Transitional Services

Quarterly Training for Newly Qualified Providers
Workforce Investment and Opportunities Act (WIOA)
Overview of changes impacting employment and day services

Executive Order 15-01 & Integrated Employment Plan
CMS Waiver Expectations
Employment First Policy
HCBS Integrated Setting Regs
W.I.O.A
Lawsuit Settlement & ADA

Change is a process, not an event.
WIOA Signed into law on July 22, 2014

Effective Dates Vary

- Title IV (VR and Supported Employment) became effective upon enactment
- Most other sections effective July 1, 2015
- Effective for 6 years (through 2020)

Implementation began in Connecticut on July 22, 2016
WIOA – It’s the law!

- Workforce Innovation and Opportunity Act (WIOA)
  http://www.doleta.gov/WIOA
  - Signed into law on July 22, 2014
  - Full Implementation effective July 22, 2016

**Intent**
- “... Advance services to job seekers and employers...”
- “Helps employers find workers with necessary skills.”
- “Improves services to individuals with disabilities.”
Core Programs

* Amends/reauthorizes 4 programs
  1. Workforce Investment Act of 1998
  2. Adult Education and Family Literacy Act
  3. Wagner-Peyser Act of 1933
  4. Rehabilitation Act of 1973
Goal: Competitive Employment

* Full or part-time work at minimum wage or above
* Wages and benefits similar to those without disabilities performing same work
* Fully integrated with co-workers without disabilities

*Strong focus on youth age 16-24
Who WIOA Impacts

- Vocational Rehabilitation
- Department of Education
- State Agencies
- 14(c) Private Providers
- One Stop Centers
- Workforce Development Boards
- Employers
- Post-Secondary Education
- Adult Education
- Libraries
- Independent Living Centers

People with Disabilities (*Youth Age 16-24) Families

Jobs and Money
1. **Alignment:** Unified State Plan (ODEP grant)

2. **Performance Measures:**
   - **Common Data System:** Across four core systems-Education, Vocational Rehabilitation, Workforce Development, Adult Service Agencies
   - **Adult Measures:** Unsubsidized employment; earnings; secondary diploma or recognized postsecondary credential; measurable skills gains toward a credential or employment; and business engagement.
   - **Youth Measures:** Education or training activities or unsubsidized employment; earnings; secondary diploma or recognized postsecondary credential; measurable skills gains toward a credential or employment; and business engagement.
How WIOA Impacts Transition

* A much larger role for VR (Level UP)

* Limits use of sub-minimum wages and pre-vocational services

* New definitions of competitive employment, supported employment, customized employment - resulting in new service descriptions at DDS
DDS Impact: Modify day services

Current Employment/Day Services

- Supported Employment (ISE, GSE)
- Prevocational Services (Sheltered Workshops)
- Individualized Supports (IDV, IDN)
- Day supports Option (DSO)

Proposed Changes

- **New** Supported Employment Definition/Rules (CISE)
- **New** Transitional Services- Time Limited
- **GSE New Definition, New-Time Limited**, Minimum Wage Impact?
- **DSO- **Access restrictions
- **IDV, IDN-** WIOA application
Step #1: By July 22, 2016

Grandfather as many grads into existing GSE and other sub-minimum wage services as possible, prior to July 22, 2016
2017 Grad Paths

Competitive
IDV
ID

No Change *Unless they want to move to a job that pays sub-minimum wage, must have DORS assessment before this can occur

ISE

*Person should go to DORS to get assessed

GSE

*Person should be referred to new Transitional Services

DSO

For people with most significant need: LON 6, 7, 8 *If a person wants to move to a job that pays sub-minimum wage, must have DORS assessment before this can occur
All current GSE/ISE providers will be allowed to bill for Time Limited Transitional Services effective 7.1.2016.

