2018 Spring Vocational Conference

Labor & Industries
Return to Work Partnerships
June 1st 2018
8:00 – 4:30pm
Peer to Peer: Getting Ready for Change
THE PERILS OF ANTI-ENGAGEMENT

Robert Wilson
President & CEO

WorkersCompensation.com®

@workcompking
THE PERILS OF ANTI-ENGAGEMENT

The “Advocate”

The “Adversary”

The “Addled”

Robert Wilson
President & CEO

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Communication

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THE PERILS OF ANTI-ENGAGEMENT

The Premise

Created just over 100 years ago, and known as the “Great Compromise”, Workers’ Compensation is an enormously complex machine with thousands of moving parts. A machine, comprised of competing and divergent interests, regional and jurisdictional variations, and both local and national influences.
THE PERILS OF ANTI-ENGAGEMENT

The Premise

Understanding the perceptions of workers’ compensation held by those outside our industry, as well as the demographic and technological challenges that we will face in the very near future, will help us achieve better outcomes and allow us to honor the Grand Bargain for our industry’s second century.
Re: Claim #900219676215. Date of Injury 12/31/1967. Adjuster. Rosa Hogan. Please change my mailing address From 8 Via Menta to 23 Rosa Rancho Santa Margarita, Ca. 92688
THE PERILS OF ANTI-ENGAGEMENT

- People Inside Our Industry Do Not Understand Our Processes
Who Here Planned On A Career in Comp?

We tend to be an industry staffed by accident
A Look From the Injured Workers’ Perspective
The "Undercover Boss" Lesson on Workers’ Compensation
The Power of Workers’ Recovery
&
The Potential of Engagement
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Communication
Compassion
Caring

Robert Wilson
President & CEO
WorkersCompensation.com®
Thank you!
The Vocational Recovery Project

Washington State Department of Labor & Industries
2018 Spring Vocational Conference
Objectives

- Overview of The Vocational Recovery Project
- Focus group footage – What do workers need?
- Participant insights from the Vocational Recovery Referral Pilot
- Project Website & Communications
The Vocational Recovery Project

Vision Statement: Create a culture focused on vocational recovery that engages all parties in preventing work disability while improving return-to-work outcomes.
Work Disability

Work disability occurs “when a worker is unable to stay at work or return to work because of an injury or disease. Work disability is the result of a decision by a worker who for potential physical, psychological, social, administrative, or cultural reasons does not return to work. While the worker may want to return to work, he or she feels incapable of returning to normal working life. Therefore, after the triggering accident or disease has activated a work absence, various determinants can influence some workers to remain temporarily out of the workplace, while others return, and others may finally not return to work at all.”

*Handbook of Work Disability Prevention and Management – Loisel and Anema 2013*
RG The Vocational Recovery Project

Areas of Focus:

- Vocational Recovery Referral Pilot (worker centric referral)
- Best Practices
- Education
- Firm & VRC Registration
- Referrals
- Complaint process escalations/de-escalations
- Incentives/payments
- Quality Assurance
- Performance Measures
Focus of each work stream

1. **Vocational Recovery Referral Pilot Project**
   Focus on helping workers return to work by creating a vocational recovery plan. VRCs and L&I claim managers in the pilot are testing emerging best practices with the goal of preventing work disability.

2. **Best Practices**
   Scouring the world for evidence-based best practices for decreasing work disability and increasing return-to-work outcomes. Reading, analysis and discussion are quickly moving the group toward a new way of doing voc.

3. **Education and Training**
   Developing educational content that will foster the worker-centric model of worker engagement with VRCs as well as with L&I’s claim managers and vocational services specialists. In addition to live training, we are creating online learning resources.

4. **Firm and VRC Registration and Requirements**
   Improve the registration process to maintain a pool of experienced VRCs who engage workers in return-to-work efforts and consistently provide quality vocational services.

5. **Referral Process**
   Design an impartial, consistent vocational referral model, promoting appropriate and effective outcomes, and recognizing and encouraging quality work.

