

ODEP *Driving Change*



Creating Opportunity

Amy Gonzalez, Senior
Policy Advisor
Workforce Systems
Policy Team
Office of Disability
Employment Policy
(ODEP)





- Part of U.S. Department of Labor
- Non-regulatory
- Promotes policies and coordinates with employers and all levels of government to increase workplace success for people with disabilities
 - Mission: To develop and influence policies that increase the number and quality of employment opportunities for people with disabilities

dol.gov/odep



ODEP Priorities

- Analyze, Research and Evaluate
- Develop Implementation Tools
- Develop Policies
- Conduct Outreach
- Collaborate
- Provide Technical Assistance



ODEP Policy Teams

- Employment-Related Support Policy
- Workforce System Policy
- Employer and Workplace Policy
- Youth Policy



Other Key Issues

- Mental Health
- Neurodiversity
- Veterans
- Older Workers
- Transportation





INVEST IN
YOU^{T00}

*Connecting TANF
Recipients to Employment*



TANF Recipients

- Experiencing financial, social, environmental difficulty
- Hidden disability impact
- Individualized services
- “Family Systems” intervention

Vocational Rehabilitation

- Federal program Rehab Services Admin
- Mission of Division of Rehabilitation Services (DRS): To assist and empower eligible individuals with disabilities to achieve and maintain meaningful employment

Who Receives Services

Counselors determine eligibility based on the following:

1. Does a significant physical or mental impairment exist?
2. Does this impairment result in a substantial impediment to employment?
3. Does the individual require vocational rehabilitation (VR) services?
4. Will the individual benefit in terms of an employment outcome?

Collaboration

- One service organization
- Collaborative meetings and appointments
- Shared funding resources

Invest In You Too

- TANF- Cohort Model
 - Single mothers
- Common Obstacles
- Peer Support
- Confidence



Invest In You Too

- Industry
 - In demand
 - High pay, benefits and advancement
- Education
 - Current programs
 - Adjusted for cohort
- Staff

Training Structure

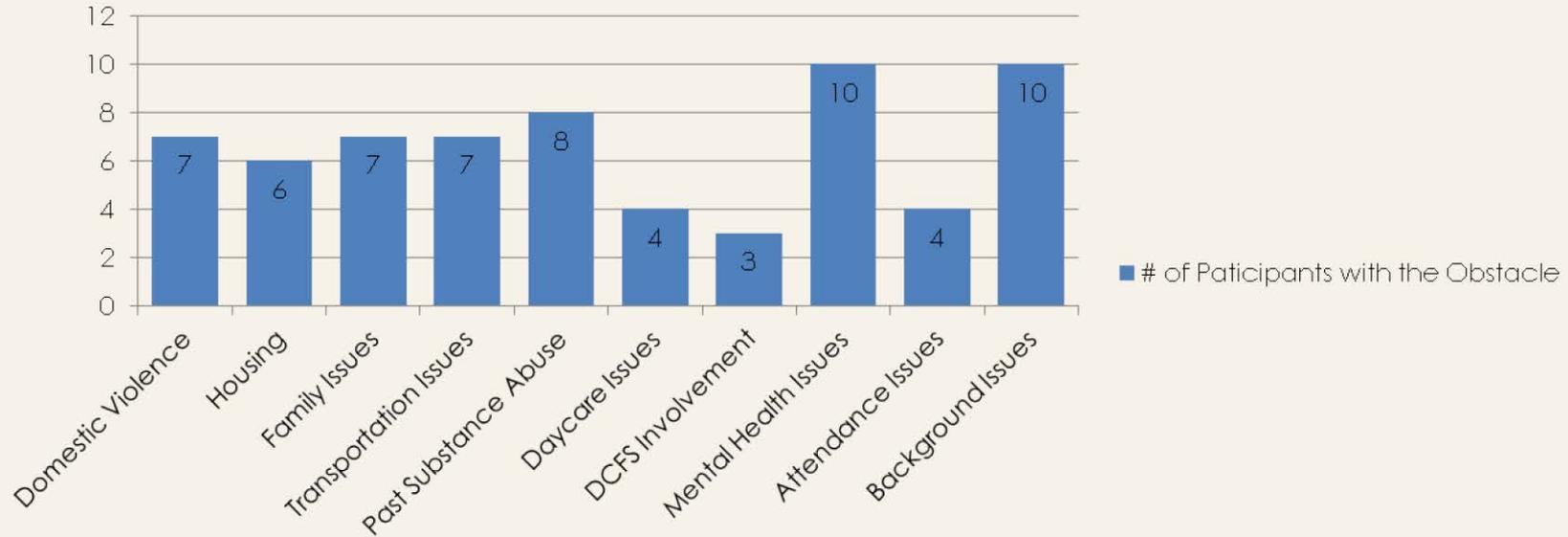
Forty Hours/Week

- College/Vocational classes
- Soft skills training
 - Life skills
 - Success In the workplace
 - Psycho-educational workgroups
 - Work readiness

