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| **Student HireAbility Navigator Quarterly Review Checklist** | | | | | | | | | |
| Board Name: | | | | | | Review Date: | | | |
| Navigator name: | Reviewer’s Name(s): | | | | | | | | |
| Student HireAbility Navigator Qualifications | | | | | | | | | |
| Instructions: To be completed at submission of initial quarterly report. | | | | | | | | | |
| **Description:** Please check the appropriate check box Yes, No, or N/A for not applicable. | | **Yes** | | | **No** | | **N/A** | | **Comments** |
| For **initial quarterly report**, is there evidence that the Student HireAbility Navigator meets the minimum education and experience requirements: | | | | | | | | | |
| **Education** | | **Yes** | | | **No** | | **N/A** | | **Comments** |
| Graduation from an accredited four-year college or university. | |  | | |  | |  | |  |
| One additional year of full-time qualifying experience may be substituted for each year (30 semester hours) of the required education. | |  | | |  | |  | |  |
| **Experience** | | **Yes** | | | **No** | | **N/A** | | **Comments** |
| Four years of full-time work experience. | |  | | |  | |  | |  |
| Work experience in the fields of education, vocational rehabilitation, workforce development programs, human services programs, or non-profit organizations serving students or persons with disabilities is preferred. | |  | | |  | |  | |  |
| A master's degree from an accredited college or university may be substituted for two years of the required qualifying experience. | |  | | |  | |  | |  |
| **Student HireAbility Navigator Program Plan Development & Submittal** | | | | | | | | | |
| **Instructions: To be completed at submission of three-year action plan.** | | | | | | | | | |
| Is there evidence the **Student HireAbility Navigator** performed the following: | | **Yes** | | | **No** | | **N/A** | | **Comments** |
| In consultation with the local VR offices in the workforce development area, identify the pre-employment transition services available to students with disabilities in the workforce development area. | |  | | |  | |  | |  |
| Convene partners, including school districts and Education Service Centers, to discuss successful strategies and services, gaps, and opportunities for collaboration to improve the quality and/or availability of pre-employment transition services to students with disabilities. | |  | | |  | |  | |  |
| In consultation with the Board and the VR offices in the workforce development area, school districts, and other community partners, create a three-year action plan to achieve the deliverables in Sections 3.5.1.2 – 3.5.1.4 of the Board VR Requirements Manual (BRM). | |  | | |  | |  | |  |
| Is there evidence that the Student HireAbility Navigator performed the following: | | | | | | | | | |
| Developed a plan that includes goals, strategies, deliverables, accountable parties and timelines for each deliverable listed in Sections 3.5.1.2 – 3.5.1.4. | |  | | |  | |  | |  |
| Submitted the plan to TWC within six months of the initial contract effective date or, no later than six months after the initial hire date of the Student HireAbility Navigator, whichever Is later. | |  | | |  | |  | |  |
| Quarterly Deliverables Report | | | | | | | | | |
| Instructions: To be completed at submission of quarterly deliverables report. | | | | | | | | | |
| Capacity Building and Systems Development Responsibilities | | | | | | | | | |
| Is there evidence within the quarterly report that the Student HireAbility Navigator perfomed activites within the following deliverable areas in consultation and coordination with local VR offices, and other Board and Board contractor staff: | | | | | | | | | |
| A. Develop and sustain relationships with VR staff, including but not limited to regional management, regional program staff, VR counselors, managers, and supervisors. Facilitate ongoing communication with VR staff and work jointly when developing activities outlined within this chapter. | |  | | |  | |  | |  |
| B. Develop and/or disseminate information to increase community and system awareness of the resources and activities available to students with disabilities in the following five pre-employment transition services:   * job (career) exploration counseling; * work-based learning experiences, which may include in school or after school opportunities, or experience outside the traditional school setting (including internships), provided in an integrated environment to the maximum extent possible; * counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; * workplace readiness training to develop social skills and independent living; and * instruction in self-advocacy, which may include peer mentoring. | |  | | |  | |  | |  |
| C. In coordination with VR staff, develop and sustain relationships with the education partners in the local workforce area, including but not limited to school districts, Education Service Centers, private schools and home school organizations to promote awareness and availability of pre-employment transition services and Workforce Solutions programs to schools, parents, and students. | |  | | |  | |  | |  |
| D. Promote the use of online career exploration, postsecondary education planning, and work readiness tools, including those available through TWC's Labor Market and Career Information Department. | |  | | |  | |  | |  |
