Quality Work Environment
TOOLS FOR SUCCESS

AbilityOne

PROGRAM ★

Quality Work Environment
TOOLS FOR SUCCESS

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Appendix A, Glossary of QWE-Related Terms

Core Element	An aspect of a practice guideline that the QWE Workgroup judged to have been shown to deliver positive outcomes for employees, to generally be in common use, and that can be applied across diverse AbilityOne agencies.
Outstanding Practices Worksheet	Tab 2 in the QWE Spreadsheet. This form is used to capture and share with other NPAs practices that resulted in a self-assessment score of 5.
Practice Guideline	A general strategy to create a quality work environment for employees. The practice guidelines align to the QWE guiding principles and serve as goals and objectives of the myriad practices at the NPA level.
Practice Guideline Area or Category	A category under which multiple practice guidelines are grouped. There are four practice guideline areas.
Priority Action	A high priority project to result in improvements in one or more QWE practice guideline core or progressive elements.
Progressive Element	An aspect of a practice guideline that builds on the core elements and can take an agency (NPA or CNA) to the next level in terms of being more innovative or cutting-edge.
Quality Work Environment (QWE)	A combination of physical environment, work practices and corporate culture that enables people who are blind or have significant disabilities to do the work of their choice with appropriate supports and/or workplace flexibilities, ongoing training opportunities (including teaching job, social, and leadership skills), and a clear path to career and advancement opportunities.
QWE Guidebook for NPA Implementation	A guidebook issued by the CNAs that provides a roadmap to NPAs on conducting an initial self-assessment of existing practices, developing a Strategic Action Plan and QWE Project Plans to implement the QWE practice guidelines for improvement of existing practices and implementation of new practices.

QWE Initiative	A strategy through which key stakeholders in the AbilityOne Program will collaborate to identify and implement best practices in the NPA work environments that will enable people who are blind or have significant disabilities to achieve their maximum employment potential through opportunities to do the work of their choice; a strategy to empower AbilityOne producing NPAs to make improvements in key areas of the work environment, thus strengthening experience, productivity, and opportunity for all.
QWE Assessment and Planning Tool	The first tab or worksheet in QWE spreadsheet. This worksheet enables the NPA to work with the practice guidelines in an integrated manner by allowing entry of self-assessment scores, improvement actions, priority and cost data, and action planning data in a single place, aligned by practice guideline.
QWE Practice	An established way of creating an aspect of a quality work environment; an established method, system, process or procedure that has been developed through experience and knowledge.
QWE Project Plan	Tab 4 in the QWE spreadsheet provides a template for QWE Project Plans. A QWE Project Plan is for a priority action and identifies the tasks to be done, the target date for completion of each task, the team member responsible for each task, the resources required, as well as status and comments associated with implementing the priority action.
QWE Steering Group	A subset of the QWE Workgroup that serves as the executive committee, providing guidance to the subcommittees and serving as the workgroup's representative in communications with the CNAs and the Committee. Its ongoing role is providing guidance and input to the QWE process as it is rolled out to the NPA community by the CNAs over the next several fiscal years. This Group will also play a role in communications with the CNAs and the Committee. In addition to original members who wish to continue with this service, the Steering Group may be expanded to include key segments of the NPA community and other Subject Matter Experts.

QWE Subcommittee	A subset of the QWE Workgroup that was responsible for addressing a portion of the guiding principles presented in the January 15, 2009 memorandum to nonprofit agency executives from the Committee's Executive Director. The focus of the four subcommittees was: ▶ **QWE SUBCOMMITTEE 1:** Identify best practices in enhancing wages via productivity (or other sources) ▶ **QWE SUBCOMMITTEE 2:** Creating opportunities both within and outside a participant's current employer, including person centered plans based upon informed choice ▶ **QWE SUBCOMMITTEE 3:** Creating access to and/or navigation toward services/support/training/skill acquisition ▶ **QWE SUBCOMMITTEE 4:** Supports and flexibilities in the workplace
QWE Team	The group of staff members within a CNA who are responsible for supporting QWE implementation in the CNA and affiliated NPAs. NISH and NIB each will have a QWE team led by their QWE Director. This term can also apply to teams within NPAs that are responsible for conducting the self-assessment and developing and implementing the Strategic Action Plans.
QWE Workgroup	A cross-functional workgroup called for in the January 15, 2009 memorandum to nonprofit agency executives from the Committee's Executive Director. The workgroup included a Steering Group and four subcommittees, and has representatives from the Committee Staff, NISH, NIB, and NPAs, as well as subject matter experts selected by the Committee.
Self-assessment	A review conducted by an agency (CNA or NPA) using the QWE Assessment and Planning Tool to evaluate the agency's adherence to the QWE practice guidelines. An agency will conduct an initial self-assessment to establish a baseline, and then will conduct self-assessments every one to three years to measure progress.
Strategic Action Plan	Tab 3 on the QWE Spreadsheet. The Strategic Action Plan is a high level summary of the key actions an agency plans to take to improve the quality of the work environment for its employees.

Appendix B. QWE Workgroup Members

QWE Steering Group

John Miller, Chair	President / Chief Executive Officer (CEO), Goodwill Industries of Southeastern Wisconsin, Inc.
Robin Usalis, Vice-Chair	CEO, Clovernook Center for the Blind
Jerry Bettenhausen	President, Work Services Corporation
Rich Gilmartin	VP, Vocational Services, Lakeview Center, Inc.
Lou Moneymaker	CEO, BOSMA
Steve Perdue	President, Grand Traverse Industries, Inc.
Deb Russell	Manager, Outreach and Employment Services, Walgreens Supply Chain
Bobby Silverstein	Counsel, ACCSES
Billy Sparkman	Executive Director, Alabama Industries for the Blind
Bob Hanye, former Vice-Chair	CEO, Association for Vision Rehabilitation & Employment

QWE Subcommittee #1: Identify best practices in enhancing wages via productivity (or other sources)

Steve Perdue	President, Grand Traverse Industries, Inc.
Larissa Timmerberg	NISH
Amy Jensen	Committee for Purchase from People who are Blind or Severely Disabled
Bob Hanye	CEO, Association for Vision Rehabilitation & Employment
Carol Borsa	Director of Business Services, The Association for the Blind and Visually Impaired (ABVI); Goodwill Industries of Greater Rochester, Inc.
Charlie Harles	Harles & Associates
Constance Engelstad	General Manager, Administration, The Lighthouse for The Blind, Inc.
Dan Abatemarco	National Industries for the Blind
Jerry Bettenhausen	President, Work Services Corporation
Mike Carney	President / CEO, Knox County Association for Retarded Citizens, Inc.
Rick Sebastian	President / CEO, Human Technologies Corporation
Joe Roeder	National Industries for the Blind
Robert Hutt/NBI	Chief Operating Officer, North Bay Rehabilitation Services, Inc

QWE Subcommittee #2: Creating opportunities both within and outside a participant's current employer, including person centered plans based upon informed choice