Cohort 2 Obstacles

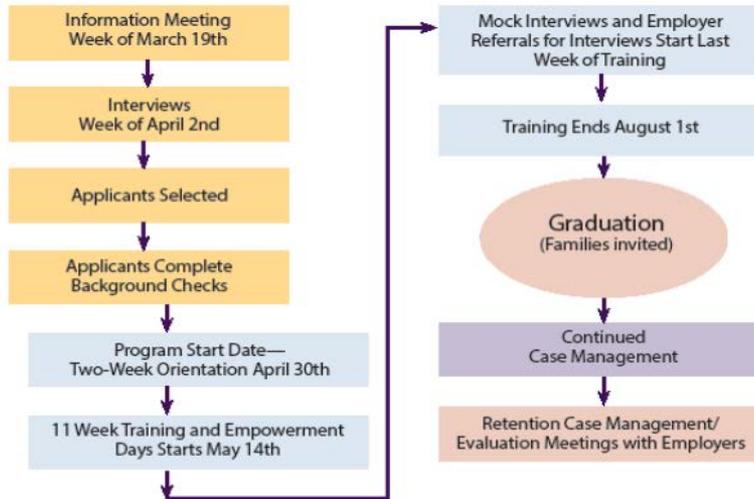
Invest In You Too Cohort #2 Obstacles

N= 13





Program Timeline



Sample Timeline

Outcomes

Cohort 1 and 2

- Completion rate: 85%
- Employed by completion: 76%
- Average beginning wage:
 - Cohort 1: \$11.98
 - Cohort 2: \$14.36

Contact

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TANF State Program Specialist

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DEPARTMENT OF
**WORKFORCE
SERVICES**



About Us

- ▶ Institute for Educational Leadership, Center for Workforce Development
- ▶ National Collaborative on Workforce & Disability for Youth, a national technical assistance center
- ▶ Focus on transition to adulthood among ALL youth, including youth with disabilities and other disconnected youth

www.ncwd-youth.info

- ▶ Funded by Office of Disability Employment Policy (ODEP), U.S. Department of Labor
<https://www.dol.gov/odep/>





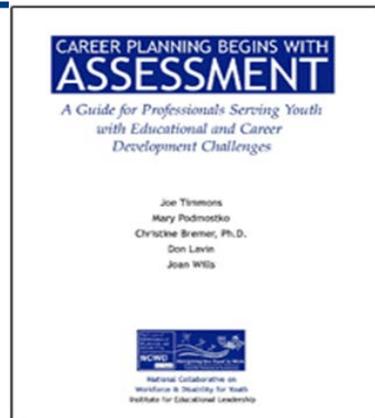
NCWD/Youth

- ▶ Assists state & local workforce development systems to integrate youth with disabilities into their service strategies.
- ▶ Improves state & local policy
- ▶ Strengthens workforce development service delivery
- ▶ Improves competencies of youth service professionals
- ▶ Engages youth and families in developing self-advocacy

Resources for Serving TANF Recipients

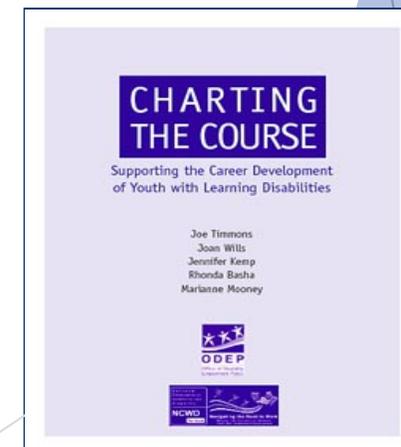
Career Planning and Assessment

- ▶ Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges



Youth with Learning Disabilities

- ▶ Charting the Course: Supporting the Career Development of Youth with Learning Disabilities



Career Planning Begins with Assessment

Definition and Purpose:

- ▶ “The process of collecting data for the purpose of making decisions.”
- ▶ The part of career planning that examines the interests and abilities of each person to establish a basis for identifying appropriate types of career development, training, and employment possibilities.

