

THE CHANGING LANDSCAPE OF EMPLOYMENT/EDUCATIONAL SERVICES AND SUPPORTS

2017 ADE Transition Conference

RELEVANT RESEARCH AND DATA

Predictors of Post-School Success

IDEA/Indicator 14 (Post School
Outcomes Data)

In-School Predictors by Post-School Outcome Area

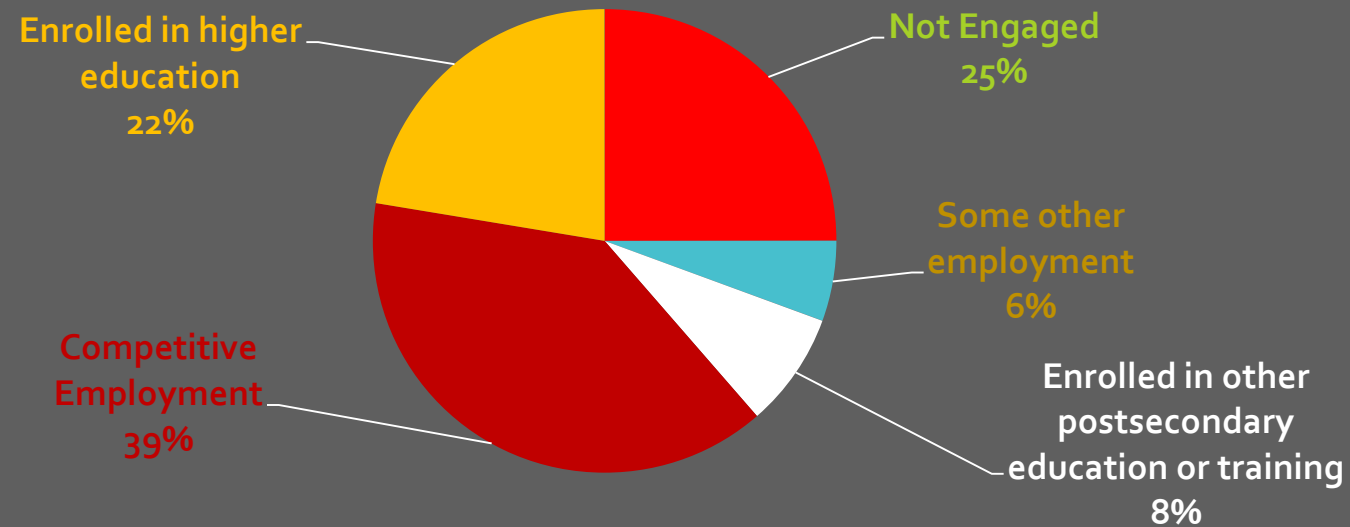
Predictors	Outcomes:	Education	Employment	Independent Living
•Career Awareness		X	X	
•Community Experiences			X	
•Exit Exam Requirements/High School Diploma Status			X	
*Goal-Setting		X	X	
•Inclusion in General Education		X	X	X
•Interagency Collaboration		X	X	
•Occupational Courses		X	X	
•Paid Employment/Work Experience		X	X	X
*Parent Expectations		X	X	X
•Parental Involvement			X	

Predictor	Outcomes:	Education	Employment	Independent Living
•Program of Study			X	
•Self-Advocacy/Self-Determination		X	X	
•Self-Care/Independent Living		X	X	X
•Social Skills		X	X	
•Student Support		X	X	X
•Transition Program		X	X	
*Travel Skills			X	
•Vocational Education		X	X	
•Work Study			X	
*Youth Autonomy/Decision Making		X	X	

ADE/PSO: STATEWIDE DATA

POST-SCHOOLS OUTCOMES FOR 2014-15 SCHOOLYEAR EXITERS (6,332 RESPONDENTS)

SOURCE: ADE/ESS PPT SURVEY RESULTS SUMMER 2016 COLLECTION



CHANGES AND IMPROVING OUTCOMES

Driving Forces in Prioritizing Employment/Post Secondary
Education & Training

DRIVING FORCES FOR CHANGE

ADA/Olmstead settlements

Department of Justice settlements

Affordable Care Act/Medicaid (AHCCCS) HCBS regulations

Office of Disability Employment Policy/Department of Labor: **Employment First**

Workforce Innovation and Opportunity Act of 2014

Youth Employment Demonstration Projects (PROMISE/ASPIRE)

The ABLE Act

AZ EMPLOYMENT FIRST

Job Opportunities Build Success

OVERVIEW OF AZ EMPLOYMENT FIRST

Framework of Principles to assist with state agency employment system and policy change

Encompasses the belief that employment should be the primary day activity for *all working age adults*, including adults with disabilities

Promotes informed choice

Believes that with the right supports & services in place will produce better outcomes

Supports community integration for all

Promotes quality of life

Message aligns with intentions and expectations of WIOA and HCBS Regulations

HOME AND COMMUNITY BASED SERVICES

(HCBS)

OVERVIEW HCBS RULES

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

THE WORK AHEAD

All states must come into compliance within a timeframe set forth by CMS (2022).

