

AUCD Projects Addressing Competitive Integrated Employment

Background:

The Workforce Innovation and Opportunities Act (WIOA), which reauthorizes the Workforce Investment of 1998 (WIA) through 2020, also reauthorizes and updates the Rehabilitation Act of 1973 (the law providing oversight of the public vocational rehabilitation system).¹ The Rehabilitation Act had used the term “competitive employment” extensively without explicitly defining it. The definition of “competitive integrated employment,” as defined by WIOA, is as follows:

The term ‘competitive integrated employment’ means work that is performed on a full-time or part-time basis (including self-employment) -

- *for which an individual is compensated at a rate that shall be not less than ... the applicable State or local minimum wage law; and is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities; and is eligible for the level of benefits provided to other employees.*
- *that is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee).*
- *that, as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.*

Select text; Section 7(5) and 12(c) of the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA)²

In addition, according to the amended definitions, employment settings that are “typically found in the community” are those in the competitive labor market.³ It is the responsibility of the vocational rehabilitation (VR) agency to take these factors into account when determining if a position in a specific work location constitutes an integrated setting. Among the objectives of WIOA, one was to enable all people with disabilities participating in the VR program to pursue competitive integrated employment, and still exercise informed choice as to the kind of employment they want to pursue.⁴ As a result, people with disabilities have the opportunity to exercise informed choice in the selection of employment goals that satisfy the definition of “competitive integrated employment.”

About AUCD:

The Association of University Centers on Disabilities (AUCD) is a membership organization that promotes and supports a national network of university- or medical center-based

UCEDD Resource Center

A project of AUCD, in partnership with AIDD, to strengthen and support the network of UCEDDs

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interdisciplinary programs. The members of AUCD represent every U.S. state and territory and include:

- 67 University Centers for Excellence in Developmental Disabilities (UCEDD), funded by the Administration on Intellectual Developmental Disabilities (AIDD)
- 52 Interdisciplinary Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Programs, funded by the Maternal and Child Health Bureau (MCHB)
- 14 Intellectual and Developmental Disabilities Research Centers (IDDRC), most of which are funded by the National Institute for Child Health and Development (NICHD)

Together, these organizations advance policy and practice through research, education, leadership, and services for and with individuals with developmental and other disabilities, their families and communities, in support of independence, productivity, and satisfying quality of life. They serve as a bridge between the university and the community, bringing together the resources of both to achieve meaningful change.

Summary:

Across the network, various UCEDDs have projects, detailed below, addressing competitive integrated employment. Several UCEDDs partner with state and local efforts to improve employment opportunities and outcomes in people with disabilities, across all age groups. The University of California, Los Angeles, University of Kentucky, University of Alaska, and the Utah State University UCEDDs all have collaborative efforts with local vocational rehabilitation agencies, departments of education, DD Councils, Local Education Agencies (LEAs), and other community groups to, in general, strengthen interagency collaboration, practices, and policies at the state and local level and enhance the understanding of youth and young adults, families, and professionals of the effective practices and supports for youth and young children with intellectual and developmental disabilities (I/DD) to work in competitive integrated settings. Among their many employment-related programs detailed below, The University of Massachusetts Boston UCEDD created a national community of practice, comprising five states, to build the capacity in all states to reform current employment systems that will increase competitive and inclusive employment for people with I/DD. The Utah State University UCEDD's EmployAbility Clinic strives to find consumer driven employment in order to increase self-sufficiency and higher quality of life for transition age youth and adults with disability. The University of Iowa UCEDD provides support for a local program called Career Connections, where the UCEDD provides job coaching and employment sites for students in their work experience program. Several UCEDDs serve as Project SEARCH sites. The Project SEARCH model takes place in an employment setting where participants experience total immersion in the workplace, enhancing the learning process through continuous feedback and the application of new skills. The University of Southern California, University of Arizona, and the University of Southern Mississippi UCEDDs all serve as Project SEARCH sites. Overall, UCEDDs are actively engaging in research, education, and services to address the challenges presented by

Methodology

National Information Reporting System (NIRS) is the national, web-based data reporting and retrieval system for the AUCD Network. NIRS enables network members to manage data on their training programs, projects, activities, and products, and helps them comply with federal

reporting requirements. The data gathered in NIRS also enables AUCD to develop composite snapshots of the UCEDD and LEND programs.