6. **Complaint Process Escalations and De-escalations**
   Develop better ways to identify inconsistencies with quality vocational work and improve escalation strategies to educate and mentor VRCs.
Reducing Delays in AWA Process Increased RTW and Able-to-Work Job of Injury Outcomes

Outcome distribution when first AWA referral made with less than 90 days of time-loss, select outcomes (12-month rolling average)

The share of RTW outcomes has increased 54.2% since the new process was implemented.

The goal is to increase the share of RTW and ATW JOI outcomes.
The most significant method of keeping time-loss benefits from growing to lengthy levels is through the vocational rehabilitation program.

Early and aggressive intervention by skilled VR professionals has great potential to reduce time-loss and improve return to work for injured workers.

Focus Group Footage
Insights from the Vocational Recovery Referral Pilot

_Pilot VRC and CM impressions_
Communications Update

- A project website is now available: www.Lni.wa.gov/VRP
- We want you to have all the information you need to feel prepared for change.
- We hope you will share information with others in your community.
- Share your ideas by writing to us VocRecoveryProject@Lni.wa.gov
Questions?
Tying Professional Standards of Practice to Vocational Recovery in Washington Workers’ Compensation

Amy Williams, MA, CRC, ABVE/D, FVE
Nicole Hernandez, MSW, ABVE, CDMS
Cory Turner, M. ED, CRC
Richard Wilson, CRC
PATHWAYS TO COLLEGE & CAREERS FOR WASHINGTON’S EMERGING WORKFORCE

Accelerated Pathways, Increased Opportunities

WIOA Transition

L & I Vocational Conference, Spring 2018
Jon Kerr, Washington State Director
Basic Education for Adults
State Board for Community and Technical Colleges
Primary Challenges in Washington State

• 740K job openings in WA in the next 5 yrs. with majority (70%) requiring some postsecondary education
• 700K adults in WA lack basic skills needed to meet workforce needs
• 571K 18 yrs.+ without a HS Credential
• In 2016 we served only 46,870 in BEdA
ADULT EDUCATION (TITLE II) DEFINED

• The term ‘adult education’ means academic instruction and education services below the postsecondary level that increase an individual’s ability to—

• (A) read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;

• (B) transition to postsecondary education and training;

• (C) obtain employment.*

*WIOA, SEC. 203 Definitions (1)(A)(B)(C)
Major Guiding Changes in WIOA for BEdA

- Requires the development and implementation of effective and accessible college and career pathways.
- Requires that Basic Education aligns to the K12 standards and no longer gets students to 10th grade competency levels but provides them with the skills to be college ready.
- Requires employability skills be taught in every class at every level.
- It supports—I-BEST—or integrated, co-enrolled workforce and training programs that accelerate the transition to postsecondary certificates and degrees for both ABE and ELA.
- Includes math, reading, listening, and speaking strategies be taught at all levels for both ABE and ELA.
- Expands the provision for technology.
ADULT BASIC EDUCATION ELIGIBLE INDIVIDUAL

(ELIGIBILITY DETERMINED BY CASAS TESTING OR HS CREDIT PLACEMENT)

• Attained 16 years of age
• Is not enrolled or required to be enrolled in secondary school
• Is an English language learner
• Is basic skills deficient
• Does not have a secondary school diploma or its equivalent
WA GUIDED PATHWAYS PRINCIPLES

1. Clarify the paths (Meta Majors)
   Curricular Alignment

2. Help students get on a path
   Student Support - On-Boarding

3. Help students stay on the path
   Student Support - Monitoring

4. Ensure students are learning
   Institutional Pedagogy
I-BEST in Guided Pathways
TEAM TEACHING: THE HEART OF I-BEST

- I-BEST pairs a basic skills instructor and a career and technical instructor in the same classroom to jointly plan, teach, and assess students’ learning and skill development.