Step #1A: New Transitional Services

**DDS Employment and Day Services**

**Transitional Services – Interim Description**

**June 2016**

**Note**

The interim description presented below is from the Department of Developmental Services (DDS) day/employment support services, in response to the federal requirement of the Workforce Innovation and Opportunity Act (WIOA). In addition to this service, DDS will continue to offer:

- **DS Support Services (DSS)**
- **Group Support Employment (GSE)**
  - At least one-time visit for individuals involved before July 22, 2016; or individuals with completed DSS SRS assessments.
  - At least one-time visit for DSS.
- **Individual Day Support**
- **Individual Supported Employment**
- **Peer Support**
- **Medical/Wellness** (no new admissions, currently being phased out)

The description of these support options may be reviewed as DDS continues to refine our understanding of day/employment options.

**Service Name:** Transitional Services

**Service Features**

1. Transitional services result in competitive, integrated employment in the community.
2. Services are in the community.
3. Services are expected to be received over a defined period of time, i.e., are not intended to be a long-term support.
4. Individuals have employment goals in Part IV.

**Activities**

- Interventions
  - Career exploration
    - Vocational training
    - Job shadowing
    - Informational interviews
  - Job seeking skills and strategies
    - Using local job centers, libraries
Step #2 (July–August, 2016): Competitive Wage Path/Access to Subminimum Wage Services

Prior to participation in services that pay sub-minimum wages, **ALL individuals** must have documentation that shows:

- Participation in Level-Up Services under IDEA
- Applied to VR and found ineligible
- Eligible for VR but not successful and has been provided career counseling; Information and Referral to other resources
Goal:
2018 Grads On Track to Complete Employment Assessment Prior to Graduation

Step 3 (September, 2016-June, 2017): Level Up

DORS Level Up provides a full range of services:
- Vocational counseling that helps students connect with jobs based on their interests and abilities
- Job search tools, from resume writing and interviewing skills to informational interviews and job shadow experiences
- On-the-job and hands-on work experience
- Assistive technology services such as adaptive equipment for mobility, communication and work activities
- School-to-work services that support success along the way such as self-advocacy, peer mentoring and workplace readiness training
- Access to benefits counseling to advise students and families on how employment impacts benefits
- Ongoing support and access to additional resources beyond the school year

Say hello to DORS Level Up
Call 1.866.844.1903 or visit www.ct.gov/dors

DORS Level Up is a program administered and supported by the Department of Rehabilitation Services, which is the State agency responsible for administering 15 district and two Vocational Rehabilitation (VR) programs. The Department houses four bureaus that administer and support these programs: the Bureau of Rehabilitation Services, the Bureau of Education and Services for the Blind, the Bureau of Disability Determination Services and the Bureau of Organizational Support.
Progress Reports

Barriers

Employment Goals

Career Counseling

Self Advocacy
Ongoing: Creativity Required
How can WE work together to provide the best transition services to youth with disabilities while helping prepare them to succeed in the labor market?
Engaging Families

T-TAP
Training and Technical Assistance for Providers
Virginia Commonwealth University & The Institute for Community Inclusion University of Massachusetts Boston

June, 2001

Q & A on Customized Employment:
Addressing Parental Concerns

"To Work or Not to Work"...that is a question being asked by many individuals with disabilities and their family members as they begin to think about going to work in their local communities. This fact sheet addresses frequently asked questions by family members and provides answers to dispel the concerns. After reading this, it is hoped that family members will agree that the answer to the question: "To Work or Not to Work" is "To Work!"

I have been told that my son/daughter is not ready to work in the community.

Customized employment eliminates the need for a person to "get ready" to work. If your son/daughter wants to go to work, then it is time for him/her to go. A key aspect to customizing employment is finding work that matches your son/daughter's interests and skills. Using this approach, a personal agent or employment specialist works closely with a job seeker to negotiate a specific position that meets the needs of a business. The goal is not just to locate any job, but a job specifically negotiated that maximizes your son/daughter's interests and abilities.

But, my son/daughter does not have the skills to meet the demands of a real job and needs training.

