



Parent Education Series Session 3



Shannon Huff, LGTW Project Coach

Overview of Session 3

- I. Overview of Employment Issues and Practices
- II. Addressing Common Barriers to Employment
- III. Questions and Break
- IV. Department of Public Instruction (DPI) Presentation and Q&A
- V. Department of Health Services (DHS) Presentation and Q&A
- VI. Division of Vocational Rehabilitation (DVR) Presentation and Q&A
- VII. Closing: The 5 C's of Transition

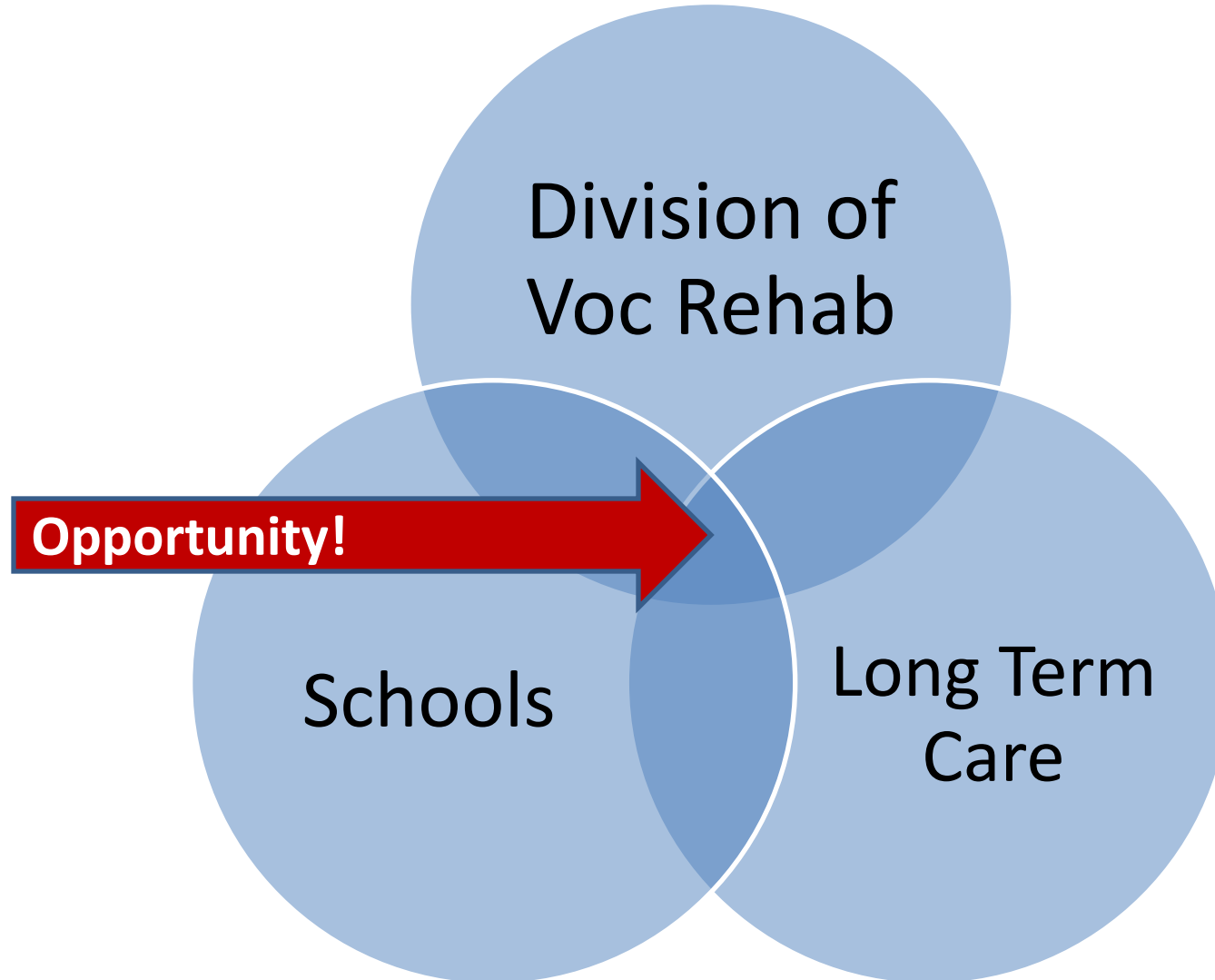
A Working Life

“Every single person in this country has skills and talents to contribute to the workplace and every single person has an inherent right to work.”

Neil Romano, former Assistant Secretary Dept of Labor, Office of Disability Employment Policy