- This allows students to earn college and workforce credentials at the same time as mastering critical basic skills identified by employers.
I-BEST DEFINED

• **I-BEST is team-taught**
  ✓ One faculty member teaches college professional-technical content
  ✓ One faculty member teaches basic academic, employability and English language skills

• **I-BEST is contextualized**
  ✓ English, math and employability skills are taught in context to a career pathway

• **I-BEST provides wraparound services**
  ✓ Students are assisted with financial aid and other crucial supports
AFTER 12 YEARS
I-BEST

Continues to be Washington’s most successful instructional model that moves under-skilled adults to living wage jobs!
BEFORE I-BEST

• Only 3 to 6% of students reached the Tipping Point or earned a certificate or degree within five years of completing ABE.
I-BEST STUDENTS
Do Better and Go Further, Faster

Columbia University’s Community College Research Center found that I-BEST students in comparison with other basic skills students in workforce programs were:

• 3 times more likely to earn college credit
• 9 times more likely to earn an award
• More than doubled quarterly earnings compared to traditional ABE students
• Employed at double the hours per week
# I-BEST

<table>
<thead>
<tr>
<th>Data Point</th>
<th>2014-2015</th>
<th>2015-2016</th>
<th>2016-17</th>
<th>2017-18*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Enrolled</td>
<td>3,937</td>
<td>4,539</td>
<td>4,891</td>
<td>2,875*</td>
<td>16,242*</td>
</tr>
<tr>
<td>FTE (all students)</td>
<td>2,178</td>
<td>2,494</td>
<td>2,662</td>
<td>1,247*</td>
<td>8,581*</td>
</tr>
<tr>
<td>Degrees &amp; Certificates</td>
<td>1,979</td>
<td>1,939</td>
<td>2,178</td>
<td>168*</td>
<td>6,264*</td>
</tr>
<tr>
<td>Total Performance Points (SAI) Earned</td>
<td>17,179</td>
<td>21,553</td>
<td>22,497</td>
<td>2,624*</td>
<td>63,853*</td>
</tr>
<tr>
<td>Performance Points Earned per Student (SAI)</td>
<td>4.5</td>
<td>4.7</td>
<td>4.7</td>
<td>N/A</td>
<td>4.6**</td>
</tr>
<tr>
<td>Federal Level Gains</td>
<td>958</td>
<td>1,102</td>
<td>1,229</td>
<td>593*</td>
<td>3,882*</td>
</tr>
</tbody>
</table>
HS 21+

• Allows students 21 and older to attain a competency-based high school diploma

• Awards credit for prior learning, military training, and work experience

• Students can move quickly as outcomes are met saving both time and money
# HS 21+ DATA

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Enrolled</td>
<td>1,935</td>
<td>3,427</td>
<td>4,027</td>
<td>2,136*</td>
<td>11,525*</td>
</tr>
<tr>
<td>FTE (all students)</td>
<td>1,189</td>
<td>1,911</td>
<td>1,846</td>
<td>585*</td>
<td>5,531*</td>
</tr>
<tr>
<td>Diplomas</td>
<td>702</td>
<td>1,317</td>
<td>1,637</td>
<td>418***</td>
<td>4,074***</td>
</tr>
<tr>
<td>Total Performance Points (SAI) Earned</td>
<td>4,128</td>
<td>6,948</td>
<td>8,922</td>
<td>1,019*</td>
<td>21,017*</td>
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<tr>
<td>Performance Points Earned per Student (SAI)</td>
<td>2.2</td>
<td>2.0</td>
<td>2.2</td>
<td>N/A</td>
<td>2.1**</td>
</tr>
<tr>
<td>Federal Level Gains</td>
<td>606</td>
<td>1,028</td>
<td>1,232</td>
<td>611*</td>
<td>3,477*</td>
</tr>
</tbody>
</table>

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* Through Fall Quarter 2017 Only
** Through Summer Quarter 2017
*** Through Spring Quarter 2017

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2017
I-DEA

INTEGRATED DIGITAL ENGLISH ACCELERATION

I-DEA Provides Low-level ELA Adults:

• 50% Online Instruction
• Laptop Computers & 24/7 Internet Access
• An ELL Instructor & Technology Coach
• Intensive Teaching Training for all College and Community-based Providers
• Instruction in Problem Solving in Technology Rich Learning Environments
• 32 Free, Open-resource Modules of Instruction
## I-DEA DATA