NIRS is a useful tool for accessing and promoting the important work of university-based centers and programs on disabilities and special health care needs (SHCN) to a wide array of constituents, including people with disabilities and/or SHCN and their families, local communities, states, service providers, funding agencies, policy makers, and other partners.

The following list of UCEDD projects was developed through a public NIRS database search using certain keywords, and as such should not be taken as a complete inventory of UCEDD activities in this priority area.

- [Search the NIRS Database](#): This allows everyone to search Projects and Products entered in NIRS. This option is helpful both for federal agencies in obtaining useful information about Centers' work and areas of expertise, and to fellow network members who look for information from other Centers.

References:

¹ http://www.nasddd.org/uploads/documents/Workforce_Innovation_and_Opportunity_Act2.pdf

² <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>

³ <https://www.federalregister.gov/documents/2016/08/19/2016-15980/state-vocational-rehabilitation-services-program-state-supported-employment-services-program>

⁴ <https://www2.ed.gov/about/offices/list/osers/rsa/wioa/competitive-integrated-employment-faq.html>

Contact Information:

For further information regarding AUCD network projects, contact [Dawn Rudolph](#), Senior Director, Technical Assistance & Network Engagement.

Attachment: Individual Results

Advancing Employment

Center: GA-Institute on Human Development and Disability, UCEDD

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Description

The goal to achieve in this project is as follows: to increase opportunities for individuals with intellectual/developmental disabilities (I/DD) to seek and obtain employment through providers using best-practice approaches such as customized employment, self-employment, and individualized placements and supports. Many people still end up not working at all, working in sheltered workshops, or attending segregated facility-based adult daycare programs (e.g., Bates-Harris, 2012; Migliore et al., 2008; Migliore et al., 2007; Rusch & Braddock, 2004). In Georgia, in 2014, less than six percent of total funding for all of I/DD agency services was spent on integrated employment. Nationally, individuals with intellectual disabilities accounted for less than 15% of the state vocational rehabilitation programs total successful closures, and they were closed earning considerably less compared to the other successful closures (Butterworth, et .al, 2015). The Institute on Human Development and Disability (IHDD) plans to address these dismal statistics by:

- a) Support provider transformation and their implementation of best-practice strategies that lead to competitive, integrated employment among individuals with intellectual and developmental disabilities through individualized, hands-on technical assistance and mentoring and,
- b) promoting meaningful employment opportunities for individuals with intellectual and development disabilities through sharing of information, resources and dialogue through a virtual Community of Practice and Learning Community.

Bridge the Gap

Center: ND-North Dakota Center for Persons with Disabilities, UCEDD

Contact: Rhonda Weathers

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Description

This project will increase integrated competitive employment opportunities in rural ND for youth 18-21 with ID/DD by providing training, outreach, and technical assistance to teachers through this capacity building demonstration project.

California Employment Consortium for Youth and Young Adults with Intellectual and Other Developmental Disabilities

Center: CA-Tarjan Center UCLA, UCEDD

Contact: Olivia Raynor

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Telephone: 310-794-1141

Description

California Employment Consortium for Youth and Young Adults with Intellectual and Other Developmental Disabilities (CECY) establishes a highly knowledgeable and experienced employment work group comprised of the required 4 state agencies, rehabilitation, education, developmental disabilities (DD), State Council on DD, and a Self-Advocate, Disability Rights California, the Family Resource Centers Network, the Association of Regional Center Agencies and the Tarjan Center UCEDD. CECY's goals are to: (1) Strengthen interagency collaboration, practices, and policies at the state and local levels, and (2) Enhance the understanding of youth and young adults, families and professionals of the effective practices and supports for youth and young adults with ID/DD to work in competitive integrated settings.

We will use a multi-faceted approach to apply key elements from high performing states in integrated competitive employment and principles of Collaborative Leadership. We will establish a unified value, vision, and expectation for competitive integrated employment that will serve as the basis for the strategies used for stimulating policy to practice, training, technical assistance, and a shared method for monitoring progress through available state and local employment data. The main activities of CECY are to develop a shared vision and skills for collaborative partnership at the state and local levels; identify models for transition to employment through 8 Local Employment Collaborative Teams and in postsecondary education through the College to Career Program; enhance knowledge skills, and attitudes through local training, webinars, state and national conferences; and disseminate information through California's Employment First web site that will contain a resource bank with online resources and materials, evidence-based and promising practices, and project stories of success.