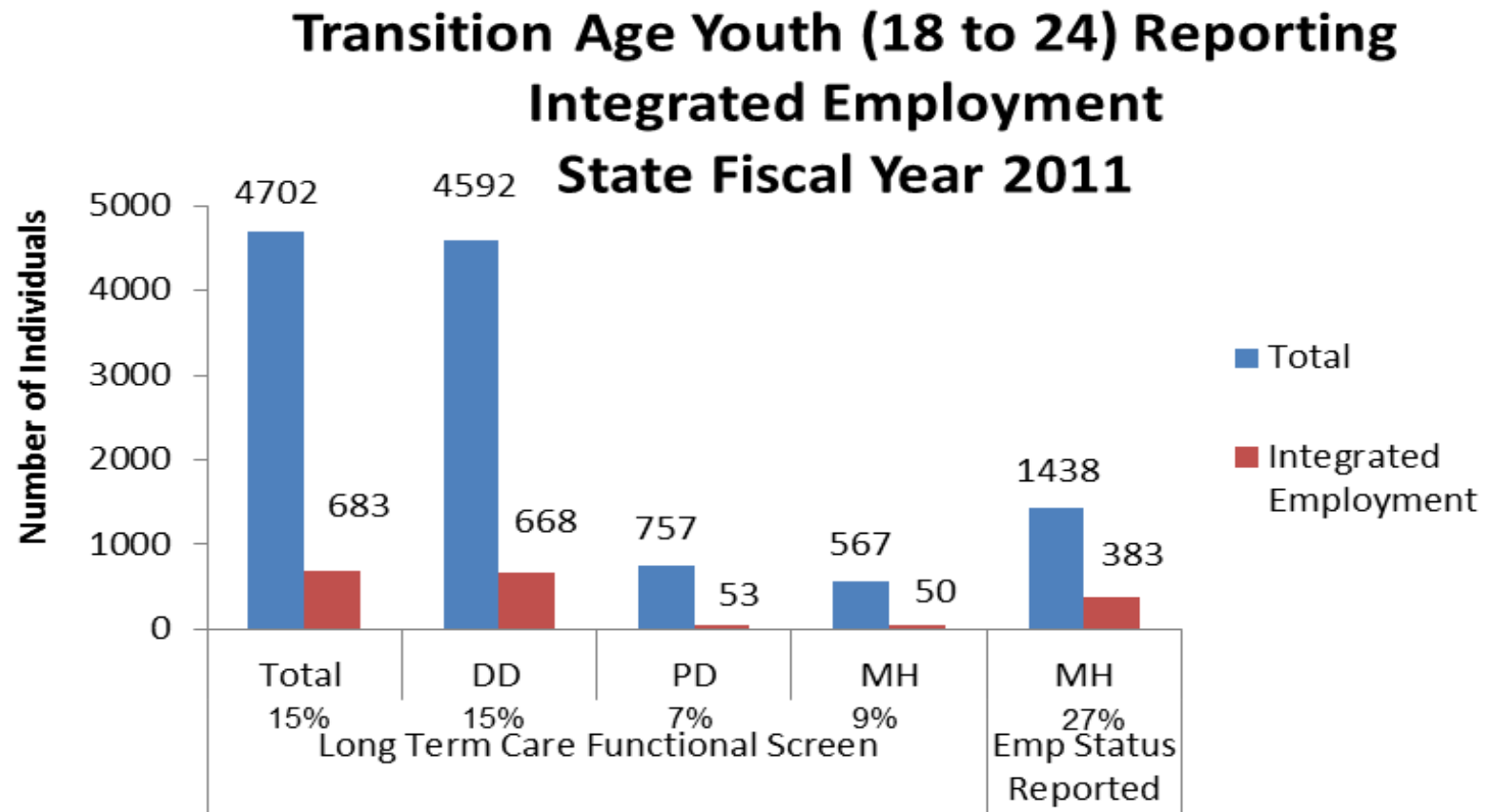
Systems that Support Employment



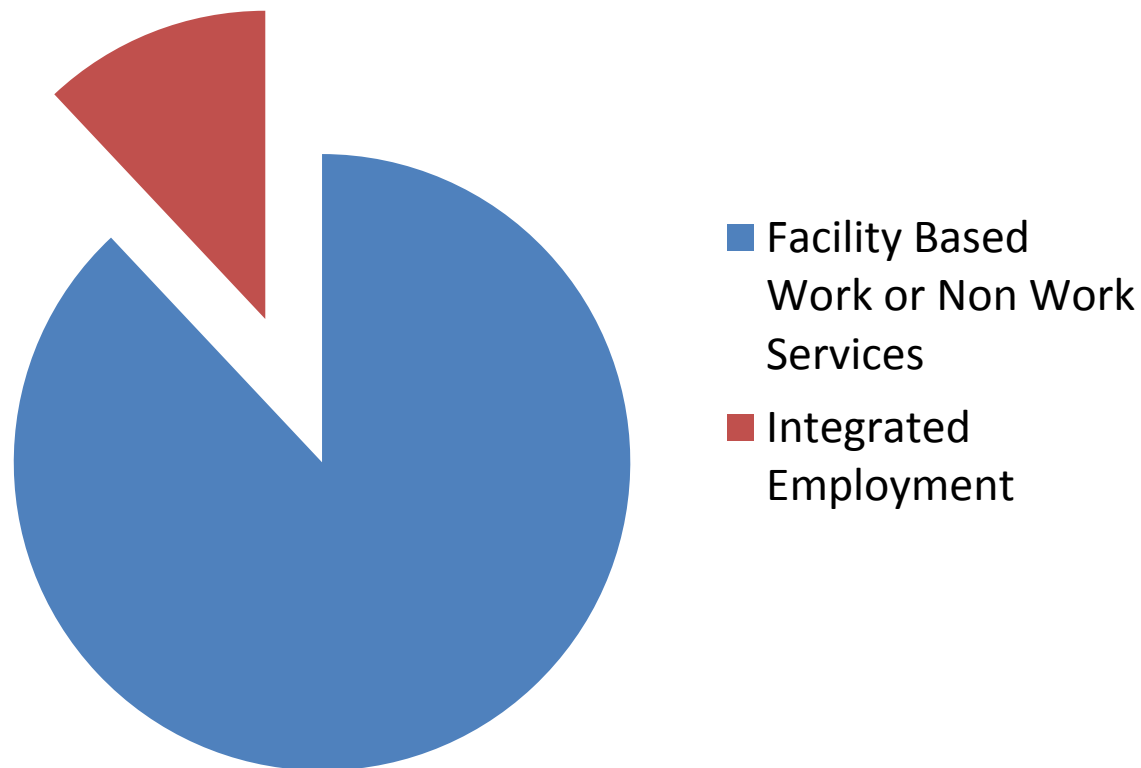
The State of the State

- 80% of the youth who responded to the DPI Post High School Outcomes Survey were employed in the year following graduation. (2009-2010)
- 4,712 Transition Aged Youth applied for DVR services in 2011.
- The Rehabilitation Rate for that Transition Aged Youth is 61%.