Major Assessment Activities

- ▶ Observation
- ▶ Interviews
- ▶ Reviewing Records
- ▶ Testing and Performance Reviews

During Program/Service: Guiding Principles for Assessment

- ▶ Self-determination based on informed choices is an overriding goal.
- ▶ Assessment is a dynamic process, not an end in itself.
- ▶ Purposes and goals of assessment should be clear.
- ▶ Assessment should be integrated into a larger plan of individualized services.
- ▶ Assessment should consider environmental factors affecting the individual.
- ▶ Assessment reports should be written in easily understandable language.
- ▶ Assessment activities should be a positive, empowering process.

Assessment Considerations When an Individual Enters a Program

▶ Confidentiality

▶ Non-Discrimination (ADA, WIOA)

▶ Screening vs. Assessment



See the Guide for More

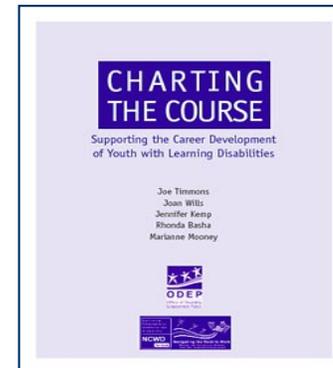
- Structuring Observations
- Conducting Interviews
Interview Sample - *Handout 3A.6*
- Performance & Record Reviews
Compiling Personal Transition Data -
Exhibit 3.1 in Guide

Resources for Serving TANF Recipients: Learning Disabilities

- ▶ A learning disability (LD) is a neurological disorder.
- ▶ There is a difference in the way individuals with LD brains are “wired.” They may be as smart or smarter than their peers.
- ▶ Processing all kinds of information is the key.
- ▶ They may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information if left to figure things out by themselves, or if taught in conventional ways.

Learning Disabilities: Learning for the Workplace

- ▶ People with learning disabilities achieve success by accentuating their strengths, knowing their weaknesses, and learning strategies for dealing with specific difficulties.
- ▶ We focus supports in three areas:
 1. Strategic Workplace Learning (Ch. 3)
 2. Individual Development Strategies (Ch. 4)
 3. Disclosure and Accommodations (Ch. 5)



Additional Resources

Youth with Mental Health Needs

- ▶ **GUIDE - Tunnels and Cliffs: A Guide for Workforce Development Professionals and Policymakers serving Youth with Mental Health Needs**

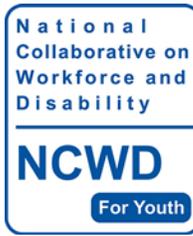
<http://www.ncwd-youth.info/publications/tunnels-and-cliffs-a-guide-for-workforce-development-professionals-and-policymakers-serving-youth-with-mental-health-needs/>

- ▶ **INFO BRIEF- Helping Youth with Mental Health Needs Avoid Transition Cliffs: Lessons from Pioneering Transition Programs**

<http://www.ncwd-youth.info/publications/helping-youth-with-mental-health-needs-avoid-transition-cliffs-lessons-from-pioneering-transition-programs/>

- ▶ **CASE STUDIES - Transitioning Youth with Mental Health Needs to Meaningful Employment and Independent Living**

<http://www.ncwd-youth.info/publications/transitioning-youth-with-mental-health-needs-to-meaningful-employment-and-independent-living/>



For More Information

National Collaborative on Workforce and Disability
for Youth: www.ncwd-youth.info

Department of Labor's Office of Disability
Employment Policy: www.dol.gov/odep

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LEAD CENTER

**RESOURCES & PARTNERSHIPS TO
SUPPORT EMPLOYMENT OUTCOMES,
EQUAL OPPORTUNITY, AND THE
INCLUSION OF PEOPLE WITH
BARRIERS TO EMPLOYMENT IN
EMPLOYMENT PROGRAMS**

**TANF Webinar
July 12, 2018**

*The LEAD Center is led by National Disability Institute and is funded by the Office of Disability
Employment Policy, U.S. Department of Labor, Grant No. #OD 23863 12 75 4 11*

The National Center on Leadership for the Employment and Economic Advancement of People with Disabilities (LEAD) is a collaborative of disability, workforce and economic empowerment organizations led by **National Disability Institute** with funding from the **U.S. Department of Labor's Office of Disability Employment Policy**, Grant No. #OD-23863-12-75-4-11.