Robin Usalis	CEO, Clovernook Center for the Blind and Visually Impaired
Lou Moneymaker	CEO, BOSMA
John Miller	President / CEO, Goodwill Industries of Southeastern Wisconsin, Inc.
Bob Daniels	Executive Director, Pioneer Adult Rehabilitation Center
Maritza Rehm	Galley Supervisor, Goodwill Industries of Southeastern Wisconsin, Inc.
Lynn Konetschni	National Industries for the Blind
Deborah Atkinson	NISH
Amy Jensen	Committee for Purchase from People who are Blind or Severely Disabled

QWE Subcommittee #3: Creating access to and/or navigation toward services/support/training/skill acquisition

Lou Moneymaker	CEO, BOSMA
Bobby Silverstein	Counsel, ACCSES
Sharon Giovinazzo	Vice President of Development and Community Relations, RLCB, Inc.
Jennifer Sheehy	Director of Policy and Planning, Department of Education, (OSERS) Office of Special Education and Rehabilitative Services
Tom Miller	Team Leader, BH Services, Inc., The Bandit Inn, Member of NISH Board of Directors
Matt Wieseler	National Industries for the Blind
Larissa Timmerberg	NISH
Amy Jensen	Committee for Purchase from People who are Blind or Severely Disabled

QWE Subcommittee #4: Supports and flexibilities in the workplace

Rich Gilmartin	VP, Vocational Services, Lakeview Center, Inc.
Deb Russell	Manager, Outreach and Employee Services, Walgreens Supply Chain
Michael Behrman	Business Manager, Cincinnati Children's Hospital Medical Center
Brad Saathoff	CEO, Black Hills Workshop / BH Services, Inc.
David Cutty	President / CEO, The Centers for Habilitation /TCH
Janet Samuelson	President, ServiceSource, Inc.
Charlotte Jones	Chief Financial Officer, Challenge Unlimited, Inc.
Billy Sparkman	Executive Director, Alabama Industries for the Blind
Jo Sinha	VP, Corporate Development, Peckham Vocational Industries, Inc.
Mike Stephens	President, Envision Industries
Leejay Acham	NISH
Thomas Panek	National Industries for the Blind
Amy Jensen	Committee for Purchase from People who are Blind or Severely Disabled

Executive Sponsors

Kim Zeich	Deputy Executive Director and COO, The Committee for Purchase From People Who Are Blind or Severely Disabled
Barbara Van Allen	Vice President and Chief Marketing Officer, NISH
Angela Hartley	Executive Vice President, National Industries for the Blind