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
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<tbody>
<tr>
<td>Students Enrolled</td>
<td>749</td>
<td>1,388</td>
<td>2,027</td>
<td>859*</td>
<td>5,023*</td>
</tr>
<tr>
<td>FTE (all students)</td>
<td>479</td>
<td>818</td>
<td>972</td>
<td>345*</td>
<td>2,614*</td>
</tr>
<tr>
<td>Total Performance Points (SAI) Earned</td>
<td>1,366</td>
<td>3,130</td>
<td>4,777</td>
<td>N/A</td>
<td>9,273**</td>
</tr>
<tr>
<td>Performance Points Earned Per Student(SAI)</td>
<td>1.8</td>
<td>2.3</td>
<td>2.2</td>
<td>N/A</td>
<td>2.2**</td>
</tr>
<tr>
<td>Federal Level Gains</td>
<td>382</td>
<td>771</td>
<td>1,082</td>
<td>436*</td>
<td>2,671*</td>
</tr>
</tbody>
</table>

*Through Fall Quarter 2017 Only
**Through Spring Quarter 2017 Only
### 2016-17 Student Achievement Points for I-BEST and Comparison Groups

<table>
<thead>
<tr>
<th>Program</th>
<th>Headcount</th>
<th>Basic skills points</th>
<th>Basic skills points per student</th>
<th>College points</th>
<th>College points per student</th>
<th>Total points</th>
<th>Total points per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>120532</td>
<td>0</td>
<td>n/a</td>
<td>118207</td>
<td>0.98</td>
<td>215888</td>
<td>1.79</td>
</tr>
<tr>
<td>Workforce</td>
<td>74655</td>
<td>0</td>
<td>n/a</td>
<td>71777</td>
<td>0.96</td>
<td>124621</td>
<td>1.67</td>
</tr>
<tr>
<td>I-BEST</td>
<td>4746</td>
<td>6459</td>
<td>1.36</td>
<td>11256</td>
<td>2.37</td>
<td>22497</td>
<td>4.74</td>
</tr>
<tr>
<td>Basic Skills No I-BEST</td>
<td>37936</td>
<td>62407</td>
<td>1.65</td>
<td>2958</td>
<td>0.08</td>
<td>75111</td>
<td>1.98</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237869</strong></td>
<td><strong>68866</strong></td>
<td><strong>0.62</strong></td>
<td><strong>204198</strong></td>
<td><strong>0.86</strong></td>
<td><strong>438117</strong></td>
<td><strong>1.84</strong></td>
</tr>
</tbody>
</table>

### 2016-17 College-level credits for I-BEST and Comparison Groups

<table>
<thead>
<tr>
<th>Program</th>
<th>Headcount*</th>
<th>Credits attempted**</th>
<th>Credits earned</th>
<th>Credit earned ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>133,747</td>
<td>2,434,681</td>
<td>2,088,064</td>
<td>86%</td>
</tr>
<tr>
<td>Workforce</td>
<td>82,206</td>
<td>1,676,735</td>
<td>1,499,971</td>
<td>89%</td>
</tr>
<tr>
<td>I-BEST</td>
<td>5,213</td>
<td>121,490</td>
<td>108,641</td>
<td>89%</td>
</tr>
<tr>
<td>Basic Skills No I-BEST</td>
<td>2,801</td>
<td>33,535</td>
<td>28,249</td>
<td>84%</td>
</tr>
</tbody>
</table>

*Includes students taking courses at multiple institutions

**Transcript database, credits attempted (CLIV_IND = Y) credits earned (earn_ind = Y)

<table>
<thead>
<tr>
<th>Program</th>
<th>Total points per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 21+</td>
<td>2.1</td>
</tr>
<tr>
<td>I-DEA</td>
<td>2.1</td>
</tr>
</tbody>
</table>

#### Cohort definitions (SAI database):

- **Transfer**: Intent last = B, Kind of basic skills = null, targeted program indicator = not like 1*
- **Workforce**: Intent last = F,G,M,I, Kind of basic skills = null, targeted program indicator = not like 1*
- **I-BEST**: Targeted program indicator = 1*
- **Basic skills No I-BEST**: Targeted program indicator = not like 1*, Kind of basic skills = not null
QUESTIONS
CONTACTS