Many people with significant disabilities do not transfer skills learned in one setting such as a workshop to another such as a community business. One of the reasons is that is difficult to simulate the features of a job in a setting that does not have coworkers and the demands of a real workplace. For instance, your son/daughter may be in a training program to learn how to work in an office. The participants in the program take turns completing tasks such as sorting mail, delivering messages, and folding letters and stuffing envelopes. However, typically position descriptions change from business to business. The way that one office performs and delivers mail can be very different from another. The time spent learning the task in the training program would be better spent in the actual workplace where your son/daughter is employed.

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Transition Services is a time limited, community-based, vocational service. It focuses on:

* providing career discovery and exploration
* skill development
* and self-advocacy

that lead to competitive employment
Time Limited:

3 Years
Time Limited

- No more than 3 Years
- 16 month extension can be granted by Regional Director or Designee in the case of someone needing short time to successfully transition out of Transition services into employment.
- After 3 year period individual will need to seek another Transition Service provider if they are still in need of that service.
Services in the Community: Goal 100%

Where people can spend their time:

- Employment exploration sites
- Adult Education Sites and Post-Secondary Schools
- Workforce Centers
- Libraries
- Health Clubs
- Banks
- Networking Sites
What Business Partnerships have been developed?
* Apprenticeships/Internships
* Colleges/Library/Technical School involvement and collaboration?
* Education
  * attending technical and community college educational activities
  * skills building classes leading to employment
  * financial management
  * participation in community activities to promote networking
  * community-based networking activities
  * health and fitness activities that help impact better employment outcomes
six

Career Discovery

✓ Path A: working in integrated employment;
✓ Path B: Not working in integrated employment, but interested in exploring it;
✓ Path C: Not working in integrated employment, unsure about pursuing or exploring it; and
✓ Path D: Do not want to work in integrated employment now.

• Begin with a positive assumption – that the person wants individual, integrated employment – and start process with Paths B & C in the Employment Discussion Guide, even for people who initially might be inclined to select Path D.
• Even when a person has selected Path D, it is important to keep in mind that it is never too late for a person to change their mind.

All waiver-funded employment services have the expected and optimal outcome of individual, integrated employment at or above minimum wage – including Path to Employment Services and Small Group Employment.

**Discovery:** to gain insight or knowledge of something previously unseen or unknown; to notice or realize; to make known, reveal, disclose
Discovery provides in a non-traditional common sense form, the information needed to determine the strengths, needs, and interests of any person with complex life issues.

This is accomplished by simply asking the question, “Who is this person?”

Help Wanted Ad

Company looking for individual with developmental disabilities, autism and history of aggressive behaviors. Extensive history of hospitalization preferred. Drug problems and delusional behaviors OK. Supportive co-workers. Call for an application.

Discovery Is

- A process that involves getting to know people, or helping them get to know themselves before we help them plan
- Spending time with individuals, instead of time testing or evaluating them, as a means of finding out who they are
- The best way to find out the best that people have to offer
- A common-sense strategy to determine complexities and preferences
Discovery is and is not

- ... is an alternative way to learn about a person, to focus on what environments the person performs best, what peaks their interest throughout the day, and what tasks they offer or learn to offer.
- ...is not an assessment process that relies on comparative data; test scores; readiness criteria; prerequisites; training in simulated environments.
- No one fails Discovery; no grades or scoring; no labels; no judgments about the individual or the family.
A picture is worth a thousand words.

Video Resumes

Where is this person most likely to experience joy and success?
Barriers-Skill Development

Appearance, Attendance, Cooperation, Endurance/Stamina, Knowledge of Work, Initiative, Judgment, Productivity/Quantity of Work, Task Completion (Briefly describe tasks and quality of work performed), Other
Employment Goals: Examples

will identify why people are paid for working.
will identify why some jobs are better than others.
will identify personal needs that must be met through wages.
will explain deductions found on a paycheck stub.

will identify and relate personal strengths and interests to careers.
will rank his/her strongest values, interests and skills that relate to work.
will describe how personal values, interests, and skills can affect work.
will describe how personal values, interests, and skills can be affected by work.
will list possible careers that relate to his/her strongest values, interests and skills.
will select and explain ___ careers that match personal values/interests/skills.
will identify occupations that do not match personal strengths.

http://thegoalbank.com/index1main/index1/vocational.html
Career Counseling

Employment direction or advice that leads to competitive employment.