The State of the State



Most people with disabilities served by the long-term care system are not working in integrated employment.



Services have evolved.



Self-Determination,
Inclusion, Integrated
Employment, Community
Supported Living



Segregated classrooms,
Day Centers, Workshops
and Group Homes



Institutions and Special Schools

School and Family Partnership

- Research shows that work-based learning and employment experiences during the school years leads to better post-school employment outcomes.
- Research also shows that family involvement in planning employment and the use of personal networks as a job search strategy are key factors for employment success.

Truths about Employment:

- | | | |
|-------------------------------------|--------------------------|---|
| True | False | Employment is an expectation in our society. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| True | False | People seek out jobs based on their interests and skills. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| True | False | Most jobs are found through family & friend connections. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| True | False | Everyone “customizes” their work. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| True | False | People change jobs and build careers over their lifetime. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| True | False | Skills learned in sheltered employment settings do not transfer to the community. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

What has been the focus?

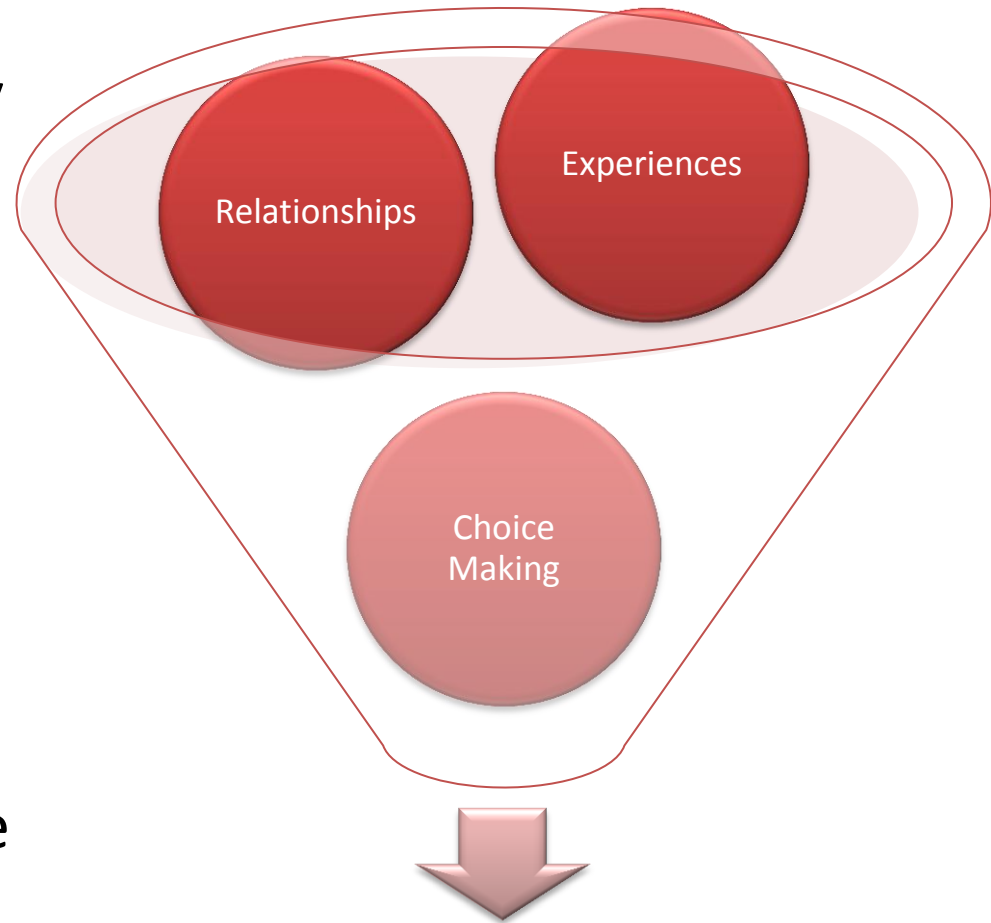
- Assessment and Work Readiness
- Pinpointing deficits
- Paid Services and Supports
- Scarcity of Funding
- Advertised Jobs and Big Corporations



Which has lead to frustration, unemployment, segregation and dependence...