| E. In consultation with Workforce Solutions Offices, local VR offices, local education agencies, parents and students with disabilities, employers, and community partners, develop effective and innovative strategies to:   * Provide information on VR and Pre-ETS to students who are members of traditionally unserved and underserved populations. * Enhance oppourtunities for post-secondary activities for students with disabilities. * Coordinate and/or monitor implementation of the strategies. | |  | | |  | |  | |  |
| **Partnerships and Collaboration Responsibilities** | | | | | | | | | |
| Is there evidence within the quarterly report that the Student HireAbility Navigator perfomed activites within the following deliverable areas: | | | | | | | | | |
| A. Identify community partners and establish collaborative relationships. Convene and/or attend workgroups, committees, coalitions, and cross-agency teams to foster system and community coordination of pre-employment transition services and activities for students with disabilities. | |  | | |  | |  | |  |
| B. Provide information, training, and technical assistance to Workforce Solutions Offices, local VR offices, school districts, Education Service Centers, community partners, and employers, regarding resources and activities available to assist students with disabilities to transition successfully to postsecondary education, employment, or both. | |  | | |  | |  | |  |
| C. Develop and coordinate events, campaigns, and other activities that promote the Texas HireAbility Campaign and increase student and family awareness of and access to pre-employment transition services. | |  | | |  | |  | |  |
| D. Represent Student HireAbility Navigator program by serving as a liaison between VR & Workforce Solutions Offices and the Board. Assist with VR related activities and ensure that programs developed are accessible and inclusive. | |  | | |  | |  | |  |
| E. Partner with Student HireAbility Navigators within the VR region and state to accomplish and expand program deliverables outlined in this chapter. | |  | | |  | |  | |  |
| **Responsibilities to Inform and Engage Employers** | | | | | | | | | |
| Is there evidence the Student HireAbility Navigator in coordination with local VR offices and other Board and Board contractor staff, such as business services staff, student hireability navigators will: | | | | | | | | | |
| A. Develop relationships with Board and VR staff, including but not limited to Business Relations Coordinators, Community Outreach Specialists and Business Service staff. Student HireAbility Navigators will streamline communication and organize events and activities that promote VR services and increase employers' understanding of the abilities of students with disabilities. | |  | | |  | |  | |  |
| B. Disseminate information and resources to employers and community partners. | |  | | |  | |  | |  |
| C. Coordinate with Board and VR staff to develop training and/or resources to educate, support, and enhance employers' awareness of disability etiquette and accommodations for students with disabilities. | |  | | |  | |  | |  |
| D. Collaborate with Board and VR staff to develop work- based learning opportunities for students with disabilities, including internships, summer employment, other employment opportunities available throughout the school year, and apprenticeships. | |  | | |  | |  | |  |
| E. Conduct outreach and develop relationships with business and industry organizations, including local chamber of commerce, economic development collaboratives, and local employment organizations. | |  | | |  | |  | |  |
| **Quarterly Deliverables Report Submittal** | | | | | | | | | |
| Did the Board submit the Student HireAbility Navigator Program Deliverables Report by the 15th of September, December, March, and June of each year? | |  | | |  | |  | |  |
| Was the quarterly report complete and without errors? | |  | | |  | |  | |  |
| Was the Quarterly Deliverables Report submitted to the following email address: [StudentNavigators@twc.state.tx.us](mailto:StudentNavigators@twc.state.tx.us) | |  | | |  | |  | |  |
| **Comments or Findings** | | | | | | | | | |
| **Did the reviewer identify any findings related to compliance during the review?** | | |  |  | | | |  |  |
| **Performance Rating Scale (1-5):** | | | | | | | | | |
| 5: Exceptional: Student HireAbility Navigator rated compliant on all review criteria. Work performance consistently exceeds performance standards. Student HireAbility Navigator has demonstrated meaningful activity by new activities developed and significant progress on planned activities in at least 12 of the 15 deliverable areas. Quarterly reports are complete, turned in on time, and without error.  4: Above Expectations: Student HireAbility Navigator rated compliant on all review criteria. Work is fully satisfactory and often exceeds performance standards. Student HireAbility Navigator has demonstrated meaningful activity. Student HireAbility Navigator has demonstrated meaningful activity by new activities developed and significant progress on planned activities in at least 9 of the 15 deliverable areas. Quarterly reports are complete, turned in on time, and without error.  3: Successful: Student HireAbility Navigator rated compliant on at least 80% of review criteria. Work is fully satisfactory and occasionally may exceed performance standards.  2. Mentorship Needed: Student HireAbility Navigator rated compliant on less than 80% of review criteria. This rating will initiate mentorship and improvement is expected within six-month period.  1: Unsatisfactory: Student HireAbility Navigator is rated compliant on less than 80% of review criteria and has not made improvement during mentorship period. Improvement must be demonstrated within three-month period. | | | | | | | | | |
| **Please describe any findings and corrective actions below:** | | | | | | | | | |