HIGH SCHOOL AND BEYOND: UPDATES ON POLICY CHANGES IMPACTING PRACTICES

CAPTAIN Summit
December 6, 2016

Janis White, Ed.D., Regional Center of Orange County

Outcomes for Today’s Session

1. Knowledge of new policies and regulations affecting schools and transition age youth
2. Renewed focus on the capabilities of each person
3. Underscore the Importance of Interagency Collaboration to address policy changes
4. Identify the key stakeholders in your area
5. Review collaborative pilot documents between Department of Rehabilitation, Regional Center of Orange County, and School Districts that affect progress

NEW POLICIES AND REGULATIONS AFFECTING SCHOOLS AND TRANSITION AGE YOUTH

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Employment First

The full inclusion of people with the most significant disabilities in the workplace and community (with community-based, integrated employment as the first option ...)

Integrated competitive employment refers to jobs held by people with disabilities in typical workplace settings where the majority of persons employed are not persons with disabilities, they earn at least minimum wage and they are paid directly by the employer. (October 9, 2013)

http://www.dol.gov/odep/topics/EmploymentFirst.htm

AB X 2-1 (Thumond, 2016)

- Reduce disparities in provision of service to underserved populations ($11 mil)
- Increased rates for Supported/Independent living, respite, transportation, direct care staff
- Competitive Integrated Employment Incentive Money
- Paid Internship programs
The Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities (the "Committee") was established under Section 461 of the Workforce Innovation and Opportunity Act (WIOA) signed into law on July 22, 2014, to advise the Secretary of Labor and Congress on:

- Ways to increase employment participation of individuals with intellectual or developmental disabilities (I/DD) and other individuals with significant disabilities through opportunities for competitive integrated employment (CIE);

- The use of the certificate program carried out under Section 14(c) of the Fair Labor Standards Act (FLSA) for employing individuals with I/DD and other individuals with significant disabilities, including ways to improve oversight of such certificates.
**Competitive Integrated Employment Definition**

Work performed on a full or part-time basis (including self-employment) for which an individual is:

- 1. Compensated at not less than federal minimum wage requirements or state or local minimum wage law (whichever is higher) and not less than the customary rate paid by the employer for the same or similar work performed by other individuals without disabilities;

- 2. At a location where the employee interacts with other persons who do not have disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who do not have disabilities and who are in comparable positions interact with other persons; and

- 3. Presented, as appropriate, with opportunities for advancement that are similar to those offered other employees who are not individuals with disabilities and who have similar positions.

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**Achieving a Better Life Experience (ABLE Act)**

Division B of Public Law 113-295
December 19, 2014

www.ablenrc.org

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**AB 104 Adult Education Block Grant: Community Colleges and Adult Education Programming**

- The Chancellor of the California Community Colleges and the Superintendent of Public Instruction (CDE) shall administer the Adult Education Block Grant to
  - identify and understand the educational needs of adults
  - support the effective provision of services to address those needs in all regions of the state.
- This is an extension of AB 86 to transition from planning to implementation.
Home and Community Based Services and New Rules

- On March 17, 2014, the Center for Medicare and Medicaid Services (CMS) new rules became effective that will fundamentally transform residential and day services through Medicaid as part of the Home and Community Based Services (HCBS).
- All states have until March 17, 2019, to implement these new requirements or they will not receive federal funding.

What are Home and Community Based Services?

- HCBS are long-term services & supports provided in home and community-based settings, as recognized under the federal Medicaid (Medi-Cal) Program.
- Home and community-based settings are places where individuals with disabilities live and spend their days. The new rules explain what these settings should be like.

A Change of Mindset

Moving away from what settings 'are not' (location, geography or physical characteristics) and moving toward defining settings by nature and quality of individuals experience.

1. Person centered
2. Where a person lives
3. Where a person works
Settings

- Integrated and supports full access to the greater community
- Selected by individual from among setting options

Settings

- Ensures individual rights of privacy, dignity and respect, and freedom from coercion and restraint
- Optimizes autonomy and independence in making life choices

Settings

- Facilitates choice regarding services and who provides them
Home Settings: Where a Person Lives
- Group Homes (Community based setting)
  - Home-like settings developed for the Individual
- Self directed Services
- Living on your own with supports

Community Settings: Where a Person Works
- Competitive integrated employment is the first option
- On-Site Assessment to prepare providers
- Services provided in broader community
- Daily activities that are based on participants’ needs and preferences
- Opportunities to form natural relationships

Legislation supports Employment First as a First Option
- Federal and State support for Integrated Employment and community services
- Effective tools and strategies
  - Emphasis on work-based experiences/transition/partnerships
  - Community-based programming and systematic instruction
  - Customized Employment methods
- Individual and family demand for integrated employment services
- Employment First initiatives and CMS regulations—the push is for integration and inclusion
Employment Rates in California

In California 13% of working age adults with intellectual developmental disabilities get a paycheck. Their average earnings are $5,818 a year.