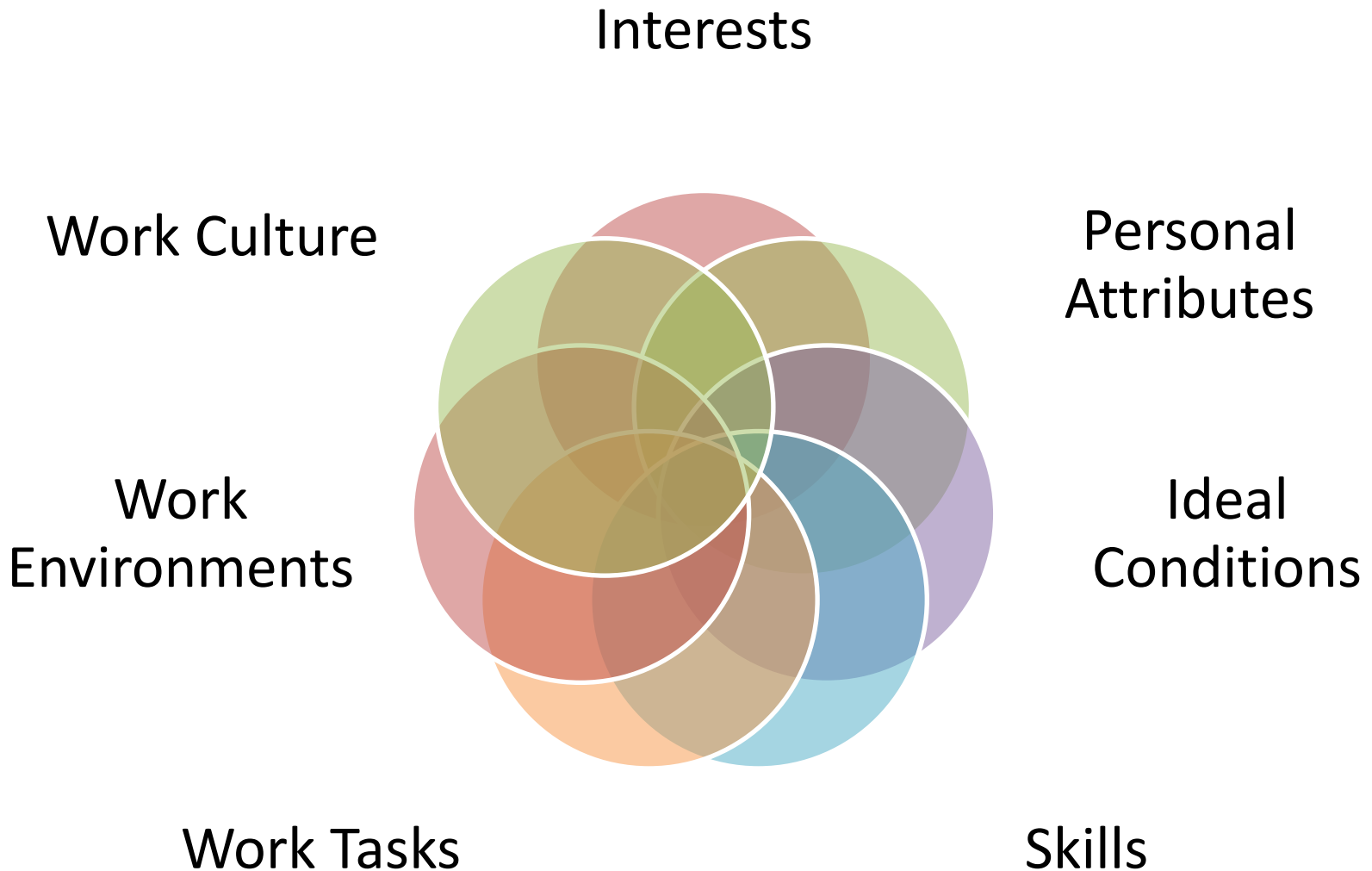
Self-Determination and Employment

- Interests are influenced by relationships and experiences.
- Many people with disabilities have limited experiences and opportunities to make choices.
- It is common for all people to have limited notions of work/job possibilities.



Self-Determination

Elements of Career Exploration



Barriers to Employment

- ☐ Inexperience and Uncertain Goals
- ☐ No Available Jobs
- ☐ Fear of Losing Benefits
- ☐ Transportation
- ☐ Supports for Employment
- ☐ Post-Secondary Education



Overcoming Inexperience & Uncertain Goals

- ✓ Transferrable Skills
- ✓ Ideal Conditions for Employment
- ✓ Assessments
- ✓ Adapting Career Exploration Tools
- ✓ Tours, Job Shadows and Informational Interviews
- ✓ Volunteering
- ✓ DVR Temporary Work



Transferable Skills

Skills and abilities that people have from ***all parts of life***, not just work.

Everyone has transferable skills.



Mike's Transferable Skills

- Mowing Grass
- Sweeping Floors
- Vacuuming
- Pushing a Cart
- Pouring Drinks
- Carrying Groceries
- Making a Bed
- Dusting Furniture
- Washing Windows
- Matching Socks
- Sorting Silverware
- Counting Money
- Watering Plants
- Rinsing Dishes
- Wiping Tables
- Setting Tables

Identifying Ideal Conditions

We all have ideal conditions
for employment.

We all need things to be
happy, well motivated
employees!



Career and Vocational Assessments

- Wisconsin Job Center www.wisconsinjobcenter.org
- Career Pathways www.wicareerpathways.org
- More resources at your high school, local libraries, and colleges
- On the Job & Situational Assessments, Vocational Evaluations, Supported Employment Assessments
- Alternatives, such as 'The Discovery Process'

Volunteering

- Has health and social benefits
- www.VolunteerMatch.org
- Fair Labor Standards Act disapproves of volunteer labor in a for-profit enterprise
- Provides experience and expands network for job search



Info Interviews, Job Shadows, Tours

- Learn what employers expect
- Observe people working
- Try doing some of the work
- Ask questions and Get advice
- Build confidence
- Make connections

Make it clear that you are looking for information, not a job.



DVR Temporary Work

- Time-limited paid work designed to help a job seeker gain knowledge about work requirements in a real job
- Must be in an integrated setting, consistent with the job seeker's goal
- No expectation of hire
- Timeframe ranges and based on needs of job seeker



Overcoming “No Available Jobs”