In order to assess our project impact, we will evaluate our activities and who we reach throughout the project, as well as key outcomes. Indicators of success include increased knowledge of postsecondary education and employment opportunities; and supports, increased collaboration at the state and local level, increased referrals, increased access to services, supports, resources, and tools leading to increased competitive, integrated employment of youth and young adults with ID/DD.

Community Work Transition Program

Center: KY-Interdisciplinary Human Development Institute, UCEDD

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Description

The Community Work Transition Program (CWTP) is a statewide collaborative program with the Office of Vocational Rehabilitation, Kentucky Department of Education (KDE), Human Development Institute (HDI) and Local Education Agencies (LEA). The goal of the programs is for each student to have a variety of experiences and exposure to pre-employment transition services or individualized transition services in their school and community to obtain future competitive, integrated employment and/or post-secondary education and/or training. The CWTP is designed to provide Pre Employment Transition Services (Pre-ETS) and/ or Individualized Transition Services to students who are potentially eligible or eligible for services with OVR or OFB. Potentially eligible students are all students with disabilities, with Individual Learning Program (IEP) or 504 Plan or documented disability, including those who have not applied or been determined eligible for OVR services. Eligible students are students with disabilities, with an IEP or 504 Plan and documented disability, determined eligible for OVR services and meets the

Order of Selection, Category 1, eligible individuals who have the most significant disabilities. The Workforce Innovation and Opportunity Acts (WIOA) five required Pre-ETS activities are: (1) Job Exploration Counseling; (2) Work Based Learning Experiences; (3) Post-Secondary Counseling; (4) Workplace Readiness Training; and (5) Self-Advocacy skills.

The CWTP is jointly funded by the Office of Vocational Rehabilitation (OVR), Kentucky Department of Education (KDE), and Local Education Authorities (LEA). The Kentucky Department of Education provides funds for CWTP personnel, all training opportunities and one third of the technical assistance provided through HDI at the University of Kentucky. Funds provided by the OVR are used to reimburse LEA for transition services provided to students through the program as well as personnel and for two thirds of the technical assistance provided through HDI at the University of Kentucky.

Competitive Integrated Employment Services

Center: MA-Institute for Community Inclusion/Boston Children's Hospital, UCEDD/LEND

Contact: Cindy Thomas

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Description

The Institute for Community Inclusion will create a national community of practice comprising 5 states in the first year to build capacity across and within states to reform current employment systems that will increase competitive and inclusive employment for individuals with intellectual and developmental disabilities. This will be accomplished by:

- Convening a Delphi Panel to identify issues and promising practices across the country for consideration by the community of practice
- Collaborating with AIDD to select states to develop and implement a consortium to assist in the local employment systems change Providing technical assistance to the states to facilitate peer-to-peer networking by creating a forum for knowledge transfer, joint action, and policy development

The Delphi Panel will have representatives from the U.S. Department of Labor's Employment First Program, the State Employment Leadership Network, the Partnership in Employment Transition Systems Change Project, the selected states, and national leaders in employment and transition including self-advocates and families

The training and technical assistance activities for this project will be conducted in partnership with Developmental Disabilities Networks (State Councils on Developmental Disabilities, State Protection and Advocacy Systems, and University Centers for Excellence in Developmental Disabilities), state vocational rehabilitation agencies, consortia members, and relevant state agencies.