Residential and Non-Residential settings must come into compliance in order for Medicaid to fund services in those settings

Currently AHCCCS is working with CMS to update the plan based upon recommendations.

AHCCCS has begun multi-stakeholder workgroups (members, families, providers, health plans, etc.) for each residential and non-residential setting to advise on the implementation of the transition plan.

WORKFORCE INNOVATION AND OPPORTUNITY ACT

(WIOA)

WIOA VISION AND GOALS

The overarching vision is to:

have a workforce system that is quality-focused, employer-driven, customer-centered and tailored to the needs of the regional economies.

increase access and opportunities to engage in employment, education, training, and services with an emphasis on those with barriers to employment.

align workforce development, education, and economic development programs to meet the needs of the local and regional employers.

connect individuals, in need, with a full range of services available to their communities.

WIOA IMPACT ON RSA/VR TRANSITION SERVICES

Increase emphasis on provision of transition services to youth

15% budget set aside for **Pre-Employment Transition Services** for In-School Youth and graduates attending post-secondary training. **This includes providing services to “potentially eligible” youth who have not been determined eligible for VR**

90 Day IPE Implementation

Up to 4 years of Supported Employment (Title 19/ALTCS and Non- Title 19/ALTCS) for Pre-employment transition services population

Limitations on subminimum wage(Section 511)

PRE-EMPLOYMENT TRANSITION SERVICES: OVERVIEW

These services:

Must be *made available* Statewide to all students with disabilities *in need* of such services, regardless of whether a student has applied for VR services;

May begin once a student requests or is recommended for one or more pre-employment transition services and documentation of a disability is provided to the VR agency;

Assist students with identifying career interests to be further explored through additional VR services, including transition services;

Must be provided or arranged in collaboration with LEAs; and

Are the only activities that can be paid for with the funds reserved (15%)

PRE-EMPLOYMENT TRANSITION SERVICES: WHO CAN RECEIVE?

Pre-ETS are provided to “students with disabilities”, defined as...

Students in an educational program (i.e. HS Public/Charter, HE, juvenile justice);

14-22 years old;

eligible for and receiving special education or related services under IDEA; OR is an individual with a disability for purposes of section 504 of the Act;

Who are...

Eligible for VR services; or

Potentially eligible for VR services (i.e. all students with disabilities, including those who have not applied or been determined eligible for VR services).

PRE-EMPLOYMENT TRANSITION SERVICES: REQUIRED ACTIVITIES

5 Required Services, which can be provided in group setting or on an individual basis:

- **Job exploration counseling:** Provided in Classroom/School or in Community Setting
- **Work based learning experiences;** may include in-school, after school or community based opportunities
 - must be provided in an integrated setting in the community to the maximum extent possible
 - VR must exhaust all opportunities for work-based learning experiences in integrated settings before placing an individual in a non-integrated setting
- **Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational program at institutions of higher education**
- **Workplace readiness training** to develop social skills and independent living skills
- **Instruction in self-advocacy**

OVERVIEW OF WIOA SECTION 511: SUBMINIMUM WAGE LIMITATIONS

Section 511 DOES NOT:

Promote subminimum wage employment;

Eliminate subminimum wage and section 14(c) of the FLSA or;

Eliminate sheltered workshops;

Prohibit an SEA or LEA from contracting with an entity that holds a special wage certificate **if the youth are paid at or above the minimum wage or if the purpose is for something other than the work at subminimum wage**, such as assessments and pre-employment transition services

OVERVIEW OF WIOA SECTION 511: SUBMINIMUM WAGE LIMITATIONS (CONT.)

Section 511 DOES:

Prohibit schools to contract or have other arrangements with holders of special wage certificates/14(c) **in order to pay a youth with a disability subminimum wage**

Requires VR agencies and LEAs to document the provision of the requisite services

Before an “entity” may begin compensating a youth (24 or under) with a disability at subminimum wage, the youth must complete certain service-related activities/requirements and produce documentation showing completion

WIOA SECTION 511: REQUIREMENTS

Individuals age 24 or younger may not begin work paying subminimum wage (less than Federal or State minimum wage) unless the following actions have been completed:

- 1) *Transition services* under the Individuals with Disabilities Act (IDEA) and/or *pre-employment transition services* under WIOA were completed;
- 2) *Vocational rehabilitation (VR)*:
 - a. the youth applied for VR services and was found ineligible OR
 - b. the youth applied for VR services and was found eligible AND
 - i. had an individual plan for employment (IPE) AND
 - ii. worked toward an IPE employment outcome for a reasonable period without success;

AND

- iii. the VR case was closed;

3) *Career counseling*, including information and referrals to Federal and State programs and other resources in the individual's geographic area.