OVERVIEW—THE NUMBERS

TANF (including Separate State Programs)

- 1.2 million Families
- 3.5 million recipients
- 1 million adult recipients

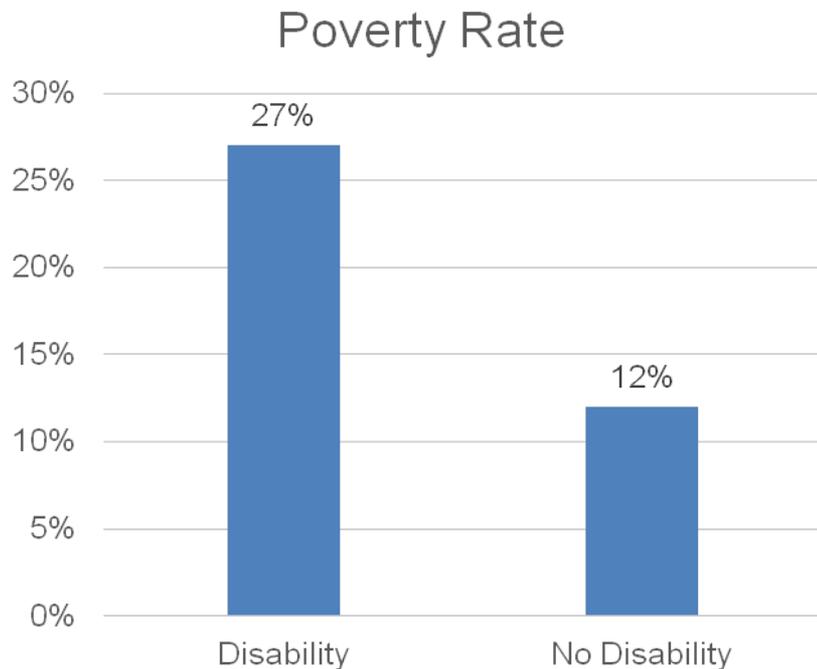
Disability

- 35-43 percent of adult TANF Recipients have a disability
 - Difficult to quantify
 - No consistent definition of disability across states in TANF programs

Source: ACF, Fiscal Year 2017



POVERTY RATE AMONG WORKING-AGE ADULTS AGES 18-64



- Poverty of adults with disability is more than double the rate of those without a disability.
- Disability is both a cause and consequence of poverty.

FINANCIAL STRESS AMONG PEOPLE WITH DISABILITIES



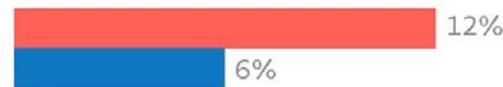
People with disabilities are almost **3 times more likely** to have extreme difficulty paying bills.



People with disabilities are almost **2 times more likely** to skip medical treatments because of cost.