Customized Employment for Individuals with Serious Psychiatric Disabilities - NIDILRR

Center: AK-Center for Human Development, UCEDD/LEND

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Description

Customized Employment for Individuals with Serious Psychiatric Disabilities The University of Alaska Anchorage Center for Human Development in partnership with community rehabilitation providers and vocational rehabilitation (VR), in the course of this three-year project, will research a customized employment (CE) model with individuals with serious psychiatric disabilities (SPDs). The goal of this project is to determine the feasibility and outcomes of CE, when implemented with fidelity, as a strategy for increasing job acquisition and sustained integrated competitive employment of individuals diagnosed as having a SPD. The objectives are:

- 1) to deliver CE training to 18 employment specialists;
- 2) to support employment specialists in implementing CE with individuals with SPDs;
- 3) to assess the feasibility of the CE model;
- 4) to propose a CE fidelity scale and to assess CE implementation integrity;
- 5) to evaluate CE for effects on employment outcomes and compare to VR data and the supported employment literature; and
- 6) to disseminate findings and inform future research.

Anticipated outcomes are (a) to place at least 65 Alaskans with SPDs in customized jobs, (b) to document CE outcomes as compared to other employment services; (c) to document the barriers and facilitators of CE; and (d) to propose a CE fidelity scale. The expected products are (a) presentations to Alaska's primary disability and employment policy makers, disability provider agencies, individuals with SPDs and their families, and national audiences in the field of disability employment and/or behavioral health; and (b) publications in peer-reviewed journals, such as Psychiatric Services, Community Mental Health, and/or Journal of Vocational Rehabil.

EmployAbility Clinic

Center: UT-Center for Persons with Disabilities, UCEDD/LEND

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Description

The EmployAbility Clinic is a model employment service in partnership with the Utah State Office of Rehabilitation (USOR), to provide employer and employee side supports to facilitate increased competitive integrated employment for individuals with disabilities in Cache Valley. The EmployAbility Clinic is dedicated to finding consumer driven employment to increase greater self-sufficiency and a higher quality of life for transition age youth and adults with disabilities. We exemplify the ideals of client driven employment exploration and develop employment supports that cater to the uniqueness of each individual.

Hawaii Jobs Now Partnership

Center: HI-Center on Disability Studies, UCEDD/LEND

Contact: Chin Lee

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Description

JNP is developing and implementing a comprehensive set of policies, procedures and evidence based practices that remove barriers, decrease funding redundancies, and facilitate the transition process from secondary, postsecondary, and prevocational training settings, and improve competitive employment outcomes in integrated community based settings for youth and young adults with ID/DD.

Objective 1: Identify emerging, promising and sustainable policies, procedures and evidence based practices.

Objective 2: Conduct a pilot to demonstrate effectiveness.

Objective 3: Implement a sustainable plan with legislation to remove barriers that impede competitive employment opportunities.

Higher Education Collaborative

Center: TX-Center on Disability and Development, UCEDD

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Description

The Higher Education Collaborative (HEC) project provides an opportunity to close gaps for individuals with intellectual disabilities having access to and succeeding in postsecondary education settings traditionally attended by students without disabilities. Through the HEC project, ten additional higher education programs and fields of study will be accessible to individuals with intellectual/developmental disabilities (IDD). The HEC project goal is to support ten replications of the Texas Post-Secondary Education (TPSE) models within the Texas A&M University and University of Texas systems as well as two additional institutions. Students with IDD will be supported to gain the knowledge and skills necessary to gain integrated competitive employment in the career field of their choice. Replication of the four TPSE model frameworks will support individuals with IDD access to higher education in specific career fields of their choice. Incorporated wraparound support components of the four TPSE models also supports the acquisition of the skills needed to live independently. The HCE project is set to serve the entire state with individuals with IDD selecting their university of choice based on career field interest; therefore, all counties in Texas, including poverty-stricken counties, will be served.

ICCSD/Career Connection

Center: IA-Center for Disabilities and Development, UCEDD/LEND

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Description

Iowa City Community School District Work Experience/Career Connections Studies show that youth who have work experiences while in high school are more likely to be employed as adults (Carter, et al, Journal of Disability Policy Studies 2012). Students who participate in occupational education and special education in integrated settings are more likely to be competitively employed than students who

have not participated in such activities (Blackorby & Wagner, 1996; Colley & Jamison, 1998; Luecking & Fabian, 2000; Rogan, 1997). Therefore assisting school districts in developing, implementing and evaluating work experience programs is critical in developing good practice and policy. This grassroots contract provides support for the work experience program as well as provides the direct services for 4+ programming called Career Connections.