Appendix C, Blank QWE Spreadsheets

C.1, QWE Assessment and Planning Tool

Agency _____

Assessment Team Member _____ Date: _____

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
1	**Enhance Wages Through Productivity And/Or Other Means**					
1.1	**Provide and improve accommodations and the use of assistive technology to increase employee access to work and productivity.**					
1.1	**Overall Score for Practice Guideline 1.1**					
	Core Elements					
1.1.a	Research, design, implement, and simplify processes using assistive technology.	▶ Marking machine dials ▶ Jigs/fixtures ▶ "Cell" manufacturing				
1.1.b	Design specialized tools and techniques ranging from high-tech solutions to simple, low-cost adaptations that assist the individual worker.					
1.1.c	Develop and implement training plans that teach and improve skills.	▶ Step-by-step task analysis ▶ Work breakdown structures ▶ Assessment of learning style				
1.1.d	Collaborate among stakeholders as appropriate (public, private, and other nonprofits).	▶ Partner with industry ▶ State/national trade association ▶ NAEPB / NCWC ▶ State agencies/VR organizations				
1.1.e	Establish and sustain management commitment including AT policy and resource commitment.	▶ Budget line-item for AT ▶ Review of current technology practices				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
1.1.f	Provide strategic direction concerning technology to support operations and effective service delivery.	▸ Recognition of AT in Strategic Plan				
	Progressive Elements					
1.1.g	Implement specialized tools and techniques including high-tech solutions that assist the individual worker.	▸ Technology, robotics in the workplace to assist personnel				
1.1.h	Offer training to achieve certification (e.g., "CNC machinist"), and measure the effectiveness of training.	▸ trade school ▸ field-based ▸ NIB Centers of Excellence ▸ % of people demonstrating competency after completing certification				
1.1.i	Partner with a university or engineering organization to provide cutting edge assistive technology and rehabilitation engineering support.	▸ research project by Industrial Engineers at university ▸ use of graduate students ▸ partner with School of Mines ▸ Clemson textiles project				
1.1.j	Commit to an action plan to enhance use of AT in operations and service delivery.					
1.2	**Design and implement a range of training programs to improve productivity and enhance wages.**					
1.2	**Overall Score for Practice Guideline 1.2**					
	Core Elements					
1.2.a	Utilize effective training methods and offer targeted training that lead to improved skills and productivity. ▸ Effective trainers and job coaches are key. ▸ Feedback and reviews are essential.	▸ job analysis ▸ mentoring ▸ peer learning ▸ career development ▸ upward mobility planning				
1.2.b	Ensure all training accommodates a range of cognitive, learning, social, and sensory styles.	▸ visual and auditory cueing ▸ Braille/visual impairment assists ▸ "hand over hand" training				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
1.2.c	Provide appropriate training on the following topics: ▸ on the job / technical ▸ specialized skill training ▸ behavior ▸ time management ▸ employee orientation ▸ process improvement	▸ techniques — repetition for persons with developmental disabilities ▸ Lean, Kaizen, Six Sigma (process improvement) ▸ pre-employment screening (employee orientation) ▸ how to run a machine (specialized skill training)				
Progressive Elements						
1.2.d	Offer authentic, person-centered training to include ALL levels within the organization.	▸ individualized productivity studies ▸ state-of-the-art training methods and development plans that specify training solutions. ▸ Lean				
1.3	**Create a work culture that enhances productivity.**					
1.3	**Overall Score for Practice Guideline 1.3**					
Core Elements						
1.3.a	Create, communicate, and involve all employees in the shared mission, vision, values, and code of ethical conduct.	▸ Orientation ▸ employee handbook ▸ measurable results tied to mission/vision/values ▸ use employees to educate				
1.3.b	Develop an employee engagement program (all-inclusive).	▸ town hall meetings ▸ joint staff meetings ▸ functional teams ▸ employees have a way to provide input and receive recognition				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
1.3.c	Use a business development approach that balances revenue, job creation, and pay potential.	▶ Ensure business unit managers' competency regarding good business practices and build knowledge where gaps are found ▶ Partner with BBB, Chamber of Commerce, Executive Associations in your geographic area ▶ Know your job market (state-use, commercial business partnerships, etc.)				
1.3.d	Establish measurements for both business and service delivery performance indicators.	▶ production output ▶ service rates (e.g., sq ft cleaned/hour by contract) ▶ employee satisfaction ▶ track and report mission-related data ▶ access to technology needed to perform job				
Progressive Elements						
1.3.e	Develop a business growth model that creates jobs, increases profits, and maximizes wages.	▶ for-profit business acquisition ▶ expansion of existing business that fits the model ▶ partnerships with other NPAs, for-profits, etc. ▶ buying consortium, business-to-business alliances				
1.3.f	Utilize a quality framework that covers leadership/ governance, strategic planning, legal/risk-management, safety, health, human resources, operations, etc.	▶ ISO ▶ Baldrige ▶ CARF ▶ Six Sigma ▶ Lean ▶ Balanced Scorecard/Process-Based Leadership				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
1.4	**Enhance productivity and wages through both monetary and non-monetary Incentives.**					
1.4	**Overall Score for Practice Guideline 1.4**					
	Core Elements					
1.4.a	Implement pay for performance plans. **Essential elements:** compensation/job analysis, employee communication, job training, management commitment, incentive funds, targeted goals & measured results	▸ individual and group incentives ▸ single award cash payments for achieving specific goals such as productivity, safety, customer satisfaction and attendance.				
1.4.b	Implement non-monetary incentives.	▸ time-off ▸ gift cards ▸ parties, dinner, plaques, awards ▸ recognition, raffle, prize drawings, newsletter write-ups, etc.				
	Progressive Elements					
1.4.c	Implement advanced incentive and goal sharing plans.	▸ skill-based pay, 401(k), 403(b), matching contributions				
1.5	**Offer flexible work options that align organizational and individual needs.**					
1.5	**Overall Score for Practice Guideline 1.5**					
	Core Elements					
1.5.a	Provide flexible work options.	▸ Employee partnerships ▸ part-time, full-time ▸ job carving ▸ job-sharing where work is shared among employees to maximize their strengths and ability to learn from each other				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
1.5.b	Structure jobs for maximum performance.	▶ Utilize job carving, reduced/flexible schedules, job sharing to increase opportunity ▶ Provide key information in alternative formats such as Braille, audio messages, large print				
	Progressive Elements					
1.5.c	Utilize "work teams."	▶ Self-directed work teams ▶ peer learning circles				
1.5.d	Provide flexibility in work schedule arrangements.	▶ Telecommuting ▶ Compressed work week ▶ flex-time				
1.5.e	Adapt organization for maximum participation	▶ Conduct annual review of any persons unable to participate due to disability and analyze ways to promote future participation				
1.5.f	Create staff expertise in rehabilitation engineering, accommodations, and ergonomics	▶ Include accommodations specialist/rehabilitation engineer position on staff ▶ establish an ergonomics program to maximize ergonomic environment				
2	**Create Opportunities for Work of Choice**					
2.1	**Conduct individualized career planning.**					
2.1	**Overall Score for Practice Guideline 2.1**					
	Core Elements					
2.1a	Provide for career development and career planning by creating an employee-driven development plan that recognizes the employee's preferences, potential, and abilities.	▶ Written plan establishes the goals and objectives for success based on a comprehensive assessment which could include: evaluation of employee strengths, preferences, interests, cultural backgrounds, and assistive technology.				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
2.1b	Employees have ongoing access to their plan.	▶ Plan is available to employee and all who are responsible for employee development.				
2.1c	Communicate regularly with AbilityOne employees regarding job expectations and performance.	▶ This could include regular performance feedback, coaching, evaluation of progress toward goals (between manager and employee)				
2.1d	Provide AbilityOne employees access to initial and ongoing career assessment services during their employment.	▶ Initial and ongoing assessment could include: assistive technology, assessment of functional and occupational performance, interviews, evaluation tests based on individual, identification of transferable skills, job exploration, and trials. ▶ Methods for career assessment may include identification of: employment barriers, assistive technology or other accommodations, job opportunities, transferable skills, summary of past work history.				
Progressive Elements						
2.1.e	Align personnel goals with the strategic plan of the organization.					
2.1.f	Use technology to improve "real-time" access to information.	▶ Electronic-based plans allow personnel real-time access to plan and progress.				
2.1.g	Provide two way feedback via personnel satisfaction surveys and staff/manager performance reviews.	▶ Personnel satisfaction survey includes organizational climate and outlook, communication, leadership, teamwork, manager support, staff support, work environment, staff development, compensation and recognition, and overall job satisfaction				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
2.2	**Provide training that helps optimize job success.**					
2.2	**Overall Score for Practice Guideline 2.2**					
	Core Elements					
2.2.a	Offer a spectrum of training options: soft skills, technical skills, life skills, line of business skills to prepare individuals for advancement opportunities.	▸ Classroom; on the job; line of business; social skills;job readiness; assistive technology; work adjustment training; management/leadership; mentoring; hard and soft skills; cross training. Job specific training, soft skills (attendance, grooming, behaviors, work ethic); academic skills: advocacy, job development (resumes, interviewing, applications, job seeking)				
2.2b	Provide orientation to the job, the organization and the services provided by the CRP or NPA.	▸ Site tours to prospective employers; new hire orientation, job orientation, programs to orient the employee to whole organization (in service training); provide handbooks, videos, other media, classroom				
	Progressive Elements					
2.2.c	Link personnel with external training resources.	▸ Link personnel to community colleges and universities.				
2.2.d	Contract with external employers for specific training and placement within their organizations.	▸ Public or private businesses				
2.2.e	Provide program to deliver comprehensive understanding of organization and functions/people within organization.	▸ Passport Program in which new personnel meets with leaders of organization in given period of time with specific objectives				
2.3	**Provide opportunities for advancement and promotion.**					
2.3.a	Utilize position descriptions that specify measurable performance criteria for all positions in the organization.	▸ Job shadowing; internal job posting; clear internal transfer practices and policy; community job market information; policies for promotion				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
2.3.b	Provide career ladders that establish paths for advancement and describe the skills and behaviors required for advancement.					
2.3.c	Provide employee training and development opportunities that assist the individual in attaining the skills needed to advance both within and outside the agency.					
Progressive Elements						
2.3.d	Provide broad distribution of postings using multiple formats.	▶ Electronic, verbal, voicemail activated job postings				
2.4	**Provide accommodations and other supports that optimize career advancement.**					
2.4	**Overall Score for Practice Guideline 2.4**					
Core Elements						
2.4.a	Communicate information about career development and promotional opportunities in a range of formats accessible to people with different disabilities.	▶ Use techniques such as job carving and job sharing				
2.4.b	Redesign jobs to create opportunities for learning new knowledge, skills, abilities.					
Progressive Elements *(none at this time)*						
2.5	**Develop diverse business opportunities that allow for choice and options, working alongside non-disabled employees.**					
2.5	**Overall Score for Practice Guideline 2.5**					
Core Elements						
2.5.a	Offer diverse portfolio of contracts, lines of business and job functions. Engage local employers so that employment options are available outside of the agency. Provide marketing, business development, and job development.	▶ Business development: Linkage and partnership with business and industry, marketing				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
2.5.b	Provide job placement and other services that create opportunities inside and outside the organization.	▸ Employee-centered: Job trials - opportunity to work in variety of jobs to find job match. Mentoring, job coaching, internships, job shadowing, enclaves, tours.				
2.5.c	Provide opportunities working alongside non-disabled employees.	▸ Employment opportunities in work environments that include substantial numbers of non-disabled coworkers				
Progressive Elements *(none at this time)*						
Overall Score for Practice Guideline 3.1						
3.1.a	Establish a process for developing relationships with peers in local business community. Steps include: a) Identify and select local community leaders and organizations and other entities b) Contact and share information on your NPA and the and capabilities of workers c) Develop ongoing working relationships and specific strategies that provide opportunities for enhancing skill development and employment d) Test the concept, and evaluate the efficacy of the strategy e) Implement, expand, and improve by creating and utilizing a mechanism for continuous feedback	▸ Develop relationships with local community organizations such as Chambers of Commerce, Business Leadership Network, AmeriCorps, Kiwanis, individual employers, professional and other service organizations ▸ Includes private and public, non-profit and for-profit ▸ Secure membership and participation in industry-specific national organizations, e.g. National Restaurant Association				
3.1.b	Establish a process for developing relationships with other community organizations.	▸ Develop and maintain relationship with consumer disability organizations to provide self-advocacy training				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
	Progressive Elements					
3.1.c	▸ Partner with community leaders to create community-based infrastructure where none previously existed to enhance opportunities for AbilityOne personnel ▸ Take a leadership role within an industry-specific national organization ▸ Serve as an advocate for people with disabilities within the community and community organizations to ensure access or equal opportunities ▸ Provide ongoing support and/or supervision to interns, externs where necessary ▸ Ensure job coaches/supervisors work with community employer as well as personnel to facilitate transition ▸ Provide temporary employment services to local community	▸ Work with Chamber of Commerce to create a community college when none existed before ▸ Leverage community relationships to create internship / externship opportunities - outside of NPA - for current NPA AbilityOne personnel ▸ Join and/or chair executive and other committees, boards, etc. ▸ Ensure equal representation at general job fairs, not just disability-specific job fairs ▸ Partner with government contractors to help them fulfill their affirmative action requirements ▸ Provide temporary employment services to local community				
