

EMPLOYMENT FIRST

It's a new day for day services

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September 8, 2017



Employment First: Now's the time

- EF initiatives and CMS settings rule– the push is for employment and inclusion
- We have support for community employment, interagency collaboration and integrated services- at all levels:
 - Federal
 - State
 - Individual/family
- We have effective tools and strategies
 - WIOA, work-based experiences/transition/Business-led partnerships
 - Community-based programming and systematic instruction
 - *Customized Employment* methods



YET, EMPLOYMENT RATES FOR PEOPLE WITH I/DD REMAIN VERY LOW.

What is holding people back?



Barriers to Integrated Employment for People in Day Programs

- Mandatory attendance 6 hrs/days and/or 5 days/wk.
- High client: staff ratios 1:8 -1:20
- Designated program hours (M-F, 9 to 3)
- Day Services focus on “non-work” activities
- Little training regarding job development/coaching
- Attendance-based, not outcome-based. No incentives for participants to work or gain independence- in fact it is a financial *disincentive*

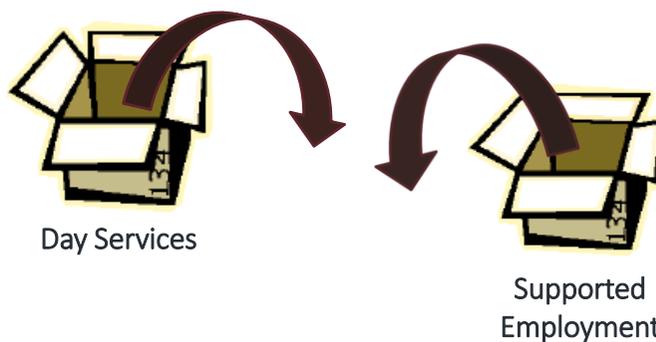


Community Employment is Not Seen as a Viable Option

- Discouraged from applying for VR services or no service providers who can do a customized placement.
- Complex support needs makes it hard to manage the “unpredictability” of work.
- If work hours are limited, individual sits home the remainder of the week.
- People need wrap around support, life is more than just work - emotional health (& job performance) may suffer.



PEOPLE WITH MORE SIGNIFICANT
DISABILITIES DON'T ALWAYS FIT IN A BOX.



Anna



- Graduated from Transition Program
- Placed in job at AMB, 3 hours a day
- Sat home with mom the rest of the time- no contact with friends
- Lost job because she would spend time socializing, not working



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WorkLink's New Approach

- Braided, wrap-around services- hourly service rates, service plans can be “built to order”
- 100% Community-based
- Focused on pathways to employment and building skills
 - 70% of the time is spent at volunteer work sites
 - Project SEARCH/internship programs
- Individualized, person-centered
 - Small ratios, 1:3- 1:4
 - Heterogeneous small groups- 1/3, 1/3 & 1/3
- Purposeful, goal-oriented
 - Maximize Independence, Build skills, Direct Hire Employment
 - Expectation is that services will fade as independence and self-confidence grows



Benefits of a Braided Model

- Makes *Supported Employment* more manageable and viable for people with complex needs
- Improves person-centered planning & discovery- better placements, higher retention
- Fosters independence- decrease in hours of service needed - serve additional people.
- Maximizes use of limited resources (used for those who need them most).



Addresses Programmatic Issues for SE Providers

- Limited up front time- Can now afford to do an in-depth discovery, no more “blind” placements
- Unpredictability of work is difficult for programs to manage, budget and staff
- Can address barriers or skill deficits prior to placement
- Creates a specialty within teams
- Don't have to scramble small group/day services to support job placements.



WHILE BRAIDING SERVICES IS HELPFUL, IT IS NOT ENOUGH.

Services must be meaningful



Meaningful (adj.): full of meaning, significance, purpose, or value; purposeful; significant: *a meaningful wink; a meaningful choice*

- *Dictionary.com*



What makes Life Meaningful?

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



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Purpose of Community Support Services

- Exploration and discovery
 - Encourage the idea of work
 - Identify (or verify) interests & skills
- Learn new skills (hard and soft)
- Build confidence, independence & a sense of community
 - Connect to friends and neighborhoods
 - Develop professional networks
 - Augment part-time work hours

Services based on Individual

- Based on *Wants* and *Needs*:
 - An individual's profile (dreams, interests)
 - Goals- what is the plan to get there?
 - What essential skills are needed (hard and soft)?
 - All services are goal-oriented, purposeful
 - How can we increase an individual's independence or self-reliance?