CA Department of Developmental Services, 2013

Challenges and Opportunities of New Regulations

Opportunities
1. Increases integration where a person lives and plays
2. Increases opportunities for competitive integrated employment
3. Optimizes independence through expanded self-advocacy and freedom of choice

Challenges
- Family members requesting segregated environment feeling it is safer
- Training for providers (appropriate integrated activities, including CIE)
- Transportation barriers for persons who are non-ambulatory
- Training for families regarding managing earned wages and Social Security benefits

FOCUS ON THE INDIVIDUAL
Person Centered Planning Process

- "Service planning for participants in Medicaid HCBS programs must be developed through a person-centered planning process that addresses health and long-term services and support needs in a manner that reflects individual goals and preferences" (Mary Beth Lepkowsky, TCRC).

What People Want in Life

- Employment (money & self-worth)
- Engagement in community & friends
- A happy home, a sanctuary
- Health
- Choices/options
- Freedom & Independence
- Meaningful lives

Sara Murphy
TransCen Inc./Worklink

Building Meaningful Lives

- Exploration and discovery
  - Verify interests & skills
  - Encourage the idea of work
- Strengthen employability skills
  - Motivation, work ethic, hard & soft skills
- Build community & address non-work needs
  - Connect to friends and neighborhood
  - Augment part-time work hours

Sara Murphy, TransCen Inc./Worklink
Community-based Support Services

- Explore interests
- Develop social and professional networks
- Gain independence, self-confidence
- Learn hard/soft skills
- As natural supports are developed, program services fade

Building Skills and Adding Value

Volunteering

What do people need to learn?
**Skills to Teach - Hard Skills**

- Physical skills (driving a wheelchair, using a knife, buttoning a shirt, crossing a street)
- Telling time
- Money skills
- Math and reading
- Tech skills (computer, phones, internet)
- Navigating from A to B
- Vocational skills

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**Soft Skills and Performance Issues**

- Generalizing skills
- Managing time & prioritizing responsibilities
- Making judgments
- Taking initiative, able to work independently
- Solving problems
- Communicating & interacting
  - Manners/sharing/caring about others
  - Focus, concentration and/or physical stamina
  - Speed and/or Quality
- Work ethic and motivation (attitude)

*Sara Murphy, TransCen Inc./Worklink*
IMPORTANCE OF INTERAGENCY COLLABORATION TO ACHIEVE CHANGE

Organizations cannot afford to provide all services needed by clients

- Increases your organization’s ability to access funding and/or services
- Helps to eliminate duplication of services
- Provides an opportunity for you to become familiar with the organizational priorities and requirements of partner agencies
- Promotes an improved service delivery system in your community

Collaboration helps to promote comprehensive services for students/clients/consumers

Best Practices

Parent / Family & Interagency Collaboration

- Partner with agencies in advance of IEP / ITP meetings – with student & parent permission.
- Form local / regional Community of Practice or partnership groups to address transition.
- Develop and nurture relationships with formal program partners in your communities (Regional Center / Dept. of Rehabilitation).
- Create community resource maps and information for students and parents to navigate transition.
- Communicate with Transition partners to learn what students need to know and to be ready for the next environment.
OC Interagency Collaboration Efforts

Transition Partnership Programs

- WorkAbility I
- OCEAN
- OCATTF
- OC BAC
- UCI TIW
- CaPROMISE
- PSE AB104
- DDS ABx2-1
- Thompson Policy Institute Transition Initiative
- DOR Employment Services Committee

Collaborative Teams

- Employment Community Advisory Committee
- Orange County Adult Transition Task Force
- OC Employment Services Meetings
- Chapman University, Thompson Policy Institute, Regional Business Advisory Committee
- California Interagency Council
- California Employment Consortium for Youth (CECY)

Local Regional State

Local Interagency Teams

- Outcome Focused
- Identify, Create and Maintain Services & Supports
- Flexible in Including New Team Members
- Multi-agency service delivery system

