California’s Consortium for the Employment of Youth with IDD: Unpacking What Works

How Do You Do That?

- Olivia Raynor, PhD
- Richard L. Rosenberg, PhD
- John Filley, MS
- Candice Spielman
- Linda O’Neal, MA

APSE 2014
July 1, 2014
Long Beach, CA
• Stimulating policy change
• Building capacity in California state systems and local communities
• Demonstrating Best Practices
integrated competitive employment

“Part- or full-time work, with or without supports, for which an individual is compensated at or above the minimum wage, but not less than the customary wage & level of benefits paid by the employer for the same or similar work performed by individuals who do not have a disability.”
California Employment Consortium for Youth

HOW

5 workgroups effecting change within individuals, families, agencies, and wider systems for ICE.

Products developed by each group addressing specific areas of focus.

- policy briefs
- data dashboard
- resource bank
- transition models
- communication roadmap

7 Local Employment Collaborative Teams demonstrating successful practices for achieving ICE.

Youth Advisory Committee contributing youth voice & perspective to all program activities.

Community Conversations engaging families, educators, local officials, and employers in developing solutions for ICE.
Person Center Planning Ensures Individual Focus and Family Commitment to Transition

Richard L. Rosenberg, PhD
Career Connection
Whittier Union High School District
Person Centered Planning

• Whose life is it?
• Who should be at the meeting?
• Where should the meeting be held?
• How should we prepare for meeting?
Person Centered Planning

- An ongoing problem-solving process used to help people with disabilities plan for their future
- Groups of people focus on an individual and that person's vision of what they would like to do in the future.
Person Centered Planning

• Team meets to identify opportunities for student to:
  o develop personal relationships
  o participate in community
  o increase control over their own lives
  o develop skills and abilities needed to achieve goals
My likes and dislikes
My gifts and talents
What works and doesn’t work
My greatest challenges
Places I go
My health and wellness
How I communicate
Choices I make
How I interact with others
People in my life
My life story
My greatest challenges
Person Centered Planning
What is a MAP?

• Shared commitment to help person move toward their dream and away from their nightmare

• A person’s past can be used to shape their future
The MAPS Mandala

1. Introductions: Who is present? What is their relationship to the person?
2. What is the Story? History?
3. What is the Dream?
4. What is the Nightmare?
5. What is the Person? Who is the Person?
6. What are the Person’s Needs? What do we need to do to meet these needs?
7. What is the Person Good at... strengths, gifts, talents?
DREAMS

- Prom
- Community Playhouse
- Chair Music
- Movies
- Bowling
- Hawaii
- Lakewood
- Las Vegas or Bus!
- Pink RV
- Drive
- CSULB
- Job

- When independent
- Will still visit dad everyday
- Be on her own and have a "family"
- Be Happy
- Being around costumes and shows
- Stay calm; deal w/ Anger
- Getting the job she wants
- marriage
- boyfriend
- two daughters
- Call parents "Hilda & Carl"
- Townhouse

2.18.20
Action Plan

- Romance exciting
- Tree of life
- Art Community
- Exploring/exploration
- New experiences
- Try new things
- Get through uncomfortable
- Spontaneous
- Do it

- Love

- IPP with OC regional center
- Social and relationships
- Maintain current living arrangements
- Travel
  - Schedule
  - Plan (Vegas)
  - Budget
- Letter to SACI for date training
- Schedule to explore art openings
  - Museums
  - Calendar by month
- Merge art with work
- Explore volunteer opportunities
- Schedule when & where

- New LB Studio
- Look into for job/exploration
“A peer is a friend, an equal, someone to share with, and to learn and grow with...”
Person Centered Planning Tool

**History**

- Born:
- School:
- Special Events:
- Activities:

**Places**

- HOME
- COMMUNITY

**Participants**

- AGENCY
- FAMILY
- FRIENDS/COMMUNITY
- WORK

SDSU Interwork Institute, 1991
Mikel Saying Thanks to Transition

from Mikel and Eileen and the family aka Village
1. Dream
2. Goals
3. Now
4. People to enroll
5. Ways to build strength
6. Charting Actions
7. Next months work
8. Committing to 1st step

<table>
<thead>
<tr>
<th>NOW</th>
<th>People To Enroll</th>
<th>Ways To Build Strength</th>
<th>Committing 1st step</th>
<th>Next Months Work</th>
</tr>
</thead>
</table>

Situate yourself in a very positive future picture it clearly, then think backwards

1. Touching the Dream
2. Sensing the Goal: Focus for the next year
3. Grouping in the Now: Where am I/are we?
4. Identifying people to enroll on the journey
5. Recognizing Ways to Build strength
6. Charting actions for the next few months
7. Planning the next months work
8. Committing to the next step
Essential Life Planning
created by Michael Smull

The Learning Community for Person Centered Practices

<table>
<thead>
<tr>
<th>Non-Negotiable</th>
<th>Strong Preferences</th>
<th>Highly Desirables</th>
</tr>
</thead>
<tbody>
<tr>
<td>People who really know &amp; care about (the person) say….</td>
<td>To be successful in supporting the person…</td>
<td>(The person’s) reputation says…</td>
</tr>
<tr>
<td></td>
<td>If this is going to happen, we must…</td>
<td>Listen to words &amp; behavior</td>
</tr>
</tbody>
</table>

in order to…..