3.2	**Develop relationships with community institutions providing secondary / post-secondary education & other employment training**					
3.2	**Overall Score for Practice Guideline 3.2**					
	Core Elements					
3.2.a	Establish a process for developing relationships with educational / training institutions. Steps include: a) Identify and select local institutions providing education and / or training b) Contact and share information on NPA and capabilities of workers c) Develop working relationships and specific strategies that provide opportunities for enhancing personnel skill development and education d) Test the strategy, and evaluate the efficacy e) Implement, expand, and improve by creating and utilizing a mechanism for continuous feedback	▸ Identify relevant training opportunities at local colleges / community colleges ▸ Partner with vocational / trade / training schools ▸ Partner with high schools (public & private) ▸ Identify union or other industry apprentice programs (diesel mechanics, aerospace)				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
3.2.b	Enable training and development for personnel by bringing classes and training into the NPA.	▶ Skills training ▶ Recruit community educators to share their expertise with personnel ▶ Leveraging partnerships with local colleges, community colleges, etc. to provide training and courses specific to agency and/or personnel needs ▶ NIB's Leaders at All Levels ▶ Internal development training from HR, IT, etc. (specific to employment development vs. life-skills training) ▶ Mid-level management training				
Progressive Elements						
3.2.c	Develop cooperative NPA-School (NS) school to work program. Steps include: a) Identify prospective students for NS school to work program b) Incorporate NS school to work program into individual education program (IEP) for each student c) Design NS school to work program, addressing issues such as training, transportation, ongoing services & supports, etc. d) Determine funding responsibilities and identify funding sources e) Job matching and placement f) Test the concept g) Evaluate the results	▶ Place youth with disabilities into summer and/or school-year part-time jobs within the local business community ▶ NPA pays initial training costs and student salaries for NS school to work program ▶ NPA and school share transportation costs, ongoing services and support, job-coaching costs *Note: May incur additional program costs if expanded beyond local school system*				
3.2.d	Design and/or propose adjustments to educational / training programs to address the strengths, interests and capabilities of NPA personnel.	▶ Work with existing training and apprentice programs to incorporate reasonable accommodations and academic adjustments to facilitate effective participation				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
4.1	**Incorporate universal design principles into the physical plant.**					
4.1	**Overall Score for Practice Guideline 4.1**					
	Core Elements					
4.1.a	Incorporate 7 elements of universal design: 1. Equitable use. The design is useful and marketable to people with diverse abilities. 2. Flexibility in use. The design accommodates a wide range of individual preferences and abilities. 3. Simple and intuitive. Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration levels. 4. Perceptible Information. The design communicates necessary information effectively to the user regardless of ambient conditions or the user's sensory abilities. 5. Tolerance for error. The design minimizes hazards and the adverse consequences of accidental or unintended actions. 6. Low physical effort. The design can be used efficiently and comfortably and with a minimum amount of fatigue. 7. Size and space for approach and use. Appropriate size and space is provided for approach, reach, manipulations and use regardless of user's body size, posture, or mobility.	▶ Refer to Universal Design Principles and definition by The Center for Universal Design www.design.ncsu.edu/cud/ ▶ All bathrooms are accessible, lobby chairs are mix of those with and without arms, all entrances have door openers, object heights are accessible to all.				
4.1.b	Accommodate wide range of literacy and language skills.	▶ Use pictorial, verbal and tactile presentation				
4.1.c	Consider emotional needs for safe places.	▶ Individual permitted to use available space for relaxation or down time				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
4.1.d	Reduce complexity, make it clear and apparent what each area/function does.	▸ Use color to create easy way finding for bathrooms, stairs and elevators ▸ wide hallways ▸ use raised safety tape for aisle identification ▸ contrasting color for stair edges				
4.1.e	Reduce effort needed to use building features.	▸ Reduce door tension, use lever handles, touch-less faucets				
4.1.f	Meet or exceed UFAS standards and ADA requirements.	▸ Refer to American National Standards Institute (ANSI) ▸ Refer to ADA Accessibility Guidelines for Buildings and Facilities (ADAAG) ▸ Refer to Uniform Federal Accessibility Standards (UFAS) ▸ See http://www.access-board.gov/				
4.1.g	Conduct annual accessibility needs assessment.					
4.1.h	Create action plans with goals, timelines, and responsible person(s).	▸ Prioritized to-do list				
4.1.i	Create internal mechanism to ensure conformance with accessibility plans.					
Progressive Elements						
4.1.j	Implement universal design principles.	▸ Maintain accessibility team which promotes plans and resolves accessibility issues internally and in the community				
4.1.k	Accommodate emotional needs for safe places.	▸ Unique, dedicated space for relaxation/quiet				
4.1.l	Utilize passive supports for building accessibility.	▸ Use proximity cards versus scan cards				
4.1.m	Conduct annual accessibility needs assessment.	▸ Committee including person with disability responsible for overseeing adherence to universal design				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
4.1.n	As the complexity of issues identified increases, obtain external expertise or provide staff such as rehab engineers.	▶ Center for Independent Living; OSHA				
4.2	**Provide a healthy environment for all employees.**					
4.2	**Overall Score for Practice Guideline 4.2**					
	Core Elements					
4.2a	Follow OSHA standards.	▶ Refer to OSHA				
4.2b	Develop in-house expertise to respond to safety issues.	▶ Have staff attend OSHA training ▶ Have staff trained as First Responders				
4.2c	Maintain written plan and budget that promotes healthy environment for all employees.	▶ Budget covers building maintenance including HVAC, electrical, plumbing and roofing				
	Progressive Elements					
4.2.d	Follow US Green Building Council Standards.	▶ Refer to Council Standards Document				
4.2.e	Provide advanced adaptations to promote maximum building utilization.	▶ Allergy free spaces; showers in the restrooms; color coding of workspaces ▶ Seek grant funding for non-required standards				
4.2.f	Operate wellness program for all personnel.	▶ Fitness facility; art therapy; music therapy; nutritional support; all personnel receive conflict resolution training				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
4.3	**Ensure physical safety of all employees.**					
4.3	**Overall Score for Practice Guideline 4.3**					
	Core Elements					
4.3.a	Maintain and manage the physical safety of all occupants.	▸ Safety committee meets quarterly ▸ Safety training delivered to all staff and clients ▸ Training provided for infection control practices and procedures ▸ Emergency alert system(s) accommodates people with hearing and visual, mobility, behavioral, or cognitive impairments ▸ First aid and fire suppression equipment are accessible and clearly marked ▸ Emergency and evacuation plans				
4.3.b	Maintain facility safety risk management plan.	▸ Safety risk management plan tested and reviewed regularly ▸ Procedures for analysis of trends and areas for improvement of critical events done by leadership on an annual basis ▸ Disaster recovery and business continuity plans are in place ▸ Pandemic response plan in place ▸ All vehicles equipped with driver handbooks functioning as quick reference ▸ Vehicles maintained in accordance with manufacturers' recommendations				
4.3.c	Maintain written facility security plan.	▸ Building and workspace access control plan/ process in place to protect occupants ▸ All locations have emergency contact numbers posted in visible location ▸ Background checks performed on all staff and clients ▸ Emergency procedures address threats in the workplace				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
4.3.d	Conduct annual health and safety inspections by external agent.	Request OSHA Audit from State				
4.3.e	Create internal mechanism to ensure physical safety of all occupants.	Maintain in-house committee including persons with disabilities to continually address issues related to physical safety of occupants				
	Progressive Elements					
4.3.f	Maintain and manage the physical safety of all occupants.	▸ Safety incentive program encourages input on health and safety issues ▸ Green cleaning products are used to reduce harmful chemical exposure ▸ Participation in citywide or countywide disaster drills				
4.3.g	Maintain facility safety risk management plan.	▸ Drive Cam installed on all vehicles used for transporting ▸ Consumer representation on city-wide disaster planning committee as a consumer				
4.3.h	Space detects occupant.	▸ Use proximity cards versus scan cards ▸ Speech output technology for locality awareness				
4.4	**Promote accommodations and accessibility**					
4.4	**Overall Score for Practice Guideline 4.4**					
4.4a	Educate local and state businesses and agencies about accessibility.	▸ Conduct disability awareness training; participate in NDEAM events; Ability Simulation Experiences				
4.4b	Become knowledge broker on accessibility for persons with disabilities.	▸ Via training, articles, use of social media (blogs, twitter, facebook)				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
4.5	**Demonstrate value of the employees.**					4.5
4.5	**Overall Score for Practice Guideline 4.5**					
	Core Elements					
4.5.a	Reflect value of employees in mission, vision, values and goals of organization.	▸ Communicate strategic plan to all employees.				
4.5.b	Embrace diversity as an organization.	▸ Benefits are offered to personnel with and without disabilities ▸ Management periodically work ""side by side"" with direct labor personnel ▸ Goals are in place and status reports generated to hire, promote, and outplace people with disabilities ▸ Organization-sponsored events engage both personnel with and without disabilities that require team participation and mutual effort				
4.5.c	Ensure that employees with disabilities actively participate in organizational activities and initiatives.	▸ Organization-sponsored social events engage both employees with and without disabilities that require team participation and mutual effort ▸ Communication ▸ Team members engage in community volunteer projects				
4.5.d	Keep employees with and without disabilities informed about organizational, employment-related, and other issues.	▸ New employee orientation is conducted				
4.5.e	Include employees with disabilities in electronic access to resources.	▸ Employee intranet, Facebook friends, and satisfaction/ input surveys				
4.5.f	Employees with disabilities receive written reports and other resources that provide organizational information.	▸ strategic plan briefings, outcome reports, access to organizational training and other resources				
4.5.g	People are recognized for accomplishments and efforts.	▸ All employees meet along with representatives of the government customer to celebrate achievements and successes				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
4.5.h	Recognize outstanding performance of employees with and without disabilities.	▶ Awards events recognize accomplishments of employees with and without disabilities ▶ Recognition is announced organization-wide ▶ Specific personal accomplishment cash awards acknowledge efforts and attainment of goals ▶ Organizational "thank you" recognition, e.g., gift cards, corporate wear, and giveaways				
4.5.i	Promote capabilities of employees with disabilities in organized and active public relations and communications.	▶ Articles for local press, PSAs, brochures, tours, interactive websites				
4.5.j	Provide training and support to customers and other stakeholders to enhance disability awareness and sensitivity.	▶ Classes for public, open houses, lectures, speakers bureau, videos, school presentations				
4.5.k	Obtain feedback from employees with and without disabilities.	▶ Feedback on supervisor skill and effectiveness				
4.5.l	Create and communicate a strategic plan to accomplish the mission.	Includes: ▶ Environmental scans (economic, political, social factors, etc.) ▶ Market research ▶ Impact of Technology ▶ HR factors ▶ SWOT analysis of your business environment				
4.5.m	Involve employees in decision-making about their work — especially process improvements.	▶ Person-centered approaches (job sharing, flextime, breaks, telecommuting, compressed work week, etc. ▶ Obtain feedback from each employee using assistive technology regarding its perceived helpfulness ▶ Daily work planning / Quality Improvement Teams				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
4.5.n	Utilize a personalized training and development plan, and create a tailored navigation program for each person to training and development opportunities outside of the NPA.	Provide NPA resources (personnel and funds) to: 1 Provide information regarding training & development opportunities 2 Refer personnel to agencies and organizations that supply training & development 3. Share available job opportunities with personnel 4 Identify internal/external sources of funding for personnel to pursue external educational opportunities on their own initiative 5. Communicate sources for self-advocacy training 6. Customize / update as needs change				
Progressive Elements						
4.5.o	Include people with disabilities and their representatives in strategic decision making. and operational decisions	▶ Serve on Board of Directors; management team; advisory capacity, participate in SP ▶ Include in peer interviewing process; participate in peer performance reviews; safety committee; program design				
4.5.p	Encourage personnel with disabilities to participate in legislative and other educational activities and provide organizational training, support, and compensation to participate.	▶ Grassroots Training ▶ Legislative Visits ▶ Organizational presentations and tours				
4.5.q	Promote information sharing using peer relationships.	▶ All new personnel are assigned a peer mentor (buddy) for a pre-determined period of time				
4.5.r	Promote capabilities of employees with disabilities in organized and active public relations and communications.	▶ Dedicated staff member for public relations and communications				
4.5.s	Provide training and support to customers and other stakeholders to enhance disability awareness and sensitivity.	▶ Staff member participates on board of governor's council on disability ▶ publish educational materials ▶ participate in research projects"				
4.5.t	Use feedback from personnel to rate supervisors and devise professional development plans.					

