



## WHAT IS EMPLOYMENT FIRST?

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- ★ Framework of Principles to assist in guiding and facilitating employment system change
- ★ Employment as the primary day activity for *all working age adults*, including adults with disabilities
- ★ Promotes informed choice
- ★ Having right supports & services in place helps produce more successful outcomes
- ★ More than employment only



## WHY EMPLOYMENT FIRST?

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- ★ Focus efforts on employment outcomes
- ★ Change state agency policy and practice
- ★ Support community integration for all
- ★ Increase income beyond poverty level
- ★ Promote quality of life
- ★ Aligns with intentions and expectations of WIOA and HCBS Regulations



## EMPLOYMENT FIRST GUIDING PRINCIPLES

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- ★ All working age people with disabilities can participate in meaningful work and should have support as needed
- ★ Policies and practices should support the employment of all people with disabilities
- ★ Everyone should have the right to pursue a range of employment opportunities based on skills and interests
- ★ Benefits counseling should be available



## CATALYSTS DRIVING CHANGE

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### ★ Federal rulings & National Priorities

- ★ ADA settlements
- ★ Department of Justice settlements
- ★ **Centers for Medicaid & Medicare Services (CMS)/Home & Community Based Services (HCBS) regulations**
- ★ **Workforce Innovation and Opportunity Act (WIOA) of 2014**
- ★ National Governors' Association "Blue Print for Governors"
- ★ Office of Disability Employment Policy/Department of Labor
- ★ Youth Employment Demonstration Projects
- ★ The ABLE Act
- ★ **Employment Outcome Data**



## CHANGING LANDSCAPE OF EMPLOYMENT SUPPORTS & SERVICES

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### ★ CMS/HCBS

- ★ Rules mandate certain requirements for residential and non-residential settings where AHCCCS (Medicaid) members receive long term services and supports (ALTCS). Settings must:
  - ★ Be integrated in and support full access to the greater community;
  - ★ Be selected by the individual from among setting options;
  - ★ Ensure individual rights of privacy, dignity and respect, and freedom from coercion and restraint;
  - ★ Optimize autonomy and independence in making life choices; &
  - ★ Facilitate choice regarding services and who provides them
- ★ Purpose is to ensure that individuals receiving services are integrated into their communities & have full access to the benefits of community living to the same degree as individuals not receiving ALTCS



## CHANGING LANDSCAPE OF EMPLOYMENT SUPPORTS & SERVICES

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### ★ WIOA

- ★ Will help job seekers and workers increase access & opportunities to engage in employment, education, training, and support services to succeed in the labor market & match employers with skilled workers to compete in the global economy.
- ★ Highlights for Persons with Disabilities:
  - ★ Increase emphasis on provision of transition services to youth. 15% budget set aside for **Pre-Employment Transition Services (Pre-ETS)** for In-School Youth and graduates attending post-secondary training. This includes making services available to “potentially eligible” youth who have not been determined eligible for VR
  - ★ 90 Day IPE Implementation
  - ★ Allows use of **general job goals** for Individualized Plans for Employment (IPE)
  - ★ Up to 4 years of Supported Employment (Title 19/ALTCS and Non-Title 19/ALTCS) for Pre-ETS population, with 50% of the Supported Employment budget set aside for youth
  - ★ **Limitations on subminimum wage (Section 511)**



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## AGENCY EMPLOYMENT OUTCOME DATA

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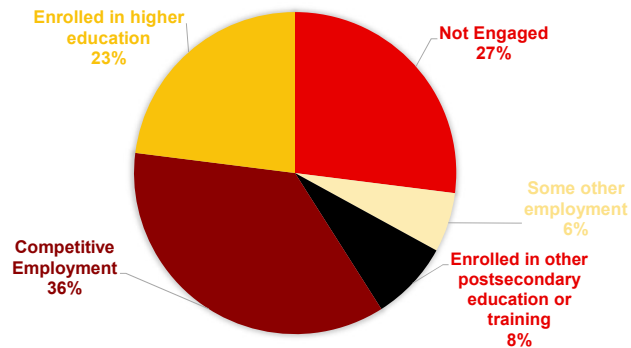


# ADE/PSO: STATEWIDE DATA

POST-SCHOOLS OUTCOMES FOR 2013-14 SCHOOL YEAR EXITERS

(5,409 RESPONDENTS)

