

Changing the Narrative: *Expect Competitive Integrated Employment*

**Office of Developmental Programs
July 15, 2020**



The “Why”

Why
Competitive
Integrated
Employment???





VALUES STATEMENTS

WHAT IS IMPORTANT TO PEOPLE WITH DISABILITIES

EVERYDAY LIVES IN ACTION: MY LIFE, MY WAY

EMPLOYMENT/MEANINGFUL CONTRIBUTION: I want to work and/or have other ways to contribute to my community. My family, supporters, and community support me to find and keep a real job that I like with good wages and benefits or start and run my own business, and/or volunteer the way I want in my community.





VALUES IN ACTION: RECOMMENDATIONS



3. INCREASE EMPLOYMENT

Employment is a centerpiece of adulthood and must be available for every person. The benefits of employment for people with disabilities are significant and are the same as for people without disabilities.

EMPLOYMENT IS:

- Feeling proud
- Having self-confidence
- Getting a paycheck
- Meeting new people
- Building new skills
- Paying taxes

In 2016, Governor Tom Wolf signed Executive Order 2016-03, establishing “Employment First” policy to increase efforts to support competitive integrated employment for Pennsylvanians with a disability.

In 2018, Act 36 was signed, establishing “Employment First” as law in Pennsylvania.





Employment First Act

The Employment First Act establishes into law that competitive integrated employment is **the first consideration and preferred outcome** for all individuals with a disability regardless of severity of disability and assistance required

The Tyranny of Low Expectation



“The reasons for the tyranny of low expectations are rooted in our societal approach to disability, which has historically been viewed as a problem to be fixed (and in many cases feared or isolated), versus a natural part of the human condition that each of us is likely to encounter in our lives.”

-Carol Glazer, President of the National
Organization on Disability

The full article can be found [here](#).

“The most powerful force in changing transition outcomes for young people with significant disabilities is not ultimately found in the transition plans we craft, the educational services we offer, the instruction we provide, or the systems we build, but rather in the expectations and aspirations individual parents hold for their sons and daughters.”

- Erik Carter, “What Matters Most: Research on Elevating Parent Expectations”

The resource can be found [here](#).

Young adults with significant disabilities whose parents definitely expected them to obtain post-school work way back in high school were more than **five times** as likely to have paid, community employment within two years after exiting.



We must catch and communicate a collective vision.

Parent aspirations are powerful, but so are the expectations of educators, employers, service providers, members of faith-based organizations, community leaders, and youth themselves.

Every child with a significant disability in every state should hear the message from multiple sources—that they have something of value to contribute within the workplace and something essential they bring to their community.

These are a few examples of some ODP initiatives that have been put in place to support high expectations in employment first:

- The Graduate Initiative
- Added new services (Benefits Counseling and Advanced Supported Employment) to waiver programs
- Enhanced the qualifications for persons delivering employment services to require training or certification by ACRE or CESP

Continued on next slide...

These are a few examples of some ODP initiatives that have been put in place to support high expectations in employment first:

- Extended the P/FDS Waiver cap by \$15,000 for employment services
- Added a requirement for Supports Coordinators to explore employment with individuals and the ISP team during planning meetings
- Joined the National Community of Practice on Supporting Families and promote the use of the LifeCourse framework.

What is a Community of Practice?

A Community of Practice (CoP) is a group that comes together to learn from one another and to develop and implement strategies towards a common practice.

In 2016, Pennsylvania joined the National Community of Practice: Supporting Families throughout the Lifespan



- Two teams of Self-Advocates serve as leaders for the Community of Practice in PA (Rural and Urban)
- Self-Advocates are paid for their role.