**WIOA IMPACT ON THE
DIVISION OF
DEVELOPMENTAL
DISABILITIES (DDD)
EMPLOYMENT SERVICES**

DDD EMPLOYMENT SUPPORTS & SERVICES IMPACTED BY WIOA

Group Supported Employment

- Community integrated work setting where member is supervised by provider staff and paid by the hour. Pays individual sub-minimum *or* minimum wage dependent upon individual productivity and position: **WIOA requirements apply**

Center-Based Employment

- Paid work and vocational skill building at a facility-based, non-integrated setting. Supervised and paid by agency. Wages typically at sub-minimum wage: **WIOA requirements apply**

DDD EMPLOYMENT SUPPORTS & SERVICES NOT IMPACTED BY WIOA

Transition to Employment

- Time Limited, classroom based training service with goal to get member work-ready. Focus on soft skill development . Intended outcomes is employment. This is a training service-not a paid job.

Individual Supported Employment

- Job Coaching and/or Job Search for a Competitive Job in the community. Wages paid by Employer.

Employment Support Aide

- 1-to-1 on-the-job support in an integrated or competitive employment job setting. Can include assistance for Personal Care, Behavioral Support and Long term on the job follow along.

Transportation for Employment

Career Preparation and Readiness **(COMING SOON!)**

- Time Limited, skill building service available to members who are currently in Center-Based Employment. Goal is to increase the number of members making progressive moves from CBE into integrated employment settings . This is a training service- not a paid job.

SETTING HIGH EXPECTATIONS

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)

EDUCATORS SUPPORTING ROLE

START TRANSITION PLANNING AS EARLY AS POSSIBLE

Encourage every student and their family to plan for employment

Know the employment supports and services available to students

Promote and facilitate agency collaboration at the IEP team table; invite outside partners/agencies to the meetings

Provide diverse work experiences for students, in the community to the extent possible

Connect and support families as they navigate the next phase of their children's lives after high school

Assure MSPSG are written with least restrictive environment in mind

EDUCATORS SUPPORTING ROLE

Understand and utilize Person-Centered Plans and Principles

Conduct Student-Led IEPs

Assure all assistive technology has been considered to assist in leveling playing field

Consider any vocational/career and technical education options

Integrate DB101 www.DB101.org into your curriculum/classroom activities

Consider Project SEARCH and other employment related programs for eligible youth

EDUCATORS SUPPORTING ROLE

Partner with Agencies that Provide Services to Youth:

Local Workforce One Stops for summer employment/vocational training programs

VR/Providers for Pre-ETS Workshops in classrooms and in community:
1-800-563-1221 or [Link to Vocational Rehabilitation](#) (Click on office locations)

DDD for Transition to Employment Services (TTE) and other employment related services; summer work.

Independent Living Centers and other advocacy agencies that can provide:

Training in self advocacy, self-determination, independent living skills, youth leadership skills (e.g AZ Youth Leadership Forum)

Raising Special Kids (AZ Parent Information and Training Center) can offer:

Workshops on variety of topics (e.g. Getting and keeping your first job, Legal Options)

Young Adult Advisor Opportunity

STAKEHOLDERS SUPPORTIVE COLLABORATIONS

- AZ Employment First Committees/Workgroups
- Data Sharing Agreement between ADE/RSA
- WIOA/Section 511 Materials developed: Informational handout & Joint Guidance Document for Professionals (to be released soon!)
- Interagency Service Agreement (ISA) between ADE/VR/DDD on transition (to be released soon!)
- New professional development training opportunities for Educators
- Engaged with our National TA Centers to provide support to increase competitive integrated employment outcomes: NTACT, WINTAC, Y-TAC, SELN
- AHCCCS Workgroups

RESOURCES

Employment First:

www.Azemploymentfirst.org
[ODEP Employment First](#)

CMS/HCBS (AHCCCS):

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

WIOA & TA Centers:

www.doleta.gov/WIOA
<http://www.wintac.org/>
<http://iel.org/vryouth-tac>
[Essential Elements of Customized Employment for Universal Application](#)

NTACT: Competitive Integrated Employment Toolkit
[Toolkit](#)

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Q & A