- ✓ Tap the Hidden Job Market
- ✓ Consider Self-Employment



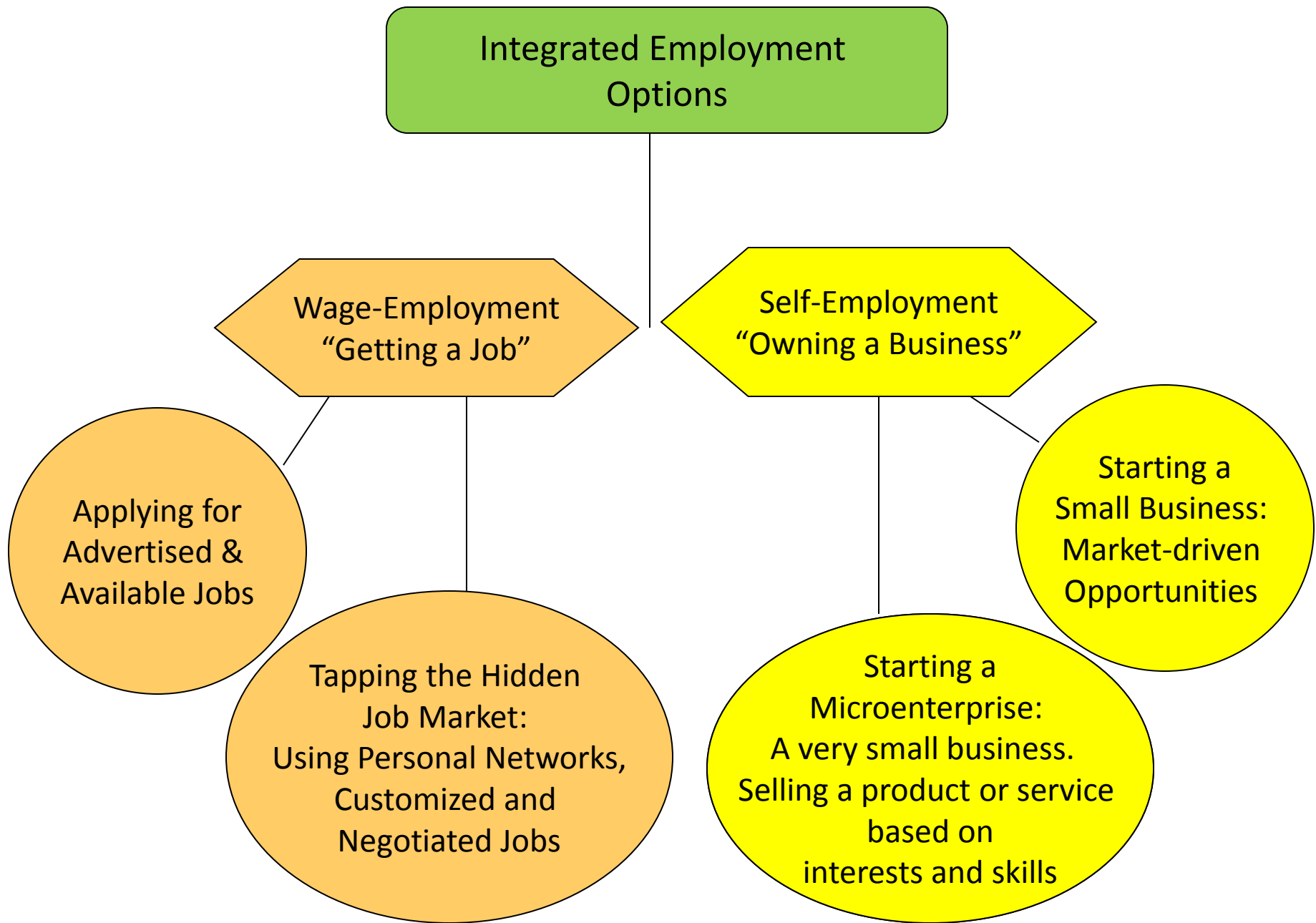
Connecting for Employment



*(Invitation and Networking Map
Cindy Kernan with Dave and
Faye Wetherow)*

Mitch is a 17 year old guy who is very social and is looking for his first job. He is not sure what he wants to do. He likes books, people, animals and making food at home with his family. He is active and wants to live a healthy lifestyle.

Names	Their Place of Employment	Their Interests & Community Involvement
1. Sandy 2. Ralph 3. Joe 4. Sarah 5. Eric 6. Andrew 7. Chris	1. Call Center Rep, Phoenix Services 2. Service Specialist, Action HVAC 3. Area Manager, Culvers 4. Stay at home mom 5. Customer Service, Sears 6. Busser, Allen’s Kitchen 7. Office at Kobeck Bus Company	1. Rotary Club, Weekly Book Club, & Library Volunteer 2. Bowling League, yard work, making bird houses 3. Chamber member, car racing, softball team 4. Library Board, school volunteer, women’s group at church 5. Softball team, biking, going to the gym 6. Car repair, movies, Karate 7. Music, movies
1. Susan 2. Franny	1. Art teacher, Wheaton Elementary & Part time Yoga Instructor 2. Choir Director at church, piano instructor	1. Volunteer for Very Special Arts, Painting and pottery, Humane Society volunteer 2. Music, church, Rotary Club, volunteer/writer with community newspaper
1. Allen 2. Emily 3. Sue 4. Mike	1. Barber at A Cut Above the Rest 2. Respite staff, Kitchen Manager at Fordem High School 3. Respite staff, Case Manager, Sumware County 4. Support Staff, Options Day Services	1. Weightlifting, prepares food at shelter on weekends, hunting 2. Organizes a knitting group, volunteer at community gardens 3. Family farm (cattle), farmers market 4. Going to the gym, biking, delivers pizzas part time for Pizza Stop