SERVICES PROVIDED:

A. CONSULTATION AND TECHNICAL ASSISTANCE:

Support Work Experience Team in:

Educating students, teachers and families beginning at age 14 through 21 about the importance of working.

Planning new services and service strategies.

Problem-solving and strategizing for individual students.

Assisting to develop and revise program structure and infrastructure.

Assisting in data collection and program review.

Partner with other school district staff to create new opportunities for youth employment services including Making The Grade Grant, 4+ Programming, and other opportunities that may arise.

Partner with ICCSD teachers and staff in piloting class structures and programs within the schools.

Partner with ICCSD Leadership in meeting with potential new partners to explore other funding and programmatic opportunities (e.g. IVRS, juvenile corrections, foster care, and home schooled students).

Provide support in training paraprofessionals and teachers regarding job coaching, systematic instruction: and other topics as requested.

Attend Student/Staff/Committee meetings as needed/appropriate.

Provide support to the Special Education Advisory Committee.

B. WORK EXPERIENCE FUNCTIONS:

Help to implement the Work Experience Administrative Task List.

Support the scheduling of worksites and development of new worksites based upon student needs.

Provide job coaching fill-in and assessment to compliment the work of paraprofessionals.

Support paraprofessionals who are doing job coach activities by offering feedback and problem-solving assistance.

C. DIRECT SERVICE FUNCTIONS:

Provide evaluation of work behaviors and skills and counseling to a caseload of individuals transitioning from school to work. (4+ programming)

Conduct career planning/assessment for students and provide counseling on options.

Partner with teachers to develop IEPs for students on caseload.

Develop job shadow, internship and employment sites for student in the Career Connections program and Work Experience Program.

Provide job coaching to Career Connections students at internship and employment sites.

Link students with other appropriate services including IVRS, county services, mental health and other social services as appropriate.

Compile and summarize outcome data.

Let's Get to Work Project

Center: WI-Waisman Center, UCEDD/LEND

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Description

As a collaboration with the Wisconsin Board for People with Developmental Disabilities as the lead, the project will develop and implement policies and practices that elevate community expectations and overall employment outcomes for youth with intellectual and other developmental disabilities. The project will use statewide school pilot sites to test a set of evidence based practices and simulated policy changes that expand competitive employment in integrated settings.

Maine Transition Work Based Learning Model Demonstration

Center: MA-Institute for Community Inclusion/Boston Children's Hospital, UCEDD/LEND

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Description

Maine Division of Vocational Rehabilitation (DVR) was awarded the Transition Work-Based Learning model demonstration grant, with Institute for Community Inclusion (ICI), American Institutes on Research, Jobs for Maine's Graduates, and the Council of State Administrators of Vocational Rehabilitation as key partners. The grant from Rehabilitation Services Administration awarded \$1.8 million per year for 5 years.

Maine DVR will test out the Progressive Employment model in two new offices serving transition age youth. Maine DVR will utilize the Progressive Employment model to expand employer relationships and align this dual customer community-based strategy with enhanced Jobs for Maines Graduates (JMG) programs for students with disabilities. These interventions will serve at least 200 students with disabilities per year that are within two years of graduation from high school to test whether a model of work-based learning improves competitive integrated employment and postsecondary education outcomes. The ICI leads the Progressive Employment training / technical assistance, supports evaluation, and provides disability training to staff. American Institutes for Research (AIR) will conduct a rigorous evaluation. The Council of State Administrators of Vocational Rehabilitation (CSAVR) provides policy support and national outreach, and the Center for Workforce Research and Information (CWRI) in Maine supports the project's data needs.

Project Goals

1. Assist 400 students in the transition years within 2 years of graduation with engagement in career exploration activities including paid work-based learning opportunities.
2. Evaluate the effectiveness of rapid engagement activities of Progressive Employment and the Leadership and self-advocacy skills of JMG.
3. Develop replicable, sustainable and collaborative ways to provide pre-employment transition services.
4. Increase rates of graduation from high school, post-secondary education/training and competitive integrated employment.