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
4.5.u	Include individuals with disabilities on strategic planning team.	▶ Explore community as well as internal candidates to participate on strategic planning team ▶ Local business owner with a disability participates on strategic planning team				
4.5.v	Provide NPA resources (personnel and funds) to facilitate the development of a personalized training and development plan and tailored navigation program for each person to training and development opportunities outside of the NPA	▶ Assign staff to research necessary information and provide range of navigation services ▶ Leverage the internet and use the latest technologies to share information, e.g. creating a wiki, accessible by all personnel, that provides information on all available local training and education resources ▶ Identify funding to include tuition reimbursement, guaranteed placement for graduating students, etc. ▶ Assist personnel with job, volunteer applications				
4.6	**Provide an inclusive culture through techniques used in the workplace.**					
4.6	**Overall Score for Practice Guideline 4.6**					
	Core Elements					
4.6.a	Promote inclusion through communication.	▶ Forums, Intranet, Staff Meetings, Newsletters, Open door policy. Use personnel to educate.				
4.6.b	Recognize employees for their ideas.	▶ Bright Idea Program				
4.6.c	Involve employees in activities to promote inclusion.	▶ Participation on committees; all personnel wear designated uniforms, ball caps, badges, etc. that identify them as members of the workforce and do not differentiate between disabled/non-disabled or other stigmatizing designations				
4.6.d	Promote inclusion through work organization.	▶ Work teams include workers with and without disabilities				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
4.6.e	Include personnel with and without disabilities in customer activities.	▸ Lunch parties, special events like graduations, and award recognition				
4.6.f	Include personnel with and without disabilities in social functions.	▸ Local site holiday parties and site-specific team activities such as picnics and luncheons				
	Progressive Elements					
4.6.g	Promote inclusion through work organization.	▸ Project has workforce teams that share common tasks, responsibilities and goals. ▸ Goals are posted and celebration occurs when goals are achieved				
4.6.h	Include personnel with and without disabilities in customer activities.	▸ Services are available to personnel with disabilities common to government and contractor personnel such as carpools, gym access, sports teams and activities, credit union membership.				
4.6.i	Measure and analyze trends in personnel engagement, share results with the workforce, and develop action plans to achieve high levels of personnel engagement.					
4.7	**Take responsibility for the development of supervisors.**					
4.7	**Overall Score for Practice Guideline 4.7**					
	Core Elements					
4.7.a	Develop skills of supervisors and management staff in working with persons with disabilities.	Include training on: ▸ Specific barriers to employment or skills acquisition by disability type ▸ Empathy building in training ▸ How to connect people to natural supports to promote success in the workplace ▸ Job aids, motivators, visual schedules, and communication devices/interpreters ▸ Effective performance evaluation feedback for people with disabilities				