• Discover the person’s core values & preferences
• Account for the person’s disability & safety
• Develop a vision for the future
• Mobilize & change community services
Getting from Where I Am to Where I Want to Be!

What's this all about? Your answers to these questions can help you put together a transition plan. A plan to help you reach the best possible future.

The questions are written in the first person, so that the focus is always on you, the person in transition. You can use this in several ways: (1) you can fill it out by yourself; (2) someone can ask you the questions and write down your answers; (3) you can work on it with a teacher, counselor, or someone else; or (4) family and friends can help you with it.

When you work on it with other people and they give you ideas for your plan, make sure you put their initials next to their ideas. That way, you will remember what you said and what others said.

1. Who is this about?

2. What are some great things about you?
PERSON-CENTERED PLANNING PROCESS

WORKSHEET #1 — THE STORY OF YOU.

YOUR HISTORY:
What schools have you attended?

What activities do you participate in at school? Outside of school?

What special events have affected your life?

YOUR PLACES:
Where do you like to spend your time?

What do you like about these places?

---
talentknowsnolimits.com
http://talentknowsnolimits.com/
Rachel.Stewart@dor.ca.gov
916-322-4007
PERSON-CENTERED PLANNING PROCESS

WORKSHEET #3 – THE FUTURE’S WIDE OPEN

What are your dreams and hopes for the future?

What worries you about the future?

Where do you see yourself 5 years from now?

What support would you need to get there?
Power of Person Center Planning
John Bihr’s Person Centered Meeting

**Transition Life Skills/Career Options**
- Computers: “Data fact finding; creative design; critic world”
- Travel: “International Affairs”
- Movies: “Reviewer/Editor”
- Architecture: “Landscape/Measure Pipe”
- Dietician: “Promote Health/First Aid”
- Entertainment Industry: “Theatre/Opera”
- Math: “Lab Results”
- Swimming: “Ocean Beach”
- Cooking: Chef

**Transition Skill Development**
- *Self-Advocacy*
- *Individualized Transition Plan (ITP)*
- *Money Management Knowledge*
- *Independent Living Skills*
- *Stranger Training: emotional, physical, financial*

**Dreams**
- Mobility
- Health and Safety
- Landscaping
- Always look good
- Movies
- College

**Travel**
- New York
- India
- Los Angeles
- Paris
- London
- China

**La Serna High**
- Graduation: June 2010
- Walking = Pictures --- Smile
- Diploma?
- Certificate?
- Pass CAHSEE

**Future Supports**
- *Adult Services (DDS/DOR)*
- *Personal Self Care Assistance*
- *SSA $ at age 18*
- *Pass IRWE*

**Fears and Anxiety**
- *Ghosts*
- *Thunder*
- *Being taken advantage of*
- *Bugs*
- *Monsters*
- *Earthquakes*

**Words/Ideas Related to John’s Life**
- Family
- Glad/Happy
- Freedom
- Lots of Stuff
- Opportunity
- Concern
- Hopeful
- Trepidation
- Optimistic
- Support
- Relief
- Hard Work
- Tears/Cry
- Fulfillment
- Bright Future
Partnership in Job Placements
Project (South Bay, San Diego)

Rosanna Santos, MA
Sweetwater Union High School District

Reyna Zuniga, MS
San Diego Regional Center

John Filley, MS
San Diego Regional Center
Graduate students from San Diego State University’s Master’s Program in Rehabilitation Counseling completed a Career Occupational Preference System (COPS-II) interest inventory to help identify student’s career interests, strengths, and job preferences.
Graduate students from San Diego State University, with the “Take Charge” grant from SCDD, helped develop Person-Driven Plans for participants.
• Transition students participated in monthly job clubs coordinated by the San Diego Regional Center to develop important job-related interpersonal skills (soft skills) and to prepare them for the important transition once the student has obtained employment.

• Curriculum: 30 Way to Shine by Denise Bissonnette and Department of Labor Soft Skills.

• [http://www.dol.gov/dol/media/webcast20121015-softskills/20121015-softskills-6-Professionalism.htm](http://www.dol.gov/dol/media/webcast20121015-softskills/20121015-softskills-6-Professionalism.htm)
Identified Barrier to ICE Outcomes

• Amount of direct instructional time for teachers
• Workability I
• Lack of training or experience in job development or developing effective employer relationships
Employment & Community Options Job Developer

• Helped develop effective job negotiation strategies
• Identified new potential employers
• Provided training to develop stronger employer relations
1 participant has been accepted for the College-2-Career Program.