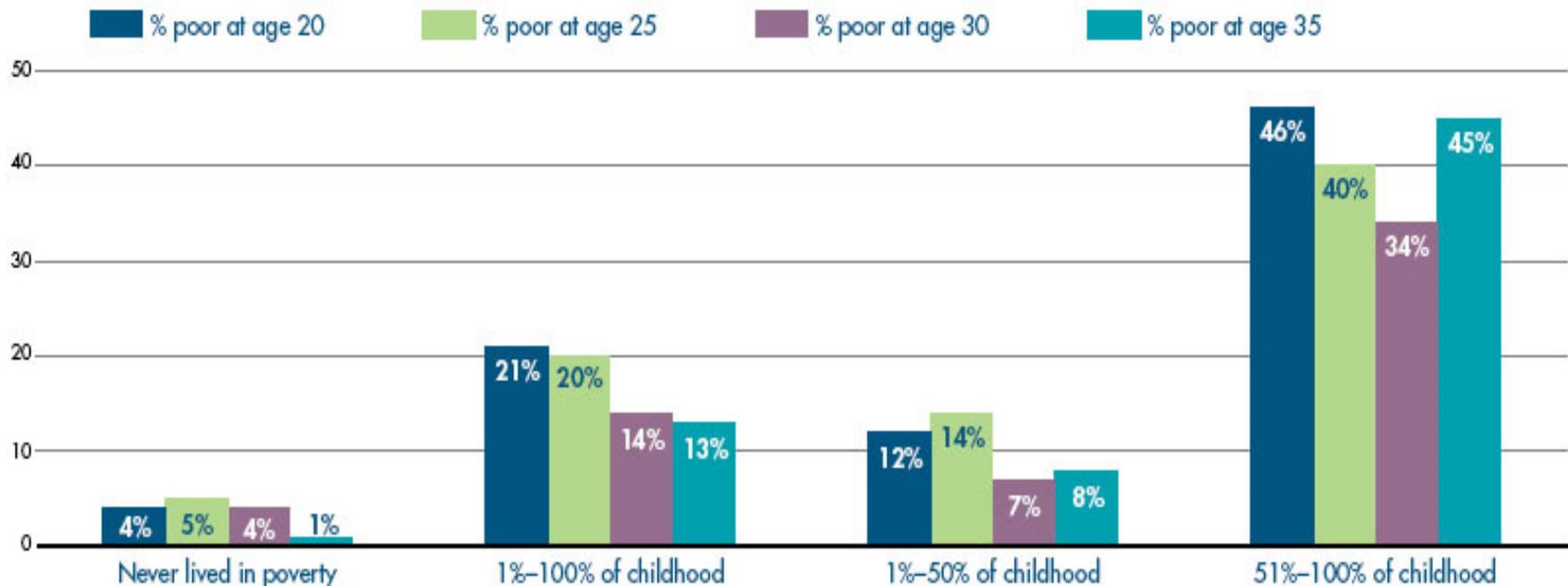


They are also **twice as likely** to be unbanked.



INTERGENERATIONAL POVERTY

Exposure to poverty from birth to age 15 and the probability of being poor in young and middle adulthood*
Children born between 1970 and 1990



http://www.nccp.org/publications/pub_911.html

* Poverty rates for more advanced ages apply only to the reduced sample of individuals who reached the age specified.

© National Center for Children in Poverty
Child Poverty and Intergenerational Mobility



COMPONENTS OF A CUSTOMIZED APPROACH

- ▶ Discovery (Gathering Information)
- ▶ Profile or “Employment Blueprint” (Written summary of what was learned in Discovery)
- ▶ Customized Employment meeting and plan development
- ▶ Informational Interviews & Networking (Discovering employer and community needs)
- ▶ Proposing and/or negotiating employment opportunities



WHAT IS DISCOVERY?

- ▶ A first step in Customized Employment
- ▶ Discovery seeks to find who a person is right now
 - ▶ Interests and preferences
 - ▶ Skills and contributions
 - ▶ Conditions of employment
- ▶ Used to match job seeker to employer needs



CE CIRCUMVENTS A COMPARATIVE APPROACH

Traditional job development strategies:

- ▶ Vocational Assessment
- ▶ Resume development
- ▶ Interview practice
- ▶ Responding to posted jobs (the public workforce, want ads, Craig's List, etc.)
- ▶ Applications and interviews

A Customized Approach:

- ▶ Discovery
- ▶ Profiles. May include portfolios, picture or video résumés, etc.
- ▶ Informational interviews/connections
- ▶ Match skills and employer needs
- ▶ Employment Proposals



FORMATS FOR DISCOVERY

- ▶ Facilitated Discovery
- ▶ Guided Group Discovery
- ▶ Self-Guided Discovery



Adapted from Callahan, Shumpert, and Condon (2009). *Discovery: Charting the Course to Employment*, pp. 13-14

WHO BENEFITS?

Customization is *NOT* specific to disability.

A wide range of employers and job seeker can
and are using the approach.



DISCOVERY HAS BEEN USED IN A WIDE RANGE OF WORKFORCE DEVELOPMENT PROGRAMS AND WITH A WIDE RANGE OF PARTNERS

- ▶ Useful for initial assessment of skills, contributions and conditions of employment
- ▶ Identifies supports needed and partners to bring in (e.g., AJC, VR, DD, behavioral health, CILs, schools, education programs, etc.) while building a person's network
- ▶ Promotes braiding and leveraging of resources across systems
- ▶ Leads to successful outcomes for all!



DISCOVERY VALUES

- ▶ Each stage of the process supports the premise that there are unlimited ways to make a living in the world and there is a place for everyone to make a contribution and earn a living.
- ▶ All people are viewed as “employable” and can make a contribution to the economic well being of a business.
- ▶ Guidance from a facilitator does not mean control.
- ▶ The individual must be the key decision maker and agrees to take action on their plan.