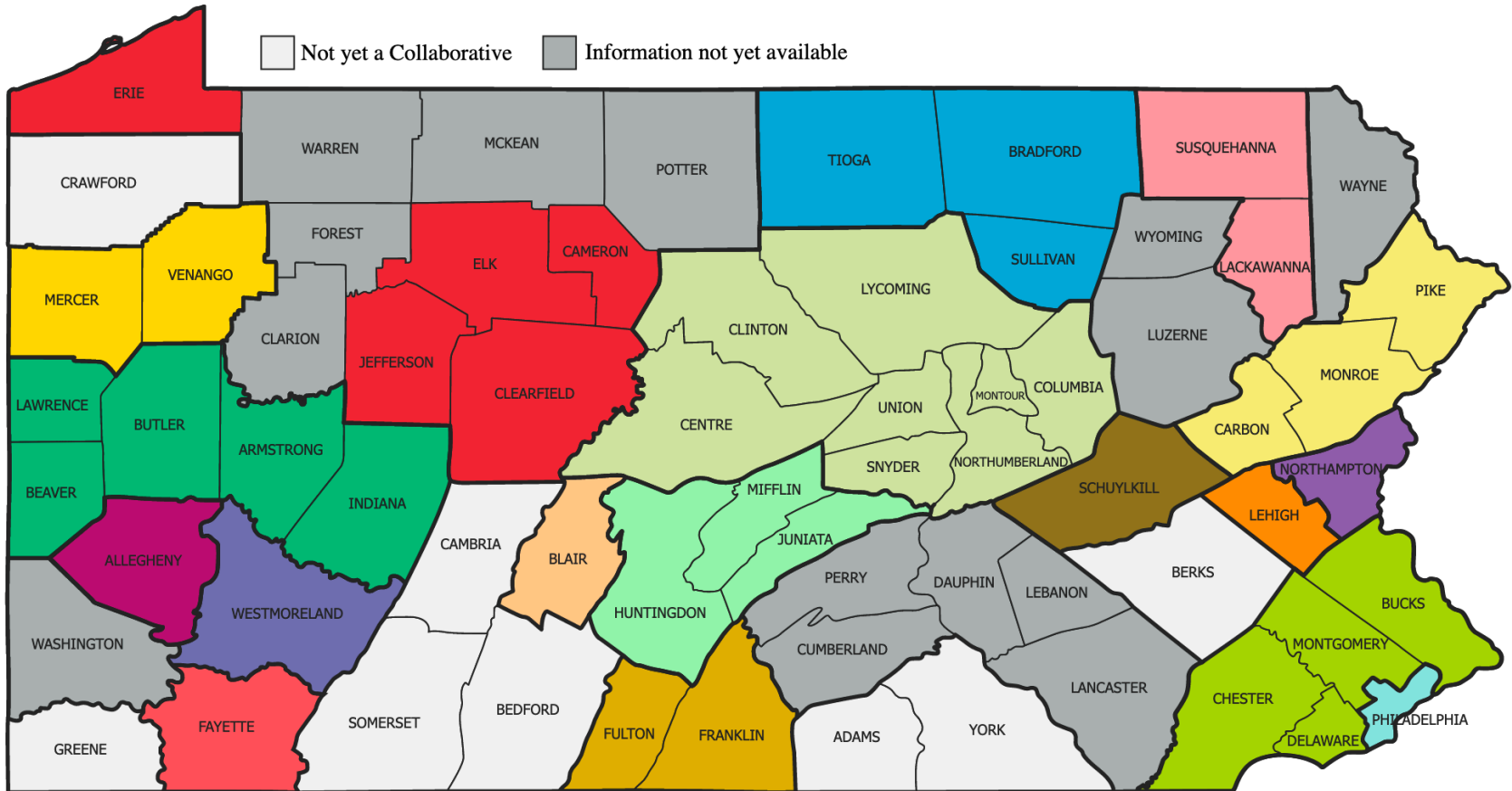


- 22 Family Advisors across the state helping families to develop their vision and LifeCourse Portfolio, connect with each other, support mentoring relationships, and identify community resources and opportunities.
- Content for families is centered around envisioning a good life, using LifeCourse tools to plan for all lifestages, understanding the importance of experiences, and using a variety of formal and informal supports and services to make everyday lives happen.
- Free for families
- Transition, Waiver and Team Delivered Workshops available for families
- One-on-One Mentoring available
- For information call 1-844-PAFAMILY or visit the website at pafamilynetwork@visionforequality.org.

Across the state, counties have organized Regional Collaboratives around the LifeCourse principles with the purpose of creating supportive, inclusive and connected communities for all.



Regional Collaborative Map



A "clickable" map and more information on the PA Community of Practice for Supporting Families can be found [here](#) on MyODP.org.

Charting the LifeCourse

Charting the LifeCourse is a set of principles and easy-to-use tools created to help individuals and families of all abilities and all ages to develop a vision for an everyday life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live.



People may focus on their current situation and stage or life but may also find it helpful to look ahead to think about life experiences and relationships that will help move them toward an inclusive, productive, and enjoyable life in the future.