Massachusetts Partnership for Transition Employment (MPTE)

Center: MA-Institute for Community Inclusion/Boston Children's Hospital, UCEDD/LEND

Contact: David Hoff

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Description

The Massachusetts Partnership for Transition to Employment (MPTE) is a systems change project of the Massachusetts Department of Developmental Services (DDS), designed to improve employment outcomes for individuals with intellectual and developmental disabilities transitioning from school to adult life. MPTE is funded by a 5-year federal grant from the Administration on Intellectual and Developmental Disabilities (October 2016 to September 2021). The MPTE Consortium guides and supports the goals and objectives of MPTE across MPTEs four focus areas:

1. Cross agency, cross program, and cross-disciplinary collaborative efforts using a tiered approach at the state, local, and individual level.
2. Youth and young adults with intellectual and developmental disabilities having work experiences and paid employment in integrated settings similar to their peers without disabilities, and within these efforts, building capacity for access to post-secondary education and training that positively impacts employment outcomes.
3. Consistent parental support for competitive integrated employment.
4. Systematic development of self-determination and self-advocacy skills for youth with intellectual and developmental disabilities, with a focus on employment.

Pennsylvania Inclusive Higher Education

Center: PA-Institute on Disabilities, UCEDD

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Description

The current AAL program provides students with ID, ages 18 to 26, an inclusive postsecondary education over four semesters so graduates can become fully participating, contributing citizens, pursue the lives of their choice and be employed in competitive integrated employment. This project is to: expand the AAL from a four semester to eight semester program, increase the amount and variety of employment experiences, and increased inclusion in TU classes with matriculated students.

Project Search @ CHLA

Center: CA-USC, Childrens Hospital, UCEDD/LEND

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Description

Although the The estimated number of individuals in integrated employment services increased from 108,680 in FY1999 to 111,670 in FY2012, state investment continues to emphasize facility-based and non-work services, rather than integrated employment services. In California, over 75,000 individuals received some type of employment/day services but unfortunately almost 75% are in community based 'non-work'.

In an effort to effect change, the USC UCEDD at Children's Hospital Los Angeles along with community partners (Lanterman Regional Center, Los Unified School District (LAUSD), and Children's Hospital Los Angeles (CHLA) Department of Community/Government Affairs) have joined with Project Search to train young adults with developmental disabilities to fill some of the high- turnover, entry-level positions at Children's Hospital Los Angeles. The programs primary objective is to secure competitive employment for individual's with disabilities.

Beginning in the Fall of 2018, CHLA will become a Project Search Site and receive it's first cohort of students providing a one year internship to young adults receiving special Education Services through LAUSD. Project Search will provide the curriculum and training to implement the 'Search' model at CHLA. Lanterman Regional Center will provide the necessary vocational rehabilitation supports tot he program: CHLA will provide the infrastructure supports and hospital departments to provide real work experiences; and the USC UCEDD will be providing technical assistance to assure program success.

Project SEARCH Arizona

Center: AZ-Sonoran UCEDD

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Description

Project SEARCH is a nationally recognized one-year education and training program for students/adults with disabilities. This program began at Cincinnati Children's Hospital Medical Center and has been replicated in more than forty states across the country as well as internationally. Project SEARCH targets students and young adults with significant barriers to employment who are committed to finding employment in the community. The program takes place in an employment setting where participants experience total immersion in the workplace, enhancing the learning process through continuous feedback and the application of new skills. After a series of 3 -4 integrated internship rotations, the expectation for each young adult is employment or the active pursuit of employment, fortified with real work experience.

Arizona Project SEARCH currently has five sites:

Tucson - BUMC Tucson Campus; BUMC South Campus; UAGreater Phoenix - Core-Mark Arizona Distribution Center (Tolleson); Renaissance Glendale Hotel and Spa (Glendale)

Project SEARCH Southern Miss (10/1/17 - 6/30/18)

Center: MS-Institute for Disability Studies, UCEDD

Contact: Jerry R. Alliston

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Description

The goal of Project SEARCH USM is to increase the number of young adults with intellectual and other developmental disabilities (ID/DD) that obtain competitive community-based employment. To accomplish this goal, Project SEARCH Southern Miss will target ten young adults, eighteen years and

older, with ID/DD. Project participants will attend an 8-month training program that will consist of daily employment preparatory skills training and work internships, a minimum of 3 internship opportunities during the entire program. Project SEACH USM will use person-centered planning for all participants in the development of employment-focused goals and internships based upon future employment interests. In addition to training and internships, participants will have an inclusive mentoring experience with USM students and will attend a bi-weekly support group focused on the transition to adulthood. Upon completion of the training program, participants will engage in community-based employment interviews and pursue integrated employment. Evaluation will focus on participant outcomes based on training participation, internship opportunities and placement in paid employment.