*Direction or advice cannot be a recommendation to continue in current service
Fearful that employers are taking advantage of students, the U.S. Department of Labor (DOL) released a new fact sheet designed to help employers determine whether interns must be paid minimum wage and overtime under the Fair Labor Standards Act (FLSA) for the services that they provide to for-profit, private-sector employers.

Under the FLSA, individuals who are "suffered or permitted" to work must be compensated for the services they perform. The DOL most often views internships in the for-profit private sector as compensable employment, unless participants qualify as trainees, and not employees.

To determine whether an individual is a trainee, employers need to assess each situation according to a six-factor test, developed by the DOL. Each factor must be satisfied in order for a for-profit, private-sector employer to legally offer an individual an unpaid internship.
Internships Continued: Six Factor Test

**Factor #1:** The internship is similar to training that would be given in an educational environment, even though it includes the actual operation in the facilities of the employer.

**Factor #2:** The internship experience is for the benefit of the intern.

**Factor #3:** The intern does not displace regular employees, but works under close supervision of existing staff.

**Factor #4:** The employer that provides the training derives no immediate advantage from the activities of the intern, and, on occasion, its operations may actually be impeded.

**Factor #5:** The intern is not necessarily entitled to a job at the conclusion of the internship.

**Factor #6:** The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.
Internships Continued: **Opportunities**

- **Workability:** Statewide Credit Union Internship

- **Project Search:** UCONN Health Center

- **The Kitchen at Billings Forge:** Culinary and Restaurant Service
Career Exploration

Touring businesses
Job Shadowing
Informational Interviews
Touring A Business

**Business Networking:** Target your audience. Demonstrate area expertise.

**CTBLN:** CT Business Leadership Network

**CT Workforce Development Boards:** Contribute!

**Walgreen’s Distribution Center:** Scheduled Events
**Job Shadowing**

**Examples:**
- **Take Your Relative to Work Day:** April
- **Disability Mentoring Day:** October

- First, ask your family, friends, and neighbors if they know anyone working in the career field you want to shadow.

- Second, research organizations that employ people in the career field you want to shadow.

- Third, contact the people from your network and/or organizations to request a shadow experience. You can achieve this task by phone or letter/email.

- Fourth, after you have received confirmation of your job shadow request, contact the person you are shadowing and reconfirm the date and time of your shadow — as well as the exact address and location.

- Send a thank you note following the job shadowing experience!
Self Advocacy

- How is your design fostering Self Advocacy?
- Self-Advocacy Speakers/Trainers
- Social Skills Training Activities
Informed choice requires hands-on experiences that have been tailored to the person.

Employment Goals for All:

- **Path A**: Working on employment
- **Path B**: Interested in employment
- **Path C**: Unsure about employment
- **Path D**: Not interested in employment

Career Goals
Exploration Goals
Overcoming Barrier Goals
Strategies for Identifying Barriers/Employment Conversation

*Exceptions- No employment goals for those in retirement*
Self Advocacy

Communicating Essential Information
Self-Advocacy

Goal Example:
To provide ________ basic knowledge of self-advocacy skills needed to be successful in an employment setting.

OBJECTIVE(S):
• To define self-advocacy.
• To identify the reasons for learning self-advocacy skills.
• To identify the skills needed to be a self-advocate at work.
• To list activities where self-advocacy skills can be used.
• To describe an example of a self-advocacy program.
• To explain the relationship between leadership and self-advocacy.
• To successfully self-advocate at IP meetings, or in other activities where decision-making occurs
• To participate in a self-advocacy group
• To teach peers to be an effective self-advocate
Rates:

Follows same LON Rate structure as DSO and GSE
Informational Interviews

What will make the informational interview a Win-Win?