Item #	Practice Guideline /Element	Examples	Score	Possible Actions	Expense	Priority
4.7.b	Structure reward systems for supervisors around skill acquisition and competency demonstration.	▶ Public recognition ▶ Name in newsletter				
	Progressive Elements					
4.7.c	Structure reward systems for supervisors around skill acquisition and competency demonstration.	▶ Pay for performance ▶ Job duties and title change				

C.2, Outstanding Practices Worksheet

Agency _____

Names of person(s) to contact for more information   Date: _____

Name _____ Title _____ Email _____

Name _____ Title _____ Email _____

Name _____ Title _____ Email _____

Practice Guideline(s) and Element(s)	Brief summary of outstanding practice, and how it contributes to a quality work environment. Include the types of jobs / lines of business to which the practice is applicable, outcomes achieved, and certifications, awards, or recognition received.

C.3, Strategic Action Plan

Agency _____ Date _____

Point of Contact _____

QWE Project #	Practice Guideline(s)	Element(s)	Desired Outcomes	Name/Brief Description of QWE Project Plan	Resource Needs	Timeframe	Status

C.4, QWE Project Plan Template

QWE Project Number _____ Date (as of) _____

Project Name _____

Desired Outcome _____

Champion _____

Task	Task Description	Target Date	Person Responsible	Resource Needs	Status	Comments

Appendix D, Sample QWE Spreadsheets

D.1, Sample QWE Assessment and Planning Tool

Agency **Community Rehabilitation Program in Cyberspace**

Assessment Team Member **Sharon Bloomfield, Joseph Conrad, Carl Riley**   Date **April 1, 2010**

Scoring Scale

1 = No knowledge in this area or do not do/apply it

2 = Do a little of this, but are unsystematic about it

3 = Have or use some of these practice elements

4 = Widely use these practices and are better than average

5 = Cutting edge or best in class in this area

1.1	Provide and improve accommodations and the use of assistive technology to increase employee access to work and productivity.					
1.1	Overall Score for Practice Guideline 1.1		3			
	Core Elements					
1.1.a	Research, design, implement, and simplify processes using assistive technology.	▸ Marking machine dials ▸ Jigs/fixtures ▸ "Cell" manufacturing	3	Improvements to laundry	$$$	L
1.1.b	Design specialized tools and techniques ranging from high-tech solutions to simple, low-cost adaptations that assist the individual worker.		3	AT to support the landscape crew	$$	M
1.1.c	Develop and implement training plans that teach and improve skills.	▸ Step-by-step task analysis ▸ Work breakdown structures ▸ Assessment of learning style	5	Expand current lunch-and-learn programs	$	M
1.1.d	Collaborate among stakeholders as appropriate (public, private, and other nonprofits).	▸ Partner with industry ▸ State/national trade association ▸ NAEPB / NCWC ▸ State agencies/VR organizations	2	Partner with local university's engineering dept.; participate actively in Chamber and Economic Dev. Corp.	$$	H

D.2, Sample Outstanding Practices Worksheet

Agency **Community Rehabilitation Program in Cyberspace**

Names of person(s) to contact for more information   Date: **April 1, 2010**

Name **Carl Riley**   Title **Training Manager**   Email **criley@crpincyber.org**

Practice Guideline(s) and Element(s)	Brief summary of outstanding practice, and how it contributes to a quality work environment. Include the types of jobs / lines of business to which the practice is applicable, outcomes achieved, and certifications, awards, or recognition received.
1.1.c 1.1.h 2 3.2	We offer a lunch-and-learn program in which we bring instructors from outside organizations such as the local community college to conduct brief sessions tailored to the needs of our workforce. The sessions can be done individually, or as a series. We provide lunch, and people attend on their own time. Courses are open to all employees, and are tailored to meet the needs identified in the individual training plans. Some of the sessions can be counted toward certifications. Courses include training specific to individual lines of business and jobs, skill building to enable people to advance to jobs requiring new skills, life skills, and leadership development. This program has helped us identify and develop emerging supervisors and has enabled individuals to qualify for promotions higher job categories.
1.3.f	ISO 9001 Certification for all of our lines of business.