SOURCE: ADE/ESS PPT SURVEY RESULTS SUMMER 2015 COLLECTION

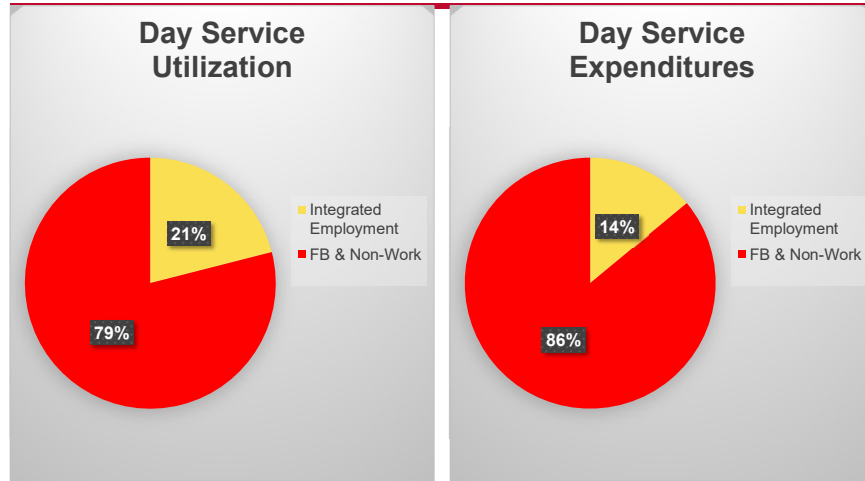


## ADE/PSO STATEWIDE DATA: ID/DD SPECIFIC

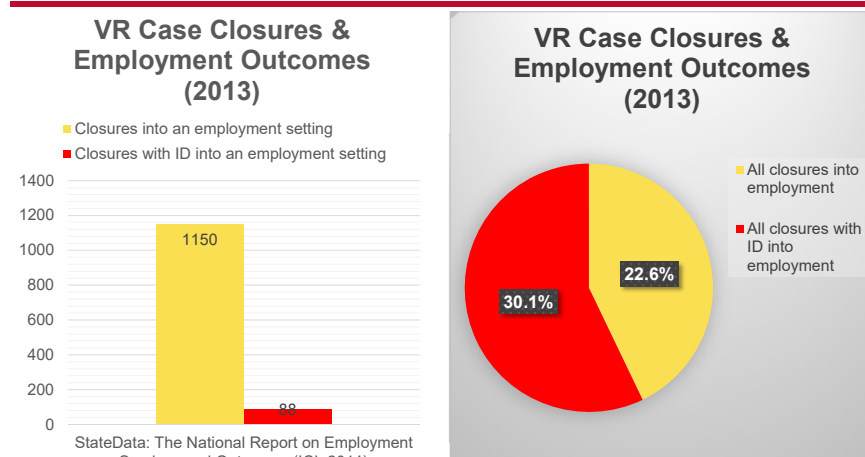
- ★ Of those who responded to the PSO data collection survey, identified as persons with **Intellectual or Developmental Disabilities (ID/DD)**, one year after exiting high school (2013-14 School Year):
  - ★ Enrolled in higher education (college or university, full or part time, one complete semester)= **4%**
  - ★ Competitive employment (Paid at or above minimum wage, in setting with non-disabled peers, 20 hours a week, for at least 90 days): **19%**
  - ★ Enrolled in some other post secondary education or training (full or part time, one complete term): **17%**
  - ★ Some other employment (self employment, at least 90 days, family business)= **9%**
    - ★ (does not meet criteria for competitive employment).
  - ★ **Not engaged= 50%**



## STATE OF THE STATE (DDD)



## STATE OF THE STATE (VR)



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## HOW CAN WE SUPPORT THE CHANGES AND INCREASE SUCCESSFUL OUTCOMES?

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## SUPPORT EMPLOYMENT FIRST STRATEGIC PLAN

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- ★ Foster and maintain **COLLABORATION** to increase the competitive employment of people with disabilities
- ★ Increase **AWARENESS** of the potential of people with disabilities and **ADVOCATE** for their competitive employment
- ★ Prepare **YOUTH** for competitive employment, including in high potential employment sectors and self-employment
- ★ Foster **JOB** creation, hiring, retention, promotion, and self-employment
- ★ Create and promote **POLICIES** that lead to successful employment of people with disabilities
- ★ Foster the development of employment- focused **SUPPORTS**



## HOW FAMILIES CAN HELP

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- ★ **Set higher expectations for your child**
- ★ Start transition planning EARLY
- ★ Talk about employment, education and independent living with your child
- ★ **Know the transition partners who can help; build relationships and collaborate**
- ★ **Understand the aspects of “career development”**
- ★ **Investigate and engage in resource options in community & schools**
- ★ Educate others



## SET HIGH EXPECTATIONS

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- ★ ***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, the systems we build, but rather in the expectations and aspirations individual parents hold for their sons and daughters.***

*What Matters Most: Research on Elevating Parent Expectations (Erik Carter)*

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## KNOW YOUR TRANSITION PARTNERS

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- ★ **School Staff:** E.g. Case managers, Related Service Providers (PT, OT, Speech), Social Workers, Transition Personnel, General Education, Guidance Counselors, Career and Technical Education
- ★ **State & Other Government Agencies:** E.g. DD Support Coordinators, DD Employment Specialists, Vocational Rehabilitation (VR) Counselors, Behavioral Health Providers, Workforce Development
- ★ **Non-Profit/Other:** E.g. Disability Specific Organizations, Independent Living Centers, Raising Special Kids, Vocational (i.e. West-Mec, EVIT), Disability Resource Centers, Providers