More information is available at www.lifecoursetools.com or on MyODP.org [here](#).

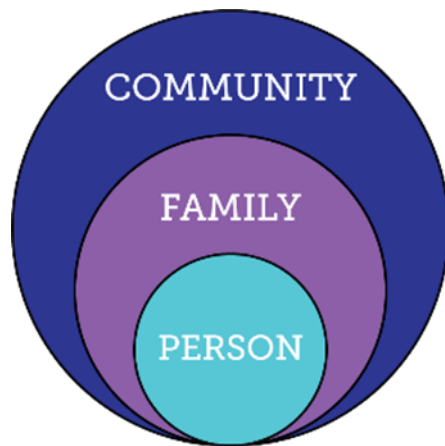


Services and Supports are Evolving



pennsylvania

DEPARTMENT OF HUMAN SERVICES



**Everyone
exists within
the context of
family and
community**



**Traditional
Disability
Services**



**Integrated
Services and
Supports
within
context of
person,
family and
community**

LifeCourse focuses on the day-to-day experiences, relationships, supports and resources that will keep us moving toward our vision.





How can LifeCourse help with employment?



LifeCourse can help us understand all the many benefits of working, beyond making money.






CHARTING the LifeCourse

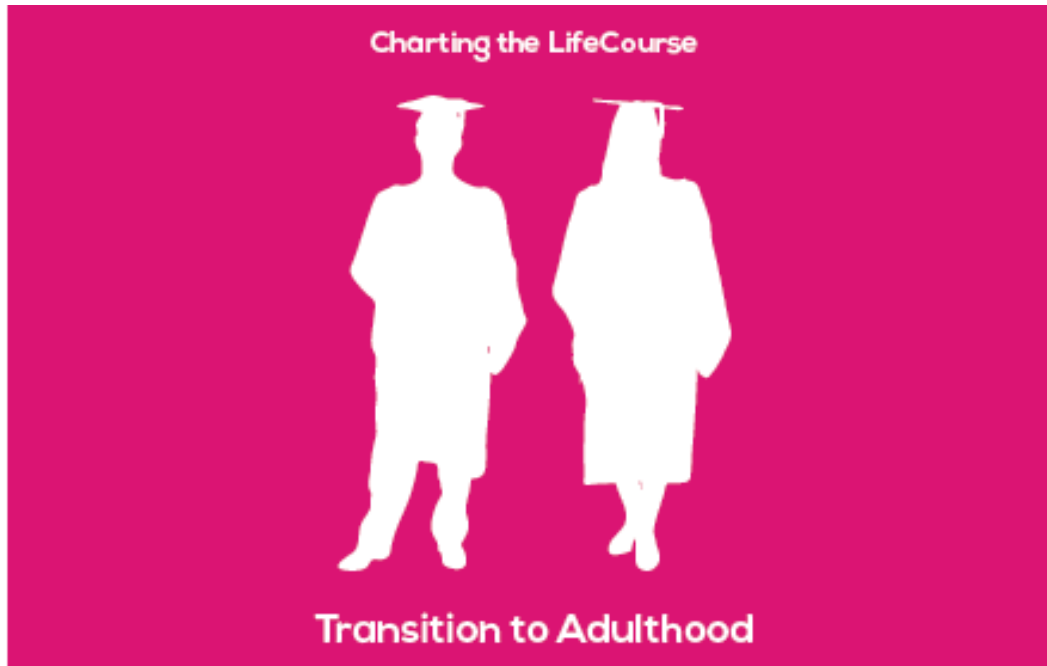


Tool for Developing a Vision – Individual

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals with disabilities of all ages think about a specific vision in each life domain for how they want to live their adult life, and prioritize what they want to work on right now that will help move toward the life vision.

LIFE DOMAIN		My Vision for My Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What do I think I will do/want to do during the day in my adult life? What kind of job/career might I like?			
 Community Living	Where would I like to live in my adult life? Will I live alone or with someone else?			
 Social & Spirituality	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?			