***Think Themes,
Not Jobs.***



Circle 1: Skill, Education, or Experience

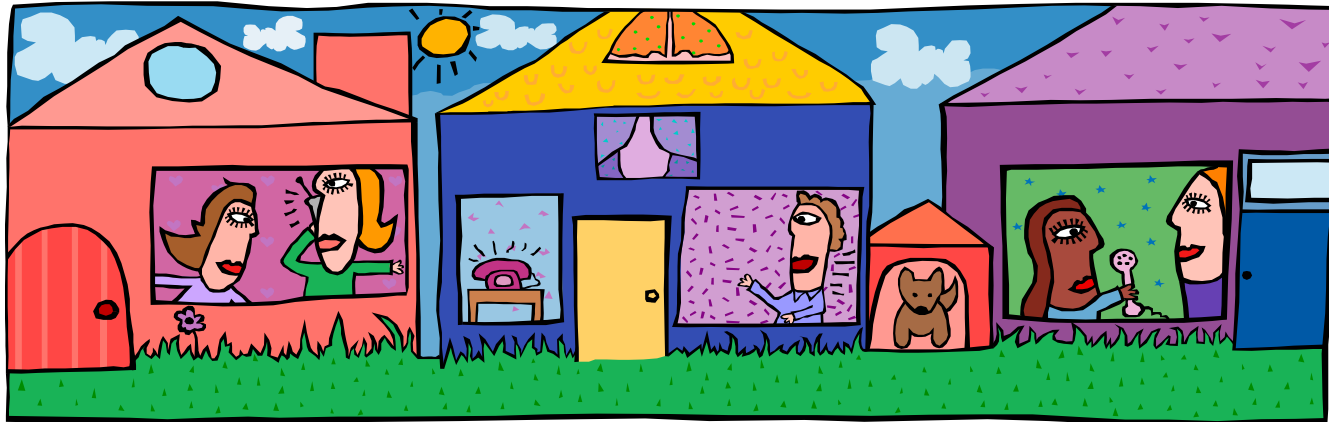
Circle 2: Talent, Interest, or Dream

Circle 3: Personality, Environment, or People

What overlaps in the middle?

Example of Community Based Exploration

- ☐ Rachel likes arts and crafts
- ☐ Decided to look into pottery
- ☐ Exploration conversations with team
- ☐ 3 month action plan developed to explore



After a few months...

- ✓ Rachel will be more self-determined.
- ✓ Her team will learn about her and the community.



Overcoming Fear of Losing Benefits

- Find a Work Incentives Benefits Specialist in your area: <http://www.eri-wi.org/benefits-specialists>
- Student Earned Income Exclusion, IRWE, Subsidy, PASS, 1619(b) and more



Overcoming Transportation Barriers

Options:

- Bus
- Taxi
- Ride Share (WI DOT website)
- Rides from others
- Driver's License
- Specialized Transportation



How to pay:

Personal income, DVR, Long Term Care, Social Security
Work Incentives

Overcoming Support Barriers:

- Supervisor and co-workers (Natural Supports)
- Assistive Technology
- Job Coach Support
- Workplace Personal Assistance
- Using Self-Directed Support



Overcoming Education & Training Barriers

- Career Services Centers
 - Staff at Technical College or University offices
 - Online resources on Tech College or University Career Services website
- Disability Resource Services
 - Learning Accommodations
 - Counseling and Assistance



Interagency Collaboration

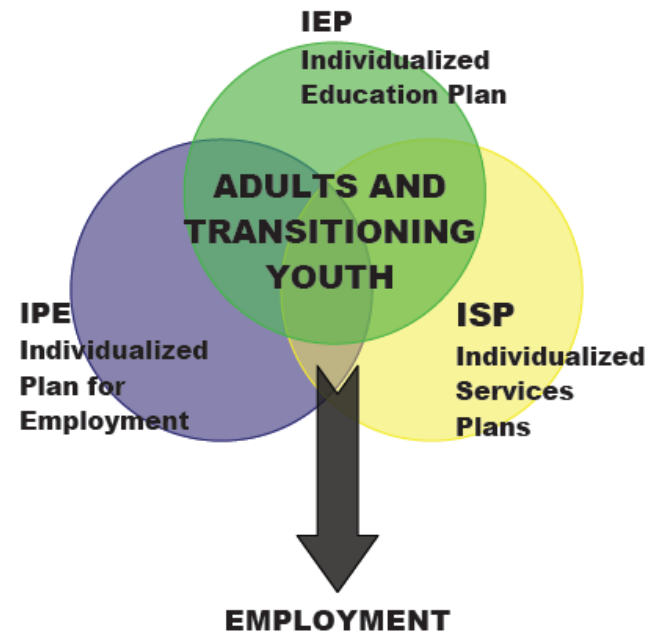
Working Together as a Team

Positive Focus on Shared Goals
Open Communication
Regular Meetings

Tools for Collaboration

DVR/DHS Statewide MOU
DPI/DVR/DHS Interagency Agreement
Transition Action Guide
Adult Technical Assistance Guide

Interagency Agreement





Wendi Dawson
Transition Consultant,
WI Department of Public
Instruction

Postsecondary Transition Plan (PTP)

- Assists school districts to document the post high school transition requirements while meeting individual student needs.
- Guides the IEP team through the transition process by asking a set of questions.
- The PTP will be done during the IEP team meeting with input from all team members.

PTP Demo Site

- To help you prepare for your child's IEP and consider transition services for your child
- <http://www2.dpi.state.wi.us/PTPDemo/Pages/DistrictMenu.aspx>
- Parents and youth can create a draft PTP to bring to the IEP meeting

Special Education IEP: Postsecondary Transition Plan

DEMO SITE

Current User: Ptp DemoUser
User Role: District User

Wisconsin Test District

[Main Menu](#)

[Create PTP](#)

[Exit](#)

Welcome to the electronic version of the statement of transition services, Form I-8. By accessing this interactive program, the Individualized Education Program (IEP) Team will be guided through the transition requirements by responding to a series of inquiries and questions. The use of this program is intended to assist IEP Teams develop a postsecondary transition plan (PTP) to meet the unique needs of the student and ensure documentation of compliance with the various transition services requirements contained in federal and state special education law.