Collaboration Strategies

- Outcome Focused
- Identify, Create and Maintain Services & Supports
- Flexible in Including New Team Members
- Multi-agency service delivery system
COLLABORATIVE PILOT DOCUMENTS THAT AFFECT PRACTICE

OC PRE EMPLOYMENT SKILLS DEVELOPMENT CHART
Preparing Youth & Adults with Moderate to Severe Disabilities for Competitive Integrated Employment

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<th>Participant Name</th>
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<th>Competencies (Pre-Employment)</th>
<th>Pre-Employment Skills Development Chart</th>
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- **Workplace Competencies**: These competencies focus on work skills and responsibilities. They include:
  - **Job Seeking**: Identifying job opportunities, creating a resume, and submitting applications.
  - **Interview Skills**: Preparing for and attending job interviews.
  - **On-the-Job Training**: Learning new skills and procedures on the job.

- **School Competencies**: These competencies focus on academic and non-academic skills. They include:
  - **Study Skills**: Organizing assignments, using effective study habits, and preparing for tests.
  - **Social Skills**: Developing relationships, understanding social norms, and resolving conflicts.

- **Community Competencies**: These competencies focus on community integration and self-sufficiency. They include:
  - **Community Engagement**: Participating in community activities, volunteering, and building social connections.
  - **Financial Literacy**: Understanding basic financial transactions, budgeting, and saving money.

- **Home Competencies**: These competencies focus on personal and family management. They include:
  - **Household Management**: Performing daily household tasks, managing finances, and caring for family members.
  - **Self-Care**: Maintaining personal hygiene, managing health conditions, and practicing self-care.

These competencies are essential for preparing youth and adults with moderate to severe disabilities for competitive integrated employment. The success of these programs depends on the collaboration between educators, parents, and community partners to ensure that all participants receive the necessary support and resources to achieve their employment goals.

11/28/2016
Person-Centered Planning and Interagency Collaboration builds hope, self-confidence and trust... ultimately yields quality outcomes in Adult life!

Project Search Medtronic: Travis

Competitive Integrated Employment

× Family
× Medtronic
× Regional Center of Orange County
× Irvine Unified School District
× Department of Rehabilitation
× Transportation Options
× ABLE Account
Person-Centered Planning and Interagency Collaboration builds hope, self-confidence and trust... ultimately yields quality outcomes in Adult life!

Gillman Project Search
Children's Hospital
Orange County

Competitive Integrated Employment & Work-Based Learning
- Young Adults with IDD
- Family
- CHOC Staff
- Gillman Family Trust
- Regional Center of Orange County
- Integrated Resources Institute
- Santiago Canyon College
- UCI Technology in the Workplace Program
- Department of Rehabilitation
- Transportation Options

Happy Co-Workers

ORANGE COUNTY ADULT TRANSITION TASK FORCE

Chaired by: Kurt Kosbab
Huntington Beach Union High School District, Vocational Specialist & WorkAbility I Coordinator
OC EMPLOYMENT SERVICES MEETING

Chaired by: Trinh van Erp
Department of Rehabilitation, Anaheim District, Staff Services Mgr./ Team Manager

Agenda:
1. Welcome & Introduction
2. Review & Discussion of 2016-17 Calendar
3. Review of Open/Close Dates
4. Action Items from Prior Meeting
5. New Business/Items for Information
6. CALENDAR Update
7. Other Business
8. Adjourn
Collaboration Strategies: Regional Interagency Teams

- Opportunities to bring youth and adult programming together
- Enhanced opportunities for corporate business partnerships
- Strategic employment, job retention and career advancement efforts, focused on youth & adults with a wide range of disabilities
- Include all representatives on your teams, including parents
Collaboration Strategies: State Interagency Teams

- Interagency Agreements Focused on Cooperative Efforts
- Identification & Improvement in Systems Issues
- Enhanced Funding Streams
- Data Collection & Evaluation
- Technical Assistance

In Summary

- There are new policies and regulations which affect schools and transition age youth.
- It is important to keep the focus on the individual and his/her strengths and abilities.
- Do not underestimate the importance of interagency collaboration to address policy changes
- Identify the key stakeholders in your area
- Collaborative pilot documents between Department of Rehabilitation, Regional Center of Orange County, School Districts, and parents may be useful in guiding and measuring progress in your own areas.
“The greatest danger may not be that our aim is too high and we miss it, but rather that it is too low and we reach it.”

- Michelangelo

QUESTIONS

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