Adapted from M.E. Copeland/WRAP



MORE DISCOVERY VALUES

- ▶ There is unconditional acceptance of each person as they are.
- ▶ It is understood that each person is the expert on him/herself.
- ▶ The focus is on strengths and not on perceived weaknesses or deficits.
- ▶ No two paths of Discovery will be the same.

Adapted from M.E. Copeland/WRAP



GUIDED GROUP DISCOVERY

- ▶ Adapted from the work of Marc Gold & Associates; Griffin Hammis Associates; and TransCen, Inc.
- ▶ Involves self -reflection
- ▶ Offers the opportunity to learn and receive feedback from others
- ▶ Potentially for anyone, but not for everyone.



PROFILE OF POSSIBLE GUIDED GROUP DISCOVERY PARTICIPANTS

- ▶ Enjoys working with others
- ▶ Has one or more barriers to employment
- ▶ Has specific conditions of employment that need to be addressed
- ▶ Has been unsuccessful with traditional approaches
- ▶ Can stay focused on a topic for at least 20 minutes (with support as needed)



AFTER GUIDED GROUP DISCOVERY...

- ▶ Need to think this through upfront!
 - ▶ Who are possible partners?
 - ▶ How will agencies partner?
 - ▶ Who takes the lead?
 - ▶ How are services coordinated?
 - ▶ How might funding and resources be braided and leveraged?



WHO BENEFITS FROM SELF-GUIDED DISCOVERY?

- ▶ People with a previous career who recently acquired a disability, who are interested in staying at work or returning to work.
- ▶ People with a disability who have a college degree, technical certificate, advanced training, or well-developed skills in a specific area.
- ▶ People who want to control their Discovery and employment planning process, rather than having it facilitated by someone else.
- ▶ Job seekers in the receiving TANF and/or in the workforce system who have a disability but may not qualify for VR or other government-assisted employment services.



SELF- GUIDED DISCOVERY FACILITATION

- ▶ “When are you at your best?”
 - ▶ What are you doing when you’re at your best?
 - ▶ Who are you with?
 - ▶ Where are you?
 - ▶ What do you care about the most (or what are you passionate about)?
 - ▶ What do you do that you never tire of and do not need prompting from others?



ROLE OF FACILITATORS

- ▶ Planning with partners
- ▶ Recruiting participants
- ▶ Presenting materials
- ▶ Helping participants translate information into employment possibilities
- ▶ Providing support and assistance with assignments.
- ▶ Ensuring Blueprints and/or Employment Plans are completed
- ▶ Provide or connect people with support AFTER Guided Group or Self-Guided Discovery



POSSIBLE ACTION STEPS FOR TANF PROGRAMS

- ▶ **How can components of customized employment be integrated into your program?**
 - ▶ Discovery
 - ▶ Customized Employment
 - ▶ Informational Interviews & Networking
 - ▶ Proposing and/or negotiating employment opportunities
- ▶ **Which partners might you engage to integrate components of CE into your program?**
- ▶ **Are there any challenges to implementing components of CE within your program?**
- ▶ **What are next steps you can take to integrate CE into your program to serve individuals with disabilities?**



RESOURCES TO SUPPORT THE IMPLEMENTATION OF DISCOVERY AND CUSTOMIZED EMPLOYMENT IN TANF PROGRAMS

ALL DOWNLOADABLE AND FREE



CUSTOMIZED EMPLOYMENT PROMISING PRACTICES

- [Guided Group Discovery Curriculum Materials \(including a Facilitator Manual and PowerPoint, and a Participant Workbook with its Blueprint for Employment\)](#), an approach designed to lay the foundation for competitive integrated employment as a Universal Design that can benefit all job seekers.
- [Guided Group Discovery: Paving the Way to Employment Webinar](#), in which LEAD Center shares materials used to implement Guided Group Discovery through cross-system partnerships.
- [The Essential Elements of Customized Employment for Universal Application Manual](#), a guide for the universal application of elements of Customized Employment across service delivery and training providers approaches.
- [Self-Guided Discovery Facilitator's Guide: Helping People Discover Their Own Path to Employment](#), an approach that applies Customized Employment strategies effective for anyone.