## ASPECTS OF CAREER DEVELOPMENT

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- ★ **Self-exploration: Who am I?** Discover through: Career Interest Inventories, Personal Interest Inventories, Understanding your learning style, Finding your strengths, Family activities such as travel or community events. Imperative that your child know their disability (disability awareness)
- ★ **Career Exploration: Based on who I am—what are my best options to explore?** Informational interviews, Workplace visits and tours, Job shadowing, Career fairs, Career camps, Hands-on career projects, Peer Mentoring
- ★ **Career Planning and Management: What do I need to do know to make my goal a reality?** Acquire job search skills , A continual building of career readiness skills, Develop traits, work habits and behaviors that allow them to continually seek new work opportunities



## COMMUNITY AND SCHOOL RESOURCES

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- ★ **Voc Rehab:** e.g. Pre-employment Transition services, On-the-job training, Career exploration, Supported Education, **Supported Employment**, Situational Assessments
- ★ **DDD:** e.g. **Transition to Employment**, Summer Employment
- ★ Governors Office of Youth, Faith, Family (Americorps)
- ★ AZ Developmental Disabilities Planning Council (ADDPC)
- ★ Office for Children with Special Health Care Needs (OCSHCN)
- ★ University Centers for Excellence on Developmental Disabilities (UCEDD)
- ★ Raising Special Kids
- ★ AZ DD Planning Council (ADDPC)
- ★ CTE/JTEDS Programs
- ★ AZ Job Connection
- ★ AZ Workforce Connection
- ★ AZ Youth Leadership Forum (SILC)
- ★ AZ Young Advisors (RSK/OCSHCN)
- ★ Job Corps
- ★ Apprenticeships
- ★ Certificate Programs
- ★ Project SEARCH
- ★ Disability Benefits 101 (DB 101)



## MORE WAYS FAMILIES CAN HELP

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- ★ Ask about a Person-Centered Plan or Student-Led IEP
- ★ Ask about Pre-employment Transition Services (VR)
- ★ Attend trainings and conferences offered by AZ Parent Information and Training Center/Raising Special Kids
- ★ Empower your family member to get involved and engage in community activities and opportunities
- ★ Network in your community for opportunities and partnerships with local businesses
- ★ Be informed of financial benefits of employment: DB101
- ★ Join your Local Community of Practice (LCoPT). To find out if there is one in your area [azcopt@azed.gov](mailto:azcopt@azed.gov)



## HOW PROVIDERS CAN HELP

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- ★ Educate and work with DDD staff, consumers and families on the benefits of employment and the resources to support employment
- ★ Support, guide and assist consumers to make informed decisions/choices regarding employment options
- ★ Engage in more employment related services, to include: **self-employment, customized employment, providing the DDD funded Transition to Employment (TTE) curriculum**
- ★ Be aware of resources and the options that help consumers to understand the benefits of being employed:
  - ★ Ticket-to-work, PASS plans, DB101, AHCCCS Freedom to Work



## HOW PROVIDERS CAN HELP

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- ★ Investigate and engage in resources & partnerships in the community, families, schools
- ★ Educate yourselves on the HCBS & WIOA requirements
- ★ Engage more employers:
  - ★ to consider a more diversified work force
  - ★ to create opportunities (i.e. job shadows, internships, mentoring, work-based learning opportunities)
  - ★ to build partnerships
- ★ Be innovative, creative and use best practice models
- ★ Educate others



## IMPLEMENTATION AND NEXT STEPS

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- ★ Prioritize action items, identify timelines, report progress
- ★ Active sub-committees (Communications, Employer Engagement, Systems Transformation) working on implementation, website in development, transition resources being developed
- ★ Plain Language Flyers in development for WIOA Section 511 regulations
- ★ Joint Guidance around changes being development by key agencies

**“Never doubt that a committed citizens can change the world. Indeed, it is the only thing that ever has.”**

**Margaret Mead**



## HELPFUL WEBSITES

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### **CMS/HCBS (AHCCCS):**

- ★ [www.azahcccs.gov/hcbs](http://www.azahcccs.gov/hcbs)
- ★ [www.HCBSadvocacy.org](http://www.HCBSadvocacy.org)
- ★ <http://www.medicaid.gov/HCBS>

### **WIOA:**

- ★ [www.doleta.gov/WIOA](http://www.doleta.gov/WIOA) [www.HCBSadvocacy.org](http://www.HCBSadvocacy.org)
- ★ <http://www2.ed.gov/about/offices/list/osers/ras/wioa-reauthorization.hwww.doleta.gov/WIOA>
- ★ <http://www.wintac.org/>



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# Questions

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