Jon Kerr, Washington State Director
Basic Education for Adults
V (360) 704-4326
E jkerr@sbctc.edu

Washington State Board for Community & Technical Colleges
1300 Quince St SE | PO Box 42495 | Olympia, Washington 98504
Division of Vocational Rehabilitation (DVR)

VR History, WIOA, and Overview of Services
History of Rehabilitation

- 1911 – State Industrial Insurance
- 1917 – Smith-Hughes Act
- 1918 – Soldier’s Rehab Act
- 1920 – Smith-Fess Act (Civilian VR Act)
- 1935 – Social Security Act
- 1936 – Randolph-Sheppard Act
- 1938 – Wagner-O’Day Act
- 1943 – Barden-Lafollette Act
- 1954 – Civilian VR Act Amendments
History of Rehabilitation

- 1965 – Civilian VR Act Amendments
- 1973 – Rehabilitation Act of 1973
- 1975 – Education of All Handicapped Children Act
- 1985 – The Mental Illness Bill of Rights Act
- 1990 – The Americans with Disabilities Act
- 1998 – Workforce Investment Act
  - Rehabilitation Act amended
- 2014 – Workforce Innovation and Opportunity Act
  - Rehabilitation Act amended
Core Programs under WIA & WIOA

- Adult, Dislocated Worker, & Youth Programs (Title 1B)
- Adult Education & Family Literacy Programs (Title II)
- Wagner-Peyser Employment Service Program (Title III)
- VR Program (Title IV)
WIOA Implementation

• Enhanced Vocational Assessment to improve labor market attachment

• Emphasis on 90 days to plan and the ability to extend the development timeframe

• Projected post-school employment outcomes as IPE goals for youth
WIOA Implementation

• Pre-employment Transition Services for potentially eligible students

• Data collection reporting changes to include:
  – Measurable skill gains and credential attainment
  – Barrier population demographics

• Co-location at 18 WorkSource locations
Career Counseling, Information & Referral Services for Subminimum Wage Earners

What is Section 511 of the Rehab Act?

• A new rule, effective as of July 2016, impacting individuals earning below Federal minimum wage (less than $7.25/hour).

• A requirement that all individuals who are currently working under FLSA 14c certificates, earning below Federal minimum wage, receive career counseling, information and referral services from DVR on an annual basis.
  – This requirement means that individuals earning below Federal minimum wage who do not receive these services and documentation of the services received cannot continue in their current positions.
DSHS: Transforming Lives

DVR’s Vision Statement:

Dedicated professionals leading the field of vocational rehabilitation, delivering exceptional experiences to every customer, every time.
DVR’s Values

- **Transparency** through clear, honest communication with customers, staff, and partners.
- Acting with **Integrity**, upholding the ethics and values of our profession.
- Promoting a culture of **Empowerment** for customers and staff.
- Advancing rehabilitation practices through **Innovation**.
- **Collaboration** with customers, staff, and partners that produces results.
- Committed to **Diversity, Equity and Inclusion** in all of its forms to achieve excellence.
Who We Serve and What We Do

We Serve:
People with disabilities who want to work but face a substantial barrier to finding or keeping a job or advancing in employment.

What we do:
Provide individualized employment services and counseling to people with disabilities. We provide technical assistance and training to employers about the employment of people with disabilities.
Customer Information

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**Age Groups of Customers Rehabilitated**

- 14-20: 144
- 21-25: 735
- 26-30: 380
- 31-35: 288
- 36-40: 236
- 41-45: 238
- 46-50: 283
- 51-55: 254
- 56-60: 256
- 61-70: 181
- 71-75: 16
- 76-90: 2

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**Types of Disabilities of Rehabilitated Customers**

- 1190 Cognitive Impairments
- 345 Deaf, Hard of Hearing, Blind, Deafblind
- 866 Behavioral Health Disability
- 369 Mobility Impairment - Orthopedic/Neurological
- 243 Other Disability
DVR By The Numbers