D.3, Sample Strategic Action Plan

Agency **Community Rehabilitation Program In Cyberspace**   Date **April 1, 2010**

Point of Contact **Sharon Bloomfield**

QWE Project #	Practice Guideline(s)	Element(s)	Desired Outcomes	Name/Brief Description of QWE Project Plan	Resource Needs	Timeframe	Status
10-01	1.1 Provide and improve accommodations & assistive technology. 1.2 Implement training programs to improve productivity and enhance wages. 2.2 Provide training that helps optimize job success. 2.3 Provide opportunities for advancement and promotion.	1.1.d Collaborate among stakeholders. 1.1.g Implement specialized tools and techniques that assist the individual worker. 1.1.i Partner with a university or engineering org. 1.2.b Ensure all training accommodates a range of cognitive, learning, social, and sensory styles. 2.2.1 Offer a spectrum of training options. 2.3.c Provide empl training & dev opportunities that assist in attaining the skills needed to advance.	AT custom designed for particular individuals; custom designed training pgms; a relationship with the university that provides an ongoing pipeline of engineering/AT support and training design.	AT and Training Competion: partner with local university's engineering dept, psychology dept., physical therapy dept and local industrial engineering firms to design and build training and solutions tailored to needs of specific individuals in our org.	Assistance from CNA in developing local engineering awards program, prize / scholarship money, staff time.	First competition Jan 2011; first AT solutions & training pgms operational March 2011.	In initial coordination phase.

D.4, Sample QWE Project Plan

QWE Project Number **10-02**   Date (as of) **April 24, 2010**   Project Name **Counting Jig for Thread Project**

Desired Outcome **Allow workers who can't count to perform packaging jobs**   Champion **Bill Singer**

Task	Task Description	Target Date	Respoonsible	Resource Needs	Status	Comments
1	Evaluate current work station	3/4/2010	Bill		Complete	Organized layout and removed unnecessary clutter from old jobs.
2	Measure productivity of operation	3/12/2010	Carol		Complete	Checked historical data for past 3 months.
3	Draw prototype of jig	3/5/2010	Bill		Complete	Hand sketch given to Earl
4	Build jig out of cardboard	3/12/2010	Earl		Complete	
5	Test jig with supervisor & evaluate	3/16/2010	Carol		Complete	Carol recommended using color coding to help with training.
6	Incorporate modifications	3/19/2010	Bill/Earl		Complete	
7	Build prototype # 1	3/19/2010	Earl	Existing shop & tools, 2x4s	Complete	
8	Test jig with advanced worker	3/22/2010	Carol		Complete	Test delayed due to workers being out sick & other jobs being performed on the shop floor.
9	Incorporate modifications	5/2/2010	Bill/Earl		In Process	Bill recommended widening the slots on one end to allow the workers to remove the threads.
10	Build prototype # 2	5/20/2010	Earl		In Planning	
11	Test jig with worker who cannot count	7/2/2010	Carol		TBD	Add use of pictures to help with training of workers.
12	Build prototype # 3	7/25/2010	Bill/Earl		TBD	
13	Test in production with 3 workers	8/10/2010	Carol		TBD	
14	Measure productivity of operation	9/30/2010	Carol		TBD	
15	Report results	10/20/2010	Bill		TBD	

Appendix E, Training Plan

The tables below present the courses that NISH and NIB offer and plan to offer to support the QWE initiative. The first table presents NISH courses, all of which are open to both NISH and NIB affiliated agencies. The second table presents NIB training programs; at present this training is provided for NIB affiliated AbilityOne employees only.

E.1, NISH Training Opportunities

PRACTICE GUIDELINE AREA 1: Enhance Wages Through Productivity and Other Means				
Practice Guideline	**Existing Course**	**Next Steps**	**New Course**	**Next Steps**
1.1 Provide and improve accommodations & assistive technology to increase employee access to work and productivity.	Practical Approaches to Assistive Technology	Adjust course to include core & progressive elements Effective for 2010 courses	Person centered planning	Develop in 2010 for roll-out in 2011
	Customized Employment for Anyone, Anywhere, Anytime: Creating Careers in a No-Jobs Labor Market		Methods to train persons served	Develop in 2010 for roll-out in 2011
	Creating a Quality Work Environment for People with Disabilities			

Practice Guideline	Existing Course	Next Steps	New Course	Next Steps
1.2 Design and Implement a Range of Training Programs to Improve Productivity and Enhance Wages	Determining Commensurate Wages	Adjust course to include core & progressive elements Effective for 2010 courses	Methods to train persons served	Develop in 2010 for roll-out in 2011
	Customized Employment for Anyone, Anywhere, Anytime: Creating Careers in a No-Jobs Labor Market			
	Creating a Quality Work Environment for People with Disabilities			
	Improving People Performance and Results			
	Lean[1]	Reactivate Lean course & blend in NPA examples for roll-out in 2011		

[1] Lean is a philosophy that considers resources used for any goal other than the creation of value for the end customer to be wasteful, and thus a target for elimination. "Value" is defined as any action or process that a customer would be willing to pay for. Basically, lean is centered on creating more value with less work, and designed to maximize the efficiency of a business operation.

Practice Guideline	Existing Course	Next Steps	New Course	Next Steps
1.3 Create a work culture that enhances productivity	Recruitment & Retention	Adjust course to include guidelines & core/progressive elements Effective for 2010 courses	Creating a QWE Strategic Action Plan	In Development & will be rolled out in 2010
	Business Development		Balanced Scorecard in NPAs	Address through webinars – targeted for 2011
	ISO Roadmap		Establishing Measures	Address through webinars – targeted for 2011
	Malcolm Baldrige for NPAs			
	Customized Employment for Anyone, Anywhere, Anytime: Creating Careers in a No-Jobs Labor Market			
	Creating a Quality Work Environment for People with Disabilities			
1.4 Enhance Productivity and Wages Through Both Monetary and Non-Monetary Incentives	Improving People Performance	Adjust courses to include core & progressive elements Effective for 2010 courses		
	Management Skills for Supervisors			
	Creating a Quality Work Environment for People with Disabilities			

PRACTICE GUIDELINE AREA 1 Continued				
1.5 Offer flexible work options that align organizational and individual needs	Practical Approaches to Assistive Technology	Adjust course to include core & progressive elements Effective for 2010 courses	Work Models that Improve the QWE & Productivity	Develop in 2010/11 for roll-out in 2012