0 in



LIFE DOMAIN



LIFE STAGE



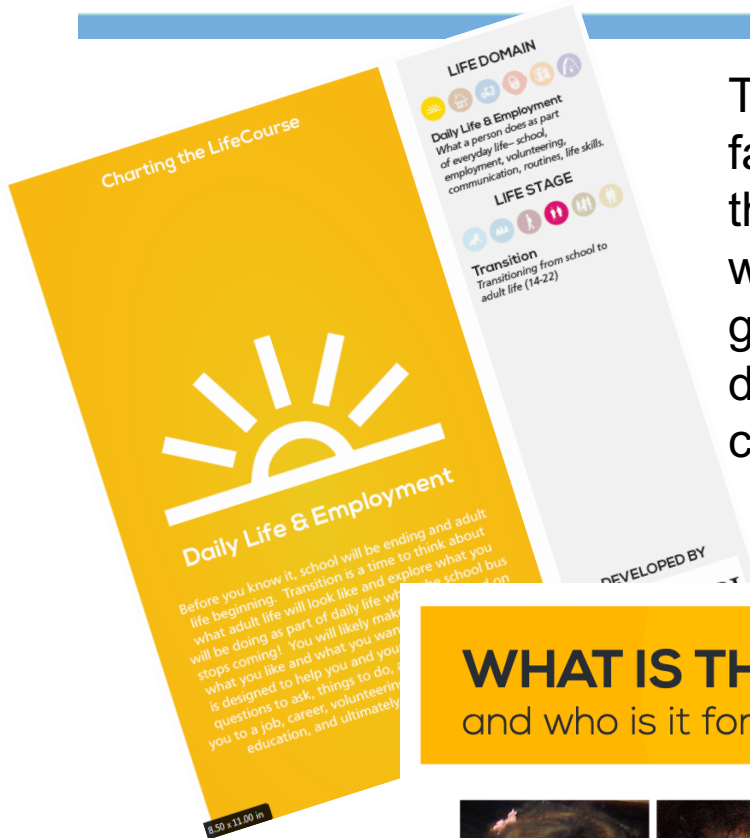
Transition is a point in time filled with change, growth, excitement, and sometimes fear and confusion. Transition is defined as the high school years, age 14 to 21. Transition means that you are moving from childhood to young adulthood, and from school to adult life. There are many things to think about and do to prepare for this change.

This 4-pager is designed to help you think about the common experiences, concerns, and questions for each life domain during this stage. Life domains are the different, but connected, aspects of life, like where we live, who we spend time with, and what we do every day. On the back, you will find questions to help you think about the supports you and/or your family may need during this life stage.

This guide is to help people think about questions to ask, options to consider, and things to talk about with a youth transitioning to adulthood.

This 4-page guide can be found [here](#).

Employment Guide



This guide is intended to help individuals, their families, or other people to support a person in thinking about what he or she likes and wants to do when transitioning to adulthood and beyond. The guide helps think about questions to ask, things to do, and resources to access that lead to a job, career, volunteer position, or continuing education.

The full guide can be found [here](#).

WHAT IS THIS,
and who is it for?