DVR Creates Independence

- $4,704: average yearly earnings at application
- $19,047: average yearly earnings at closure

Case Service Expenditures

<table>
<thead>
<tr>
<th>TOTAL PAID</th>
<th>CASE SERVICE %</th>
<th>ASSESSMENT GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8,393,267</td>
<td>26%</td>
<td>Assessment Services</td>
</tr>
<tr>
<td>$360,582</td>
<td>1%</td>
<td>Independent Living Services</td>
</tr>
<tr>
<td>$3,490,647</td>
<td>11%</td>
<td>Other</td>
</tr>
<tr>
<td>$796,728</td>
<td>2%</td>
<td>Physical/Mental</td>
</tr>
<tr>
<td>$13,800,725</td>
<td>42%</td>
<td>Restoration/Rehab Tech</td>
</tr>
<tr>
<td>$5,071,240</td>
<td>15%</td>
<td>Placement Services</td>
</tr>
<tr>
<td>$934,470</td>
<td>3%</td>
<td>Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transportation</td>
</tr>
</tbody>
</table>

Sources of Revenue for DVR in 2017

- State: $13,787,951
- Federal: $54,709,121
- Total: $68,497,071
Who might be eligible?

DVR may serve an individual if they:

1. Have a physical, mental, or sensory disability that makes it difficult to get a job or keep a job that matches skills, potential, and interest
2. Need services and support, such as counseling, training, or assistance with a job search, in order to get or keep a job, and
3. Are capable of working as a result of receiving DVR Services
Informed Choice

Customers make decisions throughout the rehabilitation process with the help and assistance of DVR staff, including:

- Type of desired job
- Steps needed to prepare for the job
- What services are needed to go to work
- Where to get the services
The Rehabilitation Process

Eligibility:
• DVR collects records
• 60 days to collect and review records
• Information provided to DVR is kept confidential
• Specific consent is required for DVR to release information.
Services Available from DVR

• DVR provides vocational rehabilitation services designed to help job seekers with disabilities prepare for, get, keep, or advance in a job.

• DVR provides the information necessary to assist in deciding which services are needed to reach desired job goals.

• The services received are based on individual needs and circumstances.
Services may include one or more of the following:

- Vocational rehabilitation counseling and guidance
- Assessment services
- Individualized plans for employment
- Benefit planning services
- Independent living services
- Assistive Technology services
- Training and education services
- Job-related services
Paying for DVR Services

DVR provides some services regardless of financial status, including:

- Assessment services needed to determine eligibility or to develop an Individualized Plan for Employment
- Vocational Rehabilitation counseling, guidance, and referral services
- Job placement and retention services
- Interpreter services
Can DVR pay for training or education?

When the career goal identified on the approved IPE requires training or education, DVR can support the program needed to help gain new work skills.

Individuals must apply for financial aid and grants before DVR pays for training-related expenses at a college.
Customer Rights

At DVR we want to see everyone reach their employment goals. However, at times challenging circumstances can arise during the vocational rehabilitation process.

At any time during the VR process, if an individual does not agree with a decision made regarding services from DVR, they have several options available to resolve the disagreement.
Division of Vocational Rehabilitation
Washington State Department of Social and Health Services
PO Box 45340 • Olympia, WA 98504-5340
1-800-637-5627 or (360) 725-3636
Washington Relay: 711
www.dshs.wa.gov/office-of-the-secretary/division-vocational-rehabilitation

Providing DVR Services Since 1933

**Equal Access to Services**
Our policy is that no person shall be subjected to discrimination by DSHS or its contractors because of race, color, ethnicity, gender, sexual orientation, age, religion, creed, marital status, status as a disabled veteran or Vietnam Era veteran or based on the presence of any physical, mental or sensory disability. To request this publication in an alternative format, please call 1-800-637-5627 or visit our website.
Questions ?
Thank you!

Remember: Your evaluations can be exchanged for CEUs at the back tables
-Ryan Guppy & RTW Partnerships