Positive Personal Profile

Name: Andrew	
Dreams and Goals Get a job and move into my own apartment. Meet a girl friend. Learn to play the saxophone	Interests Plays the piano, loves music, Listens to the radio-a lot, has a garden-trying to grow the biggest peas/beans in place county, likes the internet, likes people watching Likes movies, Loves the Simpsons, Air sculpture especially. Wants to learn a second language. Likes attending the SVS dances.
Talents, Skills and Knowledge Knows a lot about music and games (especially show tunes, current pop artists, and country), very strong (likes lifting weights) but does not like to sweat). Taken lots of computer courses, familiar with lots of office equipment (computers, fax, copiers), likes working with "machines" and tools, learns quickly, good memory, familiar with Library of Congress cataloging/shelving system (internship with SF/OMA library), likes gardening, taking horticulture classes at city	Learning Styles Verbal directions should be clear and concise. Modeling new tasks is preferred. Can follow written directions that is familiar with tasks. Does not like change- introduce and explain any changes- may need reminders if expected to do things differently.
Values Being respected by others. Being smart. Being popular- having friends.	Positive Personality Traits Punctual, Honest, Caring, Smart, detail-oriented, a man of great resolve, strong self-discipline, Good sense of humor, likes a good joke.
Environmental Preferences Clean, well organized. Casual, hip places (but not loud)- nothing too professional or boring. Quiet but friendly.	Dislikes Chaotic loud places, being interrupted or being told what to do. Being patronized, condescending, people asking too many questions or interrupting me
Work Experiences WorkLink Internships: 1) KQED (ring, making labels in DEVO, 2) SF/OMA, shelving art books, 3) Music in schools today- data entry mailings School jobs were cleaning/bookbinding	Support System Family (mom and dad-very supportive)
Specific Challenges Needs assistance when he has to be "flexible". Needs explanation when things change. Sometimes gets angry when things are not going his way. Needs reminders to stay focused. Inclusive to a concern.	Solutions and Accommodations Structured tasks, consistent routine. Concrete, concise instruction. Direct feedback.
Career Skills and Possibilities to Explore: Music School- community Music School, Blue Star, Corcoran Music school, SF conservatory Duplication houses--Ole West, Misonic, Revolver Records Piano stores- Sherman City, Sheet music Plus, Byrne North, Music box, Stem Grove music festival, the SF opera, the SF symphony,	

Positive Personal Profile

What do I WANT to learn?

What are my dreams and goals?

What is significant and important to me?



What do people need to learn?



Staff: Sam & Jeny Date: 2/22/14

Client: Amanda Bartlett
WorkLink Annual Assessment of Skills and Independence

	Level of Independence				
	1 Never (0%) Direct support & instruction	2 Rarely (25%) Direct prompting	3 Sometimes (50%) Indirect prompting	4 Usually (75%) Spont. needs occasional reminders	5 Always (100%) Independent
Home, Health and Safety					
Does household chores (cleaning, dishes, laundry)			3		
able to buy own groceries	1				
Can prepare a meal safely		2			
Prepares own meals	1				
Makes healthy food choices	1				
Remembers regularly		2			
Maintains good hygiene		2			
Controls bodily functions		2			
Appears clean and appropriate in public			3		
Prepares for the day effectively				4	
Can tell time or has a functional sense of time				4	
Keeps a weekly schedule					5
Can say and/or write own name					5
Knows fire safety				4	
Community					
Is punctual			3		
Maintains consistent attendance					5
Crosses the street safely					5
Keeps safety on public transportation					5
Travels independently on great routes					5
Problem solves effectively if lost					5
Carries ID card, Driver Card and emergency info					5
Carries and uses cell phone appropriately	1				
Can complete a transaction at a store					5
Responsibly monitors spending	1				
Social/Personnel					
Interpersonal skills (greet, others, eye contact, etc.)					5
learns names of others			3		
Engages in appropriate conversations					5
Exhibits age appropriate behavior					5
Knows and adheres to pleasant manners			3		
Has a positive attitude, friendly, flexible disposition				4	
Has friends and cares about/shows interest in others				4	
Makes plans outside of program			3		
Behavior					
Accepts feedback and instruction			3		
Communicates wants and needs					5
Asks for help when needed			2		
Complies with rules / maintains institution					4
Flexible when unexpected changes occur	1				
Average Score	3.4				

Assessment Tool for Community Skills

What do people “need” to learn?

Used to identify meaningful goals



Limited exposure? Not enough information to answer these questions, or make “informed choices”?

Trouble verifying interests or skill levels?

Big barriers to getting that dream job or reaching my goals?

Community Day Services can be used to address these issues.



Inclusion vs. Integration

- More than just buying a cup of coffee at Starbucks
- Requires routine opportunities to engage with others in meaningful ways
- Must “give back” and add value
Work, Volunteer, Help



Julio and his co-workers at IDEO.org



It is about Teaching Skills

Not “Outings” or “Field Trips”



- Person-centered, individual schedules
- Goal-oriented: what does the individual need to learn?
- Routine, weekly schedules
- Multiple visits = opportunities to truly learn (repetitive practice)
- Systematic instruction
- Data collected/progress measured



Consistent, Individualized Schedules

Karla's Weekly Schedule: June 5th – June 9th 2017

Day	Time	Activity	Staff
Monday	11:00 – 2:00	Work at Bi-Rite	
Tuesday	9:00 – 11:00	Family House	Allison
	1:00 – 3:00	Project Open Hand	Jefferson
Wednesday	9:00 – 11:00	24 Hours Fitness	Allison
	1:00 – 3:00	SF Walk	Paul
Thursday	10:00 – 2:00	Work at Bi-Rite	
Friday	9:00 – 2:00	Cooking Class	Jefferson
Saturday	11:00 – 2:00	Work at Bi-Rite	
Sunday Suggestion	2017 Haight Ashbury Street Fair – Haight Ashbury District		



