options in collaboration with Kennedy center and to approve voucher service for client (served 21 clients) Made "Getting On board" information available on WorkAll website 	<ul style="list-style-type: none"> Voucher system for employment-related transportation (up to 30 days) 	<ul style="list-style-type: none"> Will continue to administer voucher system until currently available WIA funds expire; intend to apply for additional funds Will continue to provide individual transportation planning Information will continue to be available on website

LLP Name	Activity Description - Transportation	Products and Services Produced	Sustainability Plans
WorkPlace	<ul style="list-style-type: none"> • NFI application completed and submitted for Mobility Manager in collaboration with PeopleToJobs and LOCHSTP (Locally Coordinated Human Services Transportation Plan); award notification Nov 2009 • Revised the “Getting There, A Pocket Guide to Employment Transportation resources in SW CT” to include travel resources for employment or educations, colleges/universities, high schools, new transit services, CT Works locations and major employment hubs 	<ul style="list-style-type: none"> • NFI application and award • Modified “Getting There, A Pocket Guide to Employment Transportation resources in SW CT” brochure 	<ul style="list-style-type: none"> • Intend to have LOCHSTP members continue to sustain the Mobility Manager through additional funding grants • Printed revised pocket guide brochures in sufficient quantity (1000 pieces) to be available for more than one year; at this time there are no other funding plans for future revisions • Updated “Getting There” folders will be distributed in 2010