Employment Samples

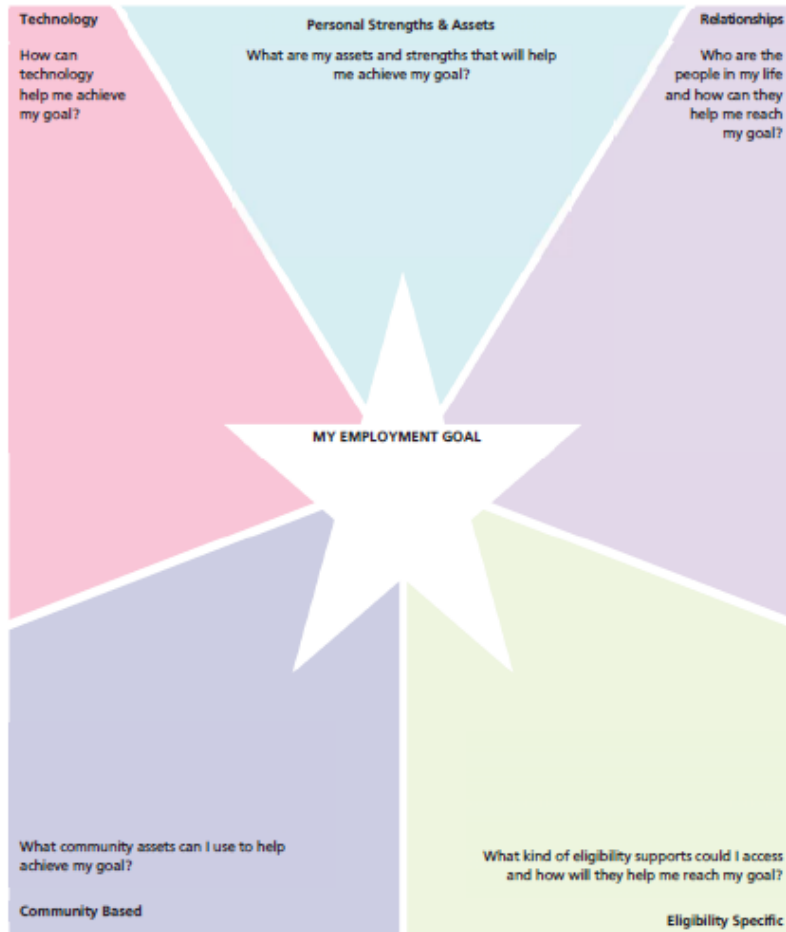


pennsylvania
DEPARTMENT OF HUMAN SERVICES



MAPPING EMPLOYMENT SUPPORTS

Write your employment goal in the center of the star. List ideas for supports and strategies to make your goal possible in each of the categories.



Access the LifeCourse framework and tools at lifecoursetools.com



My LifeCourse Employment Portfolio

_____'s **ONE-PAGE PROFILE**

What people like & admire about me

What's Important to ME


How to Best Support ME

Employment Trajectory Sample



pennsylvania
DEPARTMENT OF HUMAN SERVICES

Employment Trajectory Worksheet

<u>Past Life Experiences</u> LIST past life experiences and events that support your employment vision.	<u>Future Life Experiences</u> LIST current/ future life experiences that continue supporting your employment vision.
 Write current age here	
LIST past life experiences that push the arrow toward things you don't want.	LIST life experiences to avoid because they push you toward things you don't

VISION for a GOOD LIFE
LIST what you want your OVERALL "good life" to look like ...
LIST what you want for your "good life" EMPLOYMENT vision...

Conditions:

Preferences:

Support Needs:

What I DON'T Want
LIST what you DON'T want in your OVERALL life...

LIST the things you don't want in EMPLOYMENT...



My LifeCourse Portfolio is a template of the UMKC IHD, UCEDD. More materials at lifecoursetools.com

OCTOBER 2016

Technology

- Online resume builders
- i-Pad or smart phone
- Computer
- Online classes
- Social media to connect and search for jobs
- Apps to help learn job skills or stay safe
- Vehicle or home modifications
- Calendar to keep track of schedule
- Alarm clock or app
- Electronic reminders
- Calculator
- Direct deposit and automatic bill pay

Personal Strengths & Assets

- Has chores and responsibilities at home or school
- Uses alarm to wake up and get ready for school or work
- Knows how to access and use public transportation
 - Has had summer job or other work experience
 - Able to communicate needs
 - Uses a debit card

Relationships

- Job shadow family member
- Spend day with friend at their college or trade school
 - Ask family friends, teachers what kind of job they think you would be good at
- Start carpool or ride co-op
 - Ask neighbors, friends or family about doing odd jobs for them
- Ask same age peers about their summer or part time jobs
- Ask friends and family about jobs or education plans after high school

My Employment Goal

- Visit businesses to learn about jobs
- Visit colleges or technical schools
- Attend career day or job fair at school or in community
- Talk to school counselor about your job interests
- Go to bank and open a student or joint bank account
- Explore local transportation options
- Learn to use public transportation
- Participate in community theater, after school clubs, sports, scouts, boys/girls clubs

Community Based

- Vocational Rehabilitation or Independent Living Center for job exploration or assistance
 - Area Career Center for job interest and skill assessment
 - IEP or Transition plan to learn skills and work experience
 - IEP to develop a Circle of Friends
- Agencies or providers who offer social skills classes
 - Special Olympics or Challenger sports programs
 - Disability specific social groups
 - DDD system personal care supports
 - Job coaching

Eligibility Specific

Pennsylvania Community on Transition Webinar Series *Planning for the LifeCourse*



The 4-part webinar series can be found [here](#) on the Pennsylvania Secondary Transition Website.

Additional Resources



ASERT (Autism Services, Education,
Resources and Training):

www.paautism.org



Bringing autism resources together

MyODP Training and Resource Center: www.myodp.org



To enroll for services with the Office of Developmental Programs, call the County Office of Mental Health and Intellectual Disabilities (MH/ID) and make an appointment to register for supports or services.