“One child, one teacher, one book, and one pen, can change the world.”
- Malala Yousafzai
Job Seeking Strategies

Career Assessments
Finding Jobs
Resumes (Online, Video, Paper)
Applications
Interviews
Education/Training
Job Seeking Strategies

Libraries

77.5% of libraries help people create resumes
84.1% of libraries report that providing employment services is important to their communities
92.2% of libraries help people access online job resources
76.0% of libraries help people apply for jobs online

Literacy Reading Programs
http://www.ala.org/offices/literacy-all-adult-literacy-your-library-successful-and-replicable-library-literacy-programs

Computer Literacy Programs
Computer/Internet instruction, offered by 56 percent of all public library outlets, is the most frequently offered type of adult lifelong learning program
Acceptable Agency-Based Activities

- Business Speakers
- Benefits Specialists
- Career Competitions – Show what you know about….
- Employment Videos
- Online Computer Courses
- Peer Mentor Job Clubs
- Self Advocacy Speakers
- Try Out Assistive Technology
- Video resumes
Job Seeking Strategies

Employer HR Departments

• What kind of employees are you looking for?
• What’s the best way to learn more about your company?
• Can you give me feedback on my interviewing skills?
Financial Management

http://realeconomicimpact.org/inform-yourself/disability-community
Health and Fitness Employment Goals
Networking
Transportation

Public Transportation
The Connecticut Department of Transportation (ConnDOT), Bureau of Public Transportation, oversees and financially supports bus, train and ridesharing services for the citizens of Connecticut. These services include urban fixed-route bus services, American with Disabilities Act (ADA) paratransit services, non-ADA paratransit services (dial-a-ride), commuter express bus services, rural transit services, rail bus Commuter Connection services, and ridesharing services. Information can be found at www.ctrides.com.

All state-subsidized buses are accessible to people with disabilities. Elderly riders and people with disabilities are eligible for reduced fares.

ADA Paratransit
The Federal Americans with Disabilities Act (ADA) requires operators of fixed-route bus services to provide paratransit services to individuals who are unable to use the bus because of a qualifying disability. Trips must have an origin and a destination within 1/2 mile of a fixed bus route. Information is available at www.ctrides.com.

Dial-A-Ride
Dial-A-Ride provides town-specific and geographically limited transportation for people 60 years of age or older and people with disabilities who are unable to access public transportation. For a list of Dial-A-Ride providers by town, please call INFOLINE at 211.

Ridesharing
ConnDOT Commuter Services supports and implements programs that promote carpooling, vanpooling, mass transit, and other strategies to reduce the number of single occupancy vehicles on the roads. There are Park-and-Ride lots available to customers for carpooling and vanpooling. More information can be found at www.ctrides.com.

Job Access and Reverse Commute (JARC)
The Department of Social Services (DSS) and ConnDOT work together to improve employment opportunities for low-income individuals and TIP/TANF eligible individuals.

But service enhancements are supported across the state of Connecticut. Other services, which vary by region, may include:

- Public transportation services, such as a free monthly bus pass for job search or getting to work for the first month
- Information/training on how to use public systems for individuals, case managers, and job developers and child care transportation programs
- Car-based solutions ranging from car repair to gas cards and mileage reimbursement

Regional transportation contacts for these programs are:

- Northwest: Regional Workforce Investment Board, Waterbury (203) 574-6971 x 1448
- Regional Growth Connection, New Haven (203) 624-1453 x 245
- Capitol Region Council of Governments, Hartford (860) 527-227 x 33
- The Workforce, Inc., Bridgeport (203) 610-0944
- Eastern Connecticut Workforce Investment Board, Franklin (860) 859-4100 x 22

Taxi Voucher Programs
Two Connecticut municipalities have developed taxi voucher systems, both called Share-the-Fare.

The City of Stamford has created a program in which the passenger pays $5.00. The rest of the cost is paid by the City. For more information, call (203) 977-4029.

The Town of Greenwich Commission on Aging offers $10.00 coupon books that may be purchased for $8.50. For more information, call (860) 622-3992.

2-1-1 INFOLINE

2-1-1 is the statewide information, referral, and crisis intervention service.

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Documentation Requirements

6 Month Progress Report

Barriers

Employment Goals

Career Counseling

Self Advocacy
thank you