Once completed, the IEP Team can print a PTP - Form I-8 for inclusion in a student's IEP. In addition, a separate summary error report, if any errors had occurred, can be printed. The error report will also include the corrective action(s) to be taken to correct the identified error(s).

Prior to conducting the IEP Team meeting and accessing the electronic postsecondary transition plan program, the following actions should have been completed.

1. The student was invited to the IEP Team meeting.
2. An age-appropriate transition assessment of the student was completed.
3. If an outside agency is likely to be responsible for providing or paying for a transition service(s), a representative of that agency, with the written consent of the parent or adult student, was invited to the IEP Team meeting.

[Learn More](#)

Career Pathways

- www.wicareerpathways.org
- Great resource on career clusters/ pathways for parents and students





Meredith Dressel, Assistant Director
Bureau of Consumer Services
WI Division of Vocational Rehabilitation

What is DVR?



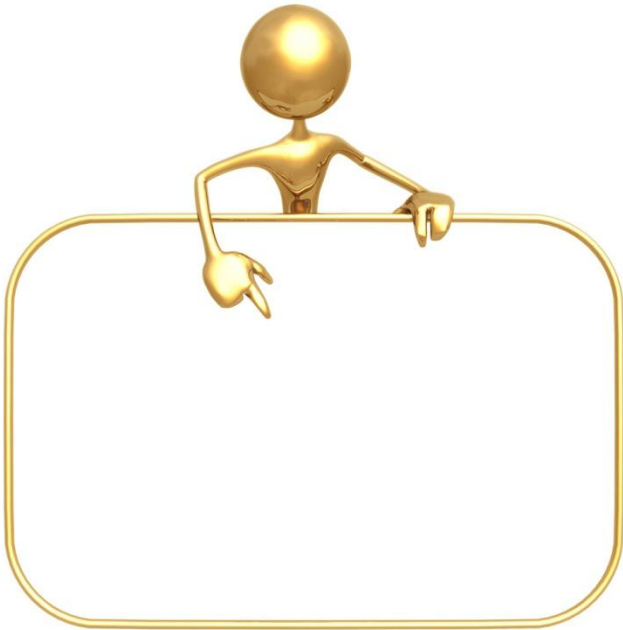
WORK



How do you apply for DVR?



First Appointment



Eligibility



Order of Selection (OOS) - Waitlist



OOS FUNCTIONAL AREAS

- MOBILITY
- COMMUNICATION
- SELF-CARE
- SELF-DIRECTION
- INTERPERSONAL SKILLS
- WORK SKILLS
- WORK TOLERANCE

Vocational Planning



Individualized Plan for Employment (IPE)



Services

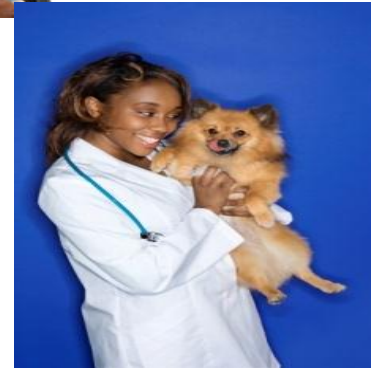
JOB DEVELOPMENT

TRAINING

SUPPORTED EMPLOYMENT

COUNSELING AND GUIDANCE

Successful Closure



Information and Resources

Visit the DVR website

<http://dwd.wisconsin.gov/dvr/tran.htm>

The screenshot shows the homepage of the Wisconsin Department of Workforce Development (DWD) Vocational Rehabilitation website. The header is blue with the DWD logo and navigation links: HOME, FOR BUSINESS, FOR INDIVIDUALS, DIVISIONS, and FACTS & DATA. A search bar is located in the top right. The main content area is white and features a section titled "Find Vocational Rehabilitation Services" with a subheading "What We Do". This section lists three bullet points: "Provide employment services and counseling to people with disabilities.", "Provide or arrange for services to enable an individual to go to work.", and "Provide training and technical assistance to employers regarding disability employment issues." Below this is a section titled "Who We Serve" with two bullet points: "Individuals with disabilities who face a substantial barrier to employment." and "Employers." Further down is a section titled "Where We Are" with a paragraph stating that staff members are located throughout the state. The final section is titled "The Role of VR Staff" and describes the division's work. On the right side of the page, there are four vertical boxes: "Contact Us" with links to "Offices / Personnel", "Contacts & Resources", and "Content Feedback"; "How to Apply" with links to "Apply Online" and "Request Application"; "Find us on Facebook" with a Facebook logo; and "Councils" with a link to "Wisconsin Rehab Council (WRC)". At the bottom right, there is a "Resources" section with links to "Site Map / Index", "Toolkits / Manuals", "Forms & Publications", "VR Resources", "DVR Newsletter", and "Training Grant".

STATE OF WISCONSIN
DWD: Vocational Rehabilitation
Department of Workforce Development

Search our Website Search DWD

HOME FOR BUSINESS FOR INDIVIDUALS DIVISIONS FACTS & DATA

VOCATIONAL REHABILITATION FIND VOCATIONAL REHABILITATION SERVICES

Find Vocational Rehabilitation Services

What We Do

- Provide employment services and counseling to people with disabilities.
- Provide or arrange for services to enable an individual to go to work.
- Provide training and technical assistance to employers regarding disability employment issues.
- [Top 10 Things You Should Know About DVR.](#)

Who We Serve

- Individuals with disabilities who face a substantial barrier to employment.
- Employers.

Where We Are

[Staff members](#) are located throughout [office/service locations](#) throughout the State (including [Job Centers](#)) in addition to our Central Administrative Office in Madison.

The Role of VR Staff

The Division Vocational Rehabilitation (DVR) work is done thru [teams located around the state](#). These team members are available to assist all customers with their questions and concerns about the services DVR can provide.