SELF-GUIDED DISCOVERY MATERIALS ON LEAD CENTER WEBSITE

- ▶ Self-Guided Discovery Facilitator's Guide: Helping People Discover Their Own Path to Employment
- ▶ Appendix A: Self-Guided Discovery: Customized Employment Planning Tools for Individuals and Families
- ▶ Appendix B: Developing Vocational Themes: Workbook
- ▶ Appendix C: Employment Toolbox
- ▶ <http://www.leadcenter.org/resources/tool-manual/self-guided-discovery-facilitators-guide-helping-people-discover-their-own-path-employment>



SECTION 188 DISABILITY REFERENCE GUIDE

- ▶ [Promising Practices in Achieving Universal Access and Equal Opportunity: A Section 188 Disability Reference Guide](#)
- ▶ <https://www.dol.gov/oasam/programs/crc/Section188Guide.pdf>
- ▶ The Reference Guide was jointly developed by:
 - ▶ Civil Rights Center (CRC)
 - ▶ Employment and Training Administration (ETA)
 - ▶ Office of Disability Employment Policy (ODEP)
 - ▶ With support and assistance from ODEP's LEAD Technical Assistance Center at the National Disability Institute.



DEI & ETA DISABILITY EMPLOYMENT RESOURCES

- ▶ WorkforceGPS DEI Collection: <https://dei.workforcegps.org/>
 - ▶ Front Line DEI Resources: https://dei.workforcegps.org/resources/2017/11/17/13/18/Front_Line_DEI_Resources
 - ▶ DEI Best Practices Highlights: https://disability.workforcegps.org/resources/2017/09/14/13/01/Disability_Employment_Initiative_DEI_Best_Practice_Series

- ▶ WorkforceGPS Disability and Employment Community: <https://disability.workforcegps.org/>
 - ▶ Join “Connect the Pieces”: <https://www.workforcegps.org/register>

Online resource destination for the AJC network, people with disabilities, and employers and stakeholders who partner with the workforce system to provide services/programs to people with disabilities and other barriers to employment. Check the “Disability and Employment” box and other community memberships that can support your work.



RESOURCES FROM OTHER TECHNICAL ASSISTANCE CENTERS – JAN & PEAT

- JOB ACCOMMODATION NETWORK (JAN) at www.askjan.org
 - On-line and phone technical assistance
 - Publications and resources on specific accommodations and populations
 - An accommodations database and ideas by disability, limitation, occupation, product/service and topic
- PARTNERSHIP ON EMPLOYMENT AND ACCESSIBLE TECHNOLOGY (PEAT) at www.peatworks.org
 - Resources
 - Employer tools
 - Tutorials



RESOURCES FROM OTHER TECHNICAL ASSISTANCE CENTERS – NCWD-YOUTH & EARN

- ▶ NATIONAL COLLABORATIVE ON WORKFORCE AND DISABILITY FOR YOUTH (NCWD-YOUTH) www.ncwd-youth.info.
 - ▶ Online resources (e.g., Guideposts for Success; the 411 on Disability Disclosure for youth, families, educators, workforce professionals, etc.; Cyber Disclosure for Youth with Disabilities; Innovative Strategies Practice Briefs; and more)
- ▶ EMPLOYER ASSISTANCE AND RESOURCE NETWORK ON DISABILITY INCLUSION (EARN) www.askearn.org.
 - ▶ Resources for employers; training on recruitment and retention; Workforce Recruitment Program info; employers success stories; info for small businesses



LEAD CENTER WEBSITE

The screenshot shows the LEAD Center website homepage. At the top, there is a green navigation bar with links for 'About Us', 'Webinars', 'News', 'Blog', 'Events', and 'Contact Us'. To the right of these links are social media icons for Facebook, Twitter, LinkedIn, YouTube, and Email. Below the navigation bar is a grey header area featuring the LEAD Center logo on the left and the text 'Office of Disability Employment Policy' with the tagline 'Driving Change + Creating Opportunity' on the right. A search bar is located in the top right corner of this header. Below the header is a dark blue navigation bar with buttons for 'Home', 'WIOA/ Workforce Development', 'Customized Employment', 'Financial Literacy & Capability', 'Cross-System Collaboration', and 'Advanced Search'. The main content area is light blue and features a purple-bordered slider titled 'The ABLE Act and Employment Policy Brief'. The slider includes an image of a document and a 'View the Resource' button. Below the slider is a 'Sign up for LEAD News' section with an email input field and a 'Join' button. To the right of this is a 'DRIVE' logo with a 'Go' button and the text 'Visit the most comprehensive DRIVE site on the web!'. At the bottom, there are four purple-bordered boxes: 'Upcoming & Recent Webinars & Events', 'LEAD On! Newsletter', 'Latest Policy Updates', and 'Latest News & Blogs', each containing brief information about upcoming events or news items.