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 and traveling in community
- Vocational skills



Critical Soft Skills

- Managing time & prioritizing responsibilities
- Making judgments
- Solving problems
- Communicating & professional behaviors
- Focus, concentration and/or physical stamina
- Work ethic and motivation (attitude)
- Taking initiative, able to work independently
- Speed and/or Quality
- Teamwork



Tapping Community Sites & Public Resources

- Community Colleges/adult classes
- YMCA (health, hygiene, childcare, administrative tasks)
 - Ronald McDonald houses- ILS skills
 - Parks (pools, jogging paths, tennis or basketball courts)
 - Religious organizations
 - Non-profits (environmental, community services, health, animals, cultural, education, art, music,..) for volunteer opportunities
 - Libraries, stores, laundromats, banks, cafes



Building Skills and Adding Value Volunteering



Building a Village

- Individualized, person-centered services
 - Every hour is based on goals, interests and preferences
- Pull in existing network and personal resources-
argument where needed
- Requires routine opportunities to engage with
others in meaningful, productive ways
- Actively facilitate conversations and interactions
- Focus on person's neighborhood
- Do not hover or over-help, get out of the way



Building Friendships

- Teaching people to “reach out” and “hang out”
 - How to be a good friend
 - Cell phones, facebook
 - Cooking group at homes
 - Organizing “date night”
 - *Pot Luck Dinner Club*
 - *PlayStation Saturdays & Football Sundays*
 - Bowling leagues & basketball
 - Attending work events



Goal is to Fade Service Hours



Jennifer/Office Assistant/Prologis

In the last 8 years,

- Work hours increased 47% (15 hrs/wk to 32 hrs)
- Day services decreased 48% (16.5hrs/wk to 8 hr)
- She has learned to “plan outings” w/ friends
- Moved into her own apartment and has a boyfriend- and can make a mean spinach lasagna



Increasing Self-confidence and Self-reliance

- Taking control and responsibility for actions & progress
- Checklists, printed schedules, white boards, binders
- Build-in *choice*, self-determination, & self-monitoring
- Create opportunities for team building, leadership and problem solving



Encouraging Independence in Community Settings

- The dignity of risk:
A ship in the harbor is safe- but that's not what ships are for.
- William Shedd
- Collect data on level of independence
 - hard numbers- not qualitative statements
- Use technology as lifelines & communication tools
- Use peer mentors, small steps
- When services fade – *sign-off*
- Celebrate “independence” and accomplishments –
Wall of Fame



Let's Get Lost



- Problem-solving
- Navigation
- Safety: Street crossing & *stranger danger*
- Reaching out for assistance
 - Using cell phones
 - Identifying people who can help
 - Asking for help
- Disaster training



Challenges- not all sunshine and roses

- Scheduling (a fine tuned ballet)
- It's a constant flux- no control
- Transportation logistics
- More complicated billing/accounting/tracking
- Must be accountable to individuals and funders
- Participants get demanding- all activities must be meaningful
- Communication & managing community-based teams

A lot of work - but so worth the effort!



Anna's Life Today



- Employed at GAP 9 hrs a week. Earns \$14.52/hr. plus stock options
- Learning to cook at *Project Open Hand*
- Swimming & Zumba @ 24 Hour Fitness
- Learning to clean at Korett House
- Independently travels on bus/Metro all over town
- Loves the Karaoke bars in Japantown
- Taking a sign language class at CCSF



Lessons Learned

- Community Support Services: are about building skills & increasing independence
- Services must be person-centered, and include work and non-work supports
- We are teachers (not care takers)
- Consistency and structure
- Inclusion is not just being in the vicinity of others, it is being valued by others
- Our role is to help people to connect with others-- build a village



Simon and his co-worker
Albert at a Giants game



“Love and work, work and love that is all there is. These are the cornerstones of our humanity”

Sigmund Freud



Employment First/Meaningful Lives: Getting from *Policy* to *Practice* in NV

- Collect Data on state outcomes
 - Establish a baseline of employment outcomes/service hours
 - GGRC Employment Data Sheet- need good numbers
 - Accountability for Providers/schools (*CA data dash board, NH annual provider reports*)
- Implementation plans at all levels: state, regional, provider
- “Employment Facilitators” who provide guidance for individuals, families, regional staff and providers
- Employment Summits at State and Regional level
 - Change is coming- the train is leaving the station
 - Expectations & measures of progress, create CoP’s for service transformation
 - Include Business/Employers



Policy to Practice (cont.)

- Build flexible, person-centered service systems
 - Small units of service, hourly rates
 - Tiered rates/ratios based on person’s support needs
 - Promote the use of self-directed services
 - Streamline accreditation & POS process for providers
 - Create a single point of entry and/or cross walk eligibility requirements/enrollment for people with I/DD
 - Re-write waivers and realign rates to support community-based services/employment outcomes
- Blueprint for interagency collaboration (MA & CA)
- Mandate discovery and work-based experience be included in transition curriculum
- Support and fund service transformation



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