[List of County MH/ID Offices and Contact Information](#)

Pennsylvania's [Employment First website](#) is a collection of resources for individuals, employers, and service providers.



**Employment Service Definition Quick Guide for
Intellectual Disability/Autism (ID/A) Waivers and Base-Funded Participants**
*ID/A waivers include the Consolidated, Person/Family Directed Supports (P/FDS), and Community Living Waivers

	Advanced Supported Employment	Supported Employment	Small Group Employment	Community Participation Support	Benefits Counseling
What should this service accomplish?	<ul style="list-style-type: none"> Aid the participant with limited or no experience in seeking or keeping a job with a three-pronged service approach (Discovery, Job Acquisition, Job Retention) that is expected to result in competitive integrated employment. 	<ul style="list-style-type: none"> Provide the participant with the ability to meet the goal of obtaining and sustaining competitive integrated employment. 	<ul style="list-style-type: none"> Enable the participant to transition to competitive integrated employment through one of four service options. 	<ul style="list-style-type: none"> Assist the participant who has competitive integrated employment as a goal with a community-based approach to acquiring the skills and competencies to achieve that goal. 	<ul style="list-style-type: none"> Support the participant in understanding how he or she can be employed in a competitive integrated job and maintain needed benefits through available work incentives.
For whom is this service appropriate?	<ul style="list-style-type: none"> People interested in competitive integrated employment (including self-employment) who: <ul style="list-style-type: none"> Have never had job skills training or development; or Have never had any work experience; or Have used Supported Employment services and were unable to secure a job or keep a job for more than 6 months. AND Meet one for the following criteria: <ul style="list-style-type: none"> Is currently in an activity receiving sub-minimum wage; or After consulting with the credentialed provider, it is the opinion of the Individual Support Plan team that the level of support provided through this service is needed to secure sustained competitive integrated employment. 	<ul style="list-style-type: none"> People interested in competitive integrated employment (including self-employment) who may or may not have work experience; or People who are currently employed but need extended supports to maintain their current job; or People who are currently employed but are interested in finding a new job. 	<ul style="list-style-type: none"> People who need to gain work skills to achieve competitive integrated employment and are interested in and would benefit from experience in a mobile work force, a work station in industry, affirmative industry or enclave to learn those skills. 	<ul style="list-style-type: none"> People who would benefit from prevocational skill development in the participant's choice of a community location (non-facility), a vocational facility (Chapter 2390) or an adult training facility (Chapter 2380); People receiving prevocational services who are being paid sub-minimum wage. People who need vocational skill development which can be used to help a participant benefit from OVR services. People who need support to participate in volunteer activities. 	<ul style="list-style-type: none"> People who are considering or seeking competitive integrated employment, currently employed, or interested in career advancement and who need more information about how working impacts benefits programs.

March 2019

1 | Page

The Quick Guide shows a comparison of employment services available in ODP programs and can be found [here](#) on MyODP.

ODP's Employment Team



Southeast Region: Marguerite Peashock- mpeashock@pa.gov

Central Region: Kelly Arnold- kelarnold@pa.gov

Northeast Region: Eric O'Neill- erioneill@pa.gov

Western region: Brian Dengler – brdengler@pa.gov

Bureau of Supports for Autism and Special Populations:

Stephanie Maldonado – smaldonado@pa.gov

Lindy Mishler – c-lmishner@pa.gov

Central Office Employment Contacts:

Gary Smith- smiga@pa.gov

Laura Cipriani – lcipriani@pa.gov



ODP's Supporting Families Leads

Candida Walton (State Initiative Coordinator)
cawalton@pa.gov

Mary Citko (SE)
mcitko@pa.gov

Marie Craven (NE)
mcraven@pa.gov

Cortney McCaleb (C)
cmccaleb@pa.gov

Cathy Traini (W)
ctraini@pa.gov

Kelly Arnold (C)
kelarnold@pa.gov

Nancy Armstrong (W)
narmstrong@pa.gov

Heidi Arva (BSASP)
c-harva@pa.gov

PENNSYLVANIA COMMUNITY OF PRACTICE FOR SUPPORTING FAMILIES



Supporting families to envision *Everyday Lives* for ALL begins with changing the narrative