DRIVE HOMEPAGE

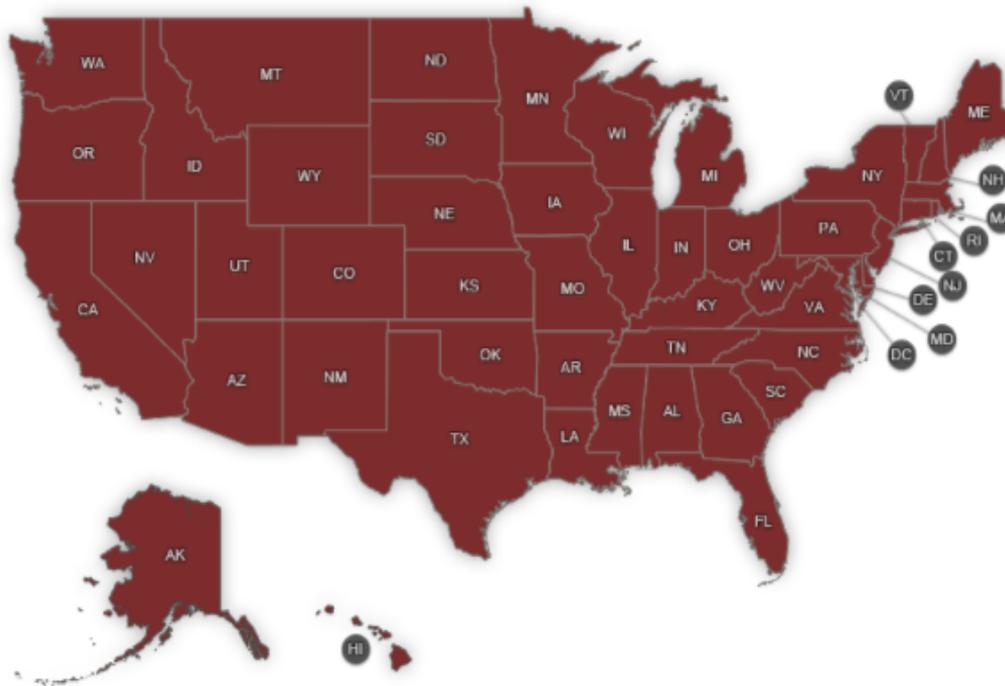


Data and Resources to Inspire a Vision of Employment



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National Snapshot

2016 National Population.

323,127,515

0.53%
Change from
2015 to 2016

2016 Number of people with disabilities (all disabilities, ages 18-64).

20,761,092

-3.13%
Change from
2015 to 2016

2016 Number of people with disabilities who are employed (all disabilities, ages 18-64).

7,461,001

4.6%
Change from
2015 to 2016

2016 Percentage of working age people who are employed (all disabilities).

35.94%

2.98%
Change from
2015 to 2016

2016 Percentage of working age people who are employed (NO disabilities).

76.75%

0.93%
Change from

Hover over a state to view snapshot statistics. Click on a state to view that state's full profile, including all data points, vocational rehabilitation profile, and all related state initiatives.



CONNECT WITH THE LEAD CENTER

- ▶ **Website:** www.leadcenter.org
 - ▶ DRIVE Website: <http://drivedisabilityemployment.org/>
 - ▶ Sign up for LEAD Center News: <http://eepurl.com/sQiHr>
- ▶ **Follow the LEAD Center on...**
 - ▶ Facebook: www.facebook.com/LEADCtr
 - ▶ Twitter: [@LEADCtr](https://twitter.com/LEADCtr)
 - ▶ LinkedIn: linkedin.com/groups/LEAD-Center-4828089
 - ▶ YouTube: <https://www.youtube.com/user/LEADCtr>
- ▶ **Contact us:**
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 - ▶ Elizabeth Jennings, Asst. Project Director, ejennings@ndi-inc.org
 - ▶ Al Milioto, Project Coordinator, amilioto@ndi-inc.org