The team setup allows for a personal, integrated relationship with each customer resulting in timely response to our customers' needs.

DVR's Mission

To obtain, maintain and improve employment for people with disabilities by working with VR consumers, employers and other partners.

Contact Us

- [Offices / Personnel](#)
- [Contacts & Resources](#)
- [Content Feedback](#)

How to Apply

- [Apply Online](#)
- [Request Application](#)

Find us on Facebook

Councils

- [Wisconsin Rehab Council \(WRC\)](#)

Resources

- [Site Map / Index](#)
- [Toolkits / Manuals](#)
- [Forms & Publications](#)
- [VR Resources](#)
- [DVR Newsletter](#)
- [Training Grant](#)



WI Department of Health Services



Sarah Lincoln
DHS Transition Lead,
Office of Family Care
Expansion



Jessica Thompson
Youth in Transition Lead
Children's Long Term
Support

Why does DHS Care about Transition and Employment?

- Interagency Agreement
 - Dept. of Health Services
 - Dept. of Public Instruction
 - Division of Vocational Rehabilitation
- Transition Action Guide for Post-School Planning (TAG)
http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf
http://dwd.wisconsin.gov/dvr/pdf_files/tag_short_version.pdf

Youth in Transition Initiatives

- Long-term Care Sustainability
 - Facilitate transitions to adult long-term care
 - Increase integrated employment
- Build connections with transition partners
 - Including LGTW, ADRC's, MCO's, Counties
- Parent Education

DHS ADRC's

- Respond to request for information from schools, students, and parents/guardians about services available at the local ADRC.
- Determine eligibility for Long Term Support Services once the student turns **17 and 6 months**.
- Provide enrollment counseling for Family Care or IRIS, after functional /financial eligibility are determined and assist with the enrollment process.
- Provide options counseling and information about other services in the community.

DHS Managed Care/Mental Health

- Prepare and participate in IEP meetings when invited.
- Help the student achieve her/her goals by having general understanding of milestones and important life changes related to transition to adult life.
- Coordinate with other Transition Team members to provide services to support transition goals

Developing the Vision for Work

- Early Discussions - Dispel Myths
 - Working is possible
 - Earn money without losing benefits
- Community Experiences
- Develop Relationships

Transition Projects

- DRAFT Brochure – You Can Work!
- DRAFT Webpage – CLTS Youth in Transition webpage (DHS)
– WSTI.org
- Examples: **Mentoring** for “employability skill-building”

Questions/Contacts

Jessica Thompson

Children's Services Specialist/Youth in Transition Lead

JessicaL.Thompson@wisconsin.gov

608-267-3377

Sarah Lincoln

Office of Family Care Expansion/DHS Transition Lead

Sarah.Lincoln@wisconsin.gov

608-266-7974

5 C's of Transition Practices: What Happens in School Affects What Happens After School



Nancy Molfenter,
LGTW Project
Coach

What are these 5 C's?

- **Coordination** of Transition Services thru School
- **Classes and Extra-Curricular Activities** with peers who do not have disabilities in General Education and College
- **Career Goals** that are individualized
- **Community Work Experiences** prior to exit from High School
- **Collaboration** among educators, students, families, adult service providers, and employers

Why those 5 C's?

Practices that have been shown to increase employment and independent living outcomes for youth with disabilities after High School.

Coordination

- Somebody is responsible – can be TC, case manager, teacher, or someone else – starting at age 14
- Oversees plan
- Establishes regular objectives
- Monitors progress
- Connects with family, adult services, employers

Classes/Courses & Extra-Curriculars

- Students have opportunities to take classes and participate in extra-curricular activities with their peers who do not have disabilities
- College classes (dual enrollment) during transition program
- Opportunity Mapping

Career Goals

- From 14 on – individualized - based on strengths, interests, and preferences
- Might (and probably should) change between 14 & 21
- Based on experiences – at school, at home, and in the community

Community Work Experiences

- Variety of tours, job shadows, and direct experiences to make informed choices
- Volunteering often part of High School
- In school jobs fine – but not substitute for community jobs
- Paid work during high school is the best predictor of employment as adult

Collaboration

- Yes, it takes a village:
 - School (special ed/gen ed/guidance....)
 - Student – must be involved in all decisions about him/herself
 - Family – parents, guardians, siblings
 - Adult funding agencies and providers (DVR, MCO, IRIS, Vocational, Supported Living)
 - Employers and community members who provide opportunities, friendship, and support

Does this all make sense?

- Questions/Comments?

Thank **You** for taking the time to learn about
“What’s After High School” this month!

Nancy Molfenter, School to Work Consulting
nfmolfenter@earthlink.net

All Materials Posted On-line

www.letsgettoworkwi.org



.....

Browse: [Home](#) / [Resources](#) / [Trainings](#)

Trainings

What's After High School

A workshop series for families, young adults with long term support needs, and those who support them.

Participant should attend all 3 sessions.

Who Should Attend?

- Parents or family members of a young adult with long term care needs age 14-21,
- Young adults with disabilities, and
- Professionals supporting youth in Transition—including school transition coordinators and school staff, DVR counselors, children's and adult long term care program staff, or other service providers who provide supports.

To get the most out of this workshop series, parents are encouraged to invite people who support their son/daughter. Professionals and providers are encouraged to attend with families as a team.

[HOME](#)

[ABOUT US](#)

[THE CONSORTIUM](#)

[THE COACHING TEAM](#)

[THE POLICY TEAM](#)

[STORIES](#)

[THE PILOT SCHOOLS »](#)

[PRESS](#)

[RESOURCES »](#)

Search:

[DAWN NEWS SERVICE](#)

◦ Tell Your Story Through Better