Promise Family Advocacy Network

Center: WI-Waisman Center, UCEDD/LEND

Contact: Molly Cooney

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Telephone: 608-266-0266

Description

Scope of Work/Rationale: The Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) grant put out by the US Department of Education is a model demonstration project that will improve the provision and coordination of services and supports for child SSI recipients and their families to enable them to achieve improved outcomes such as, graduating from high school ready for college and a career, completing post-secondary education and job training, and obtaining competitive employment in an integrated setting and, as a result, achieving long-term reductions in the child recipients reliance on SSI. The Waisman Center will a) develop a network of Family Advocates across the state who will meet with families to share information about the possibilities for employment and strategies for transition and b) coordinate a variety of strategies to more effectively engage families in the project including the Family Advocate Network and targeted trainings in key under-represented communities.

Sustained Employment Training and TA / Transition to Adult Life

Center: NJ-The Boggs Center on Developmental Disabilities, UCEDD/LEND

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Description

Through the support of the Division of Developmental Disabilities (DDD) The Boggs Center provides Supported Employment Training and Technical Assistance activities to increase employment opportunities for people with disabilities by developing competence among service providers to assist people with disabilities to choose, obtain, and maintain employment. A four-day Employment Specialist Foundations course is offered to employment staff and interested family members and self-advocates on the history, values, and best practices in competitive integrated employment. The team additionally offers a variety of Supplemental courses on high-demand, high intensity topics around competitive integrated community employment, as well as training for day habilitation staff on designing meaningful-day programs that advance Employment First policies. On-site technical assistance is available in the areas on which the team trains and upon request, and is tailored to agency-specific

needs. Coordination of the annual Facing the Future conference on transition and employment, in collaboration with NJ APSE, remains a high priority of the project.

TPSID National Coordinating Center 2015-2020

Center: MA-Institute for Community Inclusion/Boston Children's Hospital, UCEDD/LEND

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Description

Think College at the Institute for Community Inclusion, UMass Boston, has received a five-year, 10 million dollar cooperative agreement from by the Office of Postsecondary Education to serve as the National Coordinating Center for colleges and universities implementing inclusive higher education programs for students with intellectual disability, including the newly funded model demonstration projects aimed at creating inclusive comprehensive transition and postsecondary programs for students with intellectual disabilities known as Transition Postsecondary Programs for Students with Disabilities (TPSIDs). Think College has served as the NCC since 2010 and has worked with the existing 27 TPSID model demonstration projects being implemented at 52 colleges and universities in 23 states. Building on this experience, this initiative will allow the NCC to continue its work with the 25 newly funded model demonstration projects to:

- a) Build a valid and reliable knowledge base around effective inclusive higher education components for students with intellectual disability;
- b) Provide technical assistance and disseminate findings to existing and new programs; and
- c) Lead and coordinate national activities related to comprehensive transition and postsecondary programs.

The NCC will update existing program standards, and evaluate and update the current research and evaluation protocol for TPSID programs and use it to collect, analyze, synthesize and report annual and longitudinal follow-up quantitative and qualitative data on TPSID program components and outcomes. The NCC will also develop recommendations on funding, memoranda of understanding, credentials, and accreditation and share these via its website and all relevant events. As part of its technical assistance and dissemination activities the NCC will create and implement a tiered technical assistance strategy, administer a mentoring program matching current and new TPSID grantees based on areas of expertise. The NCC will increase knowledge across all target audiences about the programmatic components and evidence-based practices needed to develop, implement, and evaluate high quality inclusive higher education, that award meaningful credentials and support access to financial aid for students with ID.

Finally, the NCC will enhance the collection and analyses of longitudinal follow up data from TPSIDs model programs and establish accessible communication channels including an updated website, universally accessible topic based portal and associated Affinity groups, web meetings and discussion boards. These activities will ultimately support achievement of the NCCs long term goals of improved outcomes for students with ID in higher education resulting in increased competitive integrated employment, valued community membership, and independent living skills as well as increased systems change resulting in development and expansion of quality inclusive higher education options for students with intellectual disability.