- From 2009-2011, out of 23 exiting students, who were also SDRC clients, only 3 obtained ICE outcomes.
- In 2013-2014, out of 19 participants, 6 have been offered direct hire positions (1 worked in a seasonal job at Party City, two have been hired by Chili’s, one by Vons, two declined positions).
Industry Recognized Certificates

Candice Spielman
TPP Employment Specialist
Glenn County Office of Education
Paid Employment, Industry Recognized Certificates, Life Skills, Entrepreneurial Guidance

- Self-Advocacy
- Employability Skills
- Occupational Skills
- Money Management
- Health & Safety
- Minimum Wage
Targeted Populations

• GCOE Provides Special Education Programs to Students with ID/DD ages 16-22 that include:
  o High school students
  o Adult Transition Class (ages 18-22)
  o Students served in Diversified ROP class/YES class
  o The Rusty Wagon
ICE

• Integrated Competitive Employment
• Working in an integrated employment setting full- or part-time
• Earning minimum wage or higher depending on the position
Integrated Employment

- Self-Confidence, Pride, Skills to Success
- Remove barriers
CA Food Handlers Certification

• The ability, knowledge, and confidence to apply for a competitive employment job!
Cal OSHA
Back Safety Certification
Project Summary

- A model for rural communities
- Combines workplace health and safety training, self advocacy training and the attainment of industry and/or OSHA approved certifications for people with ID/DD in areas such as:
  - Food handlers
  - Basic tool safety
  - OSHA Back safety
  - Customer service
  - CPR/First Aid
  - Custodial service
Project Summary (cont’d)

- This increases the employment potential of our population with ID/DD because:
  - They develop confidence and skills to advocate for themselves in the workplace
  - Certifications validate the employability of people with ID/DD to our business community
The Website

- [http://www.glenncerts.org](http://www.glenncerts.org)
Business Partners to Support Integrated Competitive Employment (ICE)

Linda O’Neal, MA
Transition Specialist
Irvine Unified School District
Business Partnerships

- Business Advisory Committee
- Identify Partners that address interests of students
- Secure work site learning agreements/address liability concerns
- Provide accommodation support, as needed.
- Utilize Social Media
- Provide job coaching support/natural support
- Expect employment as openings occur and student is prepared
Business Advisory Committee

Lessons Learned

• Poll your membership for consensus on the best day and time to meet.
• Include very specific agenda items. Business partners buy in to the need to be at the meeting.
  o Include input request from business.
Business Advisory Committee

Lessons Learned (cont’d)

• Provide businesses information that will benefit them:
  o WOTC (Work Opportunity Tax Credit)
    [www.worforce3one.org](http://www.worforce3one.org)
  o Information re: paid & non-paid internships
  o Summer Youth Employment Programs
  o Keep the meeting to one hour or less
  o Start on time and end on time
Orange County Business Advisory Council
Meeting Agenda
May 29, 2014
9:00-10:00 AM

1. Welcome
   o Introductions

2. Expansion of Business Advisory Committee to OC BAC
   o Linda O'Neal
   o Janis White - Business Breakfast, Fall 2014

3. Success Stories
   o Matthew Vo
   o Bee Ombahran

4. Program Updates
   o Linda O'Neal - Promise Initiative
   o Summer Internship Opportunities

5. Work Opportunity Tax Credit- (WOTC) Video

6. Business Partner Reports
   o Recent Industry/Employment Trends
   o How to Prepare Youth for Future Jobs

7. Schedule of Future BAC Meetings

8. Other
   o Questions/Concerns/Suggestions
Job Development: Utilizing Social Media Techniques

Pinterest
Twitter
Facebook
Brainshark
LinkedIn
Job Development: Tech Ideas to Explore & Consider

- Video Resumes for your clients.
- QR Code for your client and link it to the Video Resume.
- Make a business card for your client with their own QR code.
Business Card for your Client that links to their Video Resume
2014 Social Recruiting Trends

• Recent study conducted by 350+ hiring employers and 2,000 job seekers suggests increasingly positive outlook for social recruiting industry.

• Tweet My Jobs released video depicting how companies, job seekers, and even governments are using social networks to connect with each other.

• Tweet My Jobs, Career Arc Group, July 2013
IUSD Stats 2013-2014

- 72 clients with IDD enrolled in IATP Programs
- 33 clients/employees in ICE
- 45% in ICE
Christopher work training at Pretend City
• Sandy at Sam’s Club doing demo.
• Must meet sales daily quota for food brand assigned to her.
• Currently working for Advantage Sales & Marketing $12/hr, 24 hrs/wk.
Willie purchased his own condo.

Albertsons (employed 30-40 hours per week)

DJ Willie (Microenterprise)
TAKEAWAYS
aka
SOLUTIONS
• Person Centered Planning
• Teacher Transformation
• Industry Certificates
• Business Partners

to achieve...