PRACTICE GUIDELINE AREA 2: Create Opportunities for Work of Choice				
Practice Guideline	**Existing Course**	**Next Steps**	**New Course**	**Next Steps**
2.1 Conduct Individualized Career Planning	Improving People Performance and Results	Adjust course to include core & progressive elements Effective for 2010 courses	Person centered planning	Develop in 2010 for roll-out in 2011
	Situational Leadership	Adjust course to include core & progressive elements Effective for 2010 courses	Career Assessment	Develop in 2010 for roll-out in 2011
2.2 Provide training that helps optimize job success	Improving People Performance and Results		Methods to train persons served	Develop in 2010 for roll-out in 2011
	Management from Focus to Execution			

PRACTICE GUIDELINE AREA 2 Continued

Practice Guideline	Existing Course	Next Steps	New Course	Next Steps
2.3 Provide Opportunities for Advancement and Promotion	Reactivate Performance Management Course	Adjust course to include core & progressive elements & blend in NPA examples Effective for 2011 courses	Work Models that Improve the QWE & Productivity	Develop in 2010 for roll-out in 2011
	Creating a Quality Work Environment for People with Disabilities			
	Customized Employment for Anyone, Anywhere, Anytime: Creating Careers in a No-Jobs Labor Market			
	Recruitment and Retention Strategies			
	Management Skills for Supervisors			
2.4 Provide Accommodations and other supports that optimize career advancement	Practical Approaches to Assistive Technology	Adjust course to include core & progressive elements Effective for 2010 courses	Work Models that Improve the QWE & Productivity	Develop in 2010/11 for roll-out in 2012
	Creating a Quality Work Environment for People with Disabilities			

Practice Guideline	Existing Course	Next Steps	New Course	Next Steps
2.5 Develop diverse business opportunities that allow for choice and options	Business Development		Expanding Your Capability & Capacity	Develop in 2010/11 for roll-out in 2012
	Consultative Selling		Continue to roll-out LOB training that supports AbilityOne Opportunities	2011, 2012
	Introduction to Marketing			
	Creating a Quality Work Environment for People with Disabilities			
	All the Lines of Business Specific Training			
	Customized Employment	Adjust courses to include core & progressive elements Effective for 2010 courses		
	Best Practices in Nonprofit Management			
	Contract Closeout as a LOB			

PRACTICE GUIDELINE AREA 3: Provide Access to and Navigation Towards Services / Supports / Training / Skill Acquisition

Practice Guideline	Existing Course	Next Steps	New Course	Next Steps
3.1 Partner with organizations and peers in the NPA's local community to promote the capabilities of AbilityOne employees.	Business Development Benefits Planning	Adjust courses to include core & progressive elements Effective for 2010 courses		
3.2 Develop relationships with community institutions providing secondary and post-secondary education and other employment training.			Partnering with Educational Providers	Develop in 2010 for roll-out in 2011

PRACTICE GUIDELINE AREA 4: Provide Supports and Flexibilities in the Work Environment

Practice Guideline		Next Steps		Next Steps
4.1 Incorporate universal design principles into the physical plant				Develop in 2010 for roll-out in 2011
4.2 Provide a healthy environment for all occupants		Adjust course to include core & progressive elements Effective for 2010 courses		
4.3 Ensure the physical safety of all occupants		Adjust course to include core & progressive elements Effective for 2010 courses		

Practice Guideline	Existing Course	Next Steps	New Course	Next Steps
4.4 Accommodations and accessibility	Business Continuity & Disaster Recovery	Adjust course to include core & progressive elements Effective for 2010 courses	Risk Management	Develop in 2010/11 for roll-out in 2012
	Legal Issues in the Workplace	Adjust course to include core & progressive elements Effective for 2010 courses		
4.5 The organization demonstrates value of their employees	Disability Awareness	Adjust courses to include core & progressive elements Effective for 2010 courses		
	Disability Awareness: Train the Trainer			
	4 Roles of Leadership			
	Creating a Quality Work Environment for People with Disabilities			
	Managing Your AbilityOne Contract			
4.6 Techniques used in workplace enhance an inclusive culture	Disability Awareness	Adjust courses to include core & progressive elements Effective for 2010 courses		
	Disability Awareness: Train the Trainer			
	Creating a Quality Work Environment for People with Disabilities			
	Managing Your AbilityOne Contract			

Practice Guideline	Existing Course	Next Steps	New Course	Next Steps
4.7 The organization takes responsibility for the development of its supervisors	Disability Awareness	Adjust courses to include core & progressive elements	Methods to train persons served	Develop in 2010 for roll-out in 2011
	Disability Awareness: Train the Trainer	Effective for 2010 courses		
	Situational Leadership			
	Improving People Performance			
	Management Skills for New Supervisors			
	Creating a Quality Work Environment for People with Disabilities			
	Managing Your AbilityOne Contract			

ADDITIONAL TRAINING NEEDS

Provide Overview of QWE Practice Guidelines		Adjust course to include practice guidelines & core/ progressive elements Effective for 2010 courses		Develop & roll-out new course & webinars in 2010
QWE Best Practices: Examples Reported by the Field				Collection of practices in 2010/2011 & roll-out courses in 2012

E.2, NIB Training Opportunities

Program	Description
NIB Business Leaders Program	Launched in 2003, NIB's unique Business Leaders Program prepares individuals who are blind for careers in business. By providing educational and employment opportunities, this program encourages professional development and transforms high-potential employees and participants into successful business people and future business leaders.
Fellowship for Leadership Development	This salaried, two-year track combines business-focused, on-the-job experience with formal management training. The overall goal of the NIB Fellowship is for successful fellows to land professional and upwardly mobile managerial positions within the NIB network of associated nonprofit businesses and the broader business community. Legally blind individuals who have an undergraduate degree or higher, work experience, desire to travel and passion for business are invited to apply. Fellows are selected based on academic achievement, experience, motivation, references and interviews.
Business Management Training	An 18-month curriculum that develops critical business perspective and management abilities, provided by Darden Graduate School of Business, University of Virginia. This program targets qualified, high-potential employees of NIB and NIB associated agencies who are blind, motivated to succeed in a business setting and have demonstrated leadership potential.
Leaders At All Levels	Free on-site training to all employees of an NIB associated agency provided by an NIB instructor. Includes leadership, communication and teamwork skills to employees throughout NIB's network of associated agencies. It promotes opportunities for skills training, enhancing workplace effectiveness and morale.
Business Basics	Free distance learning courses to people who are blind or visually impaired provided in partnership with The Hadley School. Educates participants in entry-level business concepts and skills to support NIB agency employees obtain professional level employment.

Quality Work Environment

TOOLS FOR SUCCESS

The Quality Work Environment initiative is a collaborative effort among the Committee For Purchase From People Who Are Blind or Severely Disabled, National Industries for the Blind, NISH – Creating Employment Opportunities for People With Significant Disabilities, the National Council of Work Centers and the National Association for Employment of People Who Are Blind.