Transition Pathway Services Model Demonstration

Center: MA-Institute for Community Inclusion/Boston Children's Hospital, UCEDD/LEND

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Description

The Transition Pathway Services (TPS) Model Demonstration is 5-year federal grant that the Massachusetts Rehabilitation Commission (MRC) received from the Rehabilitation Services Administration, in the U.S. Department of Education. The TPS aims to improve career and academic planning skills so that high school students with disabilities will be successful in achieving competitive integrated employment and post-secondary outcomes upon completion of their secondary education. MRC and partners will provide work based learning experiences and a menu of services to students. Through a person centered collaborative team based approach, students career goals are thoughtfully planned and supported.

MRC has dedicated TPS counselors in their Roxbury, Lawrence and Springfield offices serving the catchment areas in neighboring towns and cities. MRC will develop, implement, and evaluate a coordinated set of services and supports (listed below) provided by community partners, including independent living centers, career centers, pre-employment transition services (Pre-ETS) vendors, and more than a dozen local education agencies (LEAs).

MRC will support 651 students with disabilities over the life of the TPS Model Demonstration.

Utah School to Work Interagency Transition Initiative

Center: UT-Center for Persons with Disabilities, UCEDD/LEND

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Description

The Utah School to Work Interagency Transition Initiative (USWITI) includes a base consortium of representatives from the Utah Developmental Disabilities Council (UDDC) Utah State Board of Education-Special Education Services (USBES-SES), the Division of Services for People with Disabilities (DSPD), Utah State Office of Rehabilitation (USOR), Department of Workforce Services (DWS), Utah State University Center for Persons with Disabilities (UCEDD), Utah Parent Center, the Governors Committee on Employment for People with Disabilities and Utah ASPIRE. In addition to the consortium, representatives of individuals with disabilities and family members were also included in the preparation of this proposal. This project will strengthen the existing council and build local councils across the state of diverse stakeholders supporting youth and young adults with disabilities.

The purpose of the project is to improve systems so Utah youth and young adults with intellectual disabilities and developmental disabilities (ID/DD) are engaged in competitive, integrated employment regardless of where they live in the state. The USBES-SES survey of youth with disabilities one year after the exiting the public school system in 2013-2014 indicates that 10% of the survey respondents are under-engaged in either postsecondary employment or education and another 40% have never been

engaged in either postsecondary employment or education during the preceding year; 60% of the respondents indicated that disability issues have prevented working. The rate of under-engaged and never engaged youth has been consistent, 3%, over the past five years. Of the 4610 working-age youth and adults accessing the Medicaid HCBS/ID/DD waiver, which is the primary source of supports and services for adults with ID/DD, only 28% have active supported employment services, yet according to the National Core Indicator survey results for Utah (2013/2014) indicated that 62% of all working age adults with ID/DD wanted a job. This demonstrates a strong indication of the need to shift policy, practice, messaging and funding to include youth and young adults with ID/DD in Utah's workforce

Energy for a statewide initiative to improve employment preparation, development and support services for youth and adults with DD/ID has been building since 2000. Utah currently has five major employment initiatives; these are all designed to improve employment outcomes for working-age youth and adults with disabilities. Each project supports the overall systemic change efforts; however targeted resources and technical assistance to local communities throughout Utah to youth and young adults with ID/DD, their families, educators, adult service agencies and community members are needed for permanent, grassroots level change.

The Utah School to Work Interagency Transition Initiative addresses the following objectives:

- 1) Confirm and engage Utah School to Work Interagency Transition council (USWITC),
- 2) Develop and implement outcome measurement system to gauge employment success for consistent systems and process improvement,
- 3) Increase ongoing delivery of career planning, development, employment and support services that begin early in high school that lead to individualized long-term employment and seamless support,
- 4) Build capacity of service providers to align their mission, services, and resources to promote and provide competitive employment for youth with ID/DD,
- 5) Increase expectations and demand for competitive, integrated employment opportunities for youth with ID/DD, and 6) Align policies, practices and funding with employment expectations.