

Yes! Your Child Can Work!

Adam Kubler, Director of The Arc of New Jersey's Project HIRE



Topics Discussed

Part One - Before Graduation

1. Why work competitively at all?
2. Entitlement Programs vs Eligibility
3. Where does it start/what can I do?
4. Transition Vocational Services
5. The Arc of New Jersey - Programs

Part Two - After Graduation

1. Who can help?
2. What services are available?
3. Project HIRE Adult Services
4. Resources
5. Questions

Part One

Before Graduation



Why work at all?

Friendships - Respect - Independence - Success - Pride - Ability - Team - Income



Achievement - Identity - Growth - Community - Worth - Self Determination

New Jersey is an “Employment First” State

This initiative:

- Presumes that people with disabilities can, and should work
- Creates the expectation the people with disabilities, like everyone else, will need to “opt out” of employment rather than “opt in”
- Guides policy and resources related to the employment of persons who live with disabilities
- Helps to define the primary service that individuals living with disabilities utilize when obtaining and maintaining competitive employment - **Supported Employment**

Why prepare at all?

Preparing students helps them better acclimate to adult vocational services after graduation. Adult services are much different than the services students receive in school. Graduates are moving from an “**entitlement**” to “**eligibility**” based system. This impacts the services models under each system.

“*Job Coaching*” in school may be different service than “*Job Coaching*” after graduation.

Entitlement vs. Eligibility Programs

Entitlement

- Legally, must be provided to all who are eligible.
- Required to be provided until designated date/age.
- Funding for alternates provided in case of staff unavailability.

Eligibility

- Participants may qualify, but services are not guaranteed
- Eligibility is re-evaluated regularly and must be maintained
- Service availability not guaranteed and is determined by agency availability

Service Differences - “Job Coach”

“Job Coach” (School Transition)

- 100% Staff Coverage
- Provided until graduation, regardless of need
- Students ultimately answer to school staff regarding issues at work
 - Underperformance
 - Attitude/behaviors
 - Scheduling

“Job Coach” (According to Adult Funders)

- 100% coverage from Job Coach not usually possible for long term
- Services designed to fade and strictly defined by funders (DDD or DVRS)
- Individuals must answer to his or her supervisor like any other employee and schedule is determined by employer need

Service Differences - Ancillary School Services

Ancillary School Services (School Transition)

- Behavioral, hygiene, task prompting needs are provided or able to be provided by school aids or other staff
- Behavior modifications, IEPs and other behavior adjustment plans can be implemented at worksites.
- Work environment allows many supports
- Transportation provided

Indirect Needed Services (Adult Services)

- Job Coaches are not funded to monitor behaviors, complete hygiene functions or prompt tasks for the long term.
- Employers consider accommodations and decide if they will accept them
- Competitive work environment does not usually allow for multiple, simultaneous supports
- Transportation individual responsibility

In Summary...

The previous facts are not meant to discourage, but to encourage you to seek out opportunities that expose your child to situations develop independence!

Employment supports in Adult Services are geared, defined and designed to fade back as much as possible as skills increase. For some, this can be a big change from the employment supports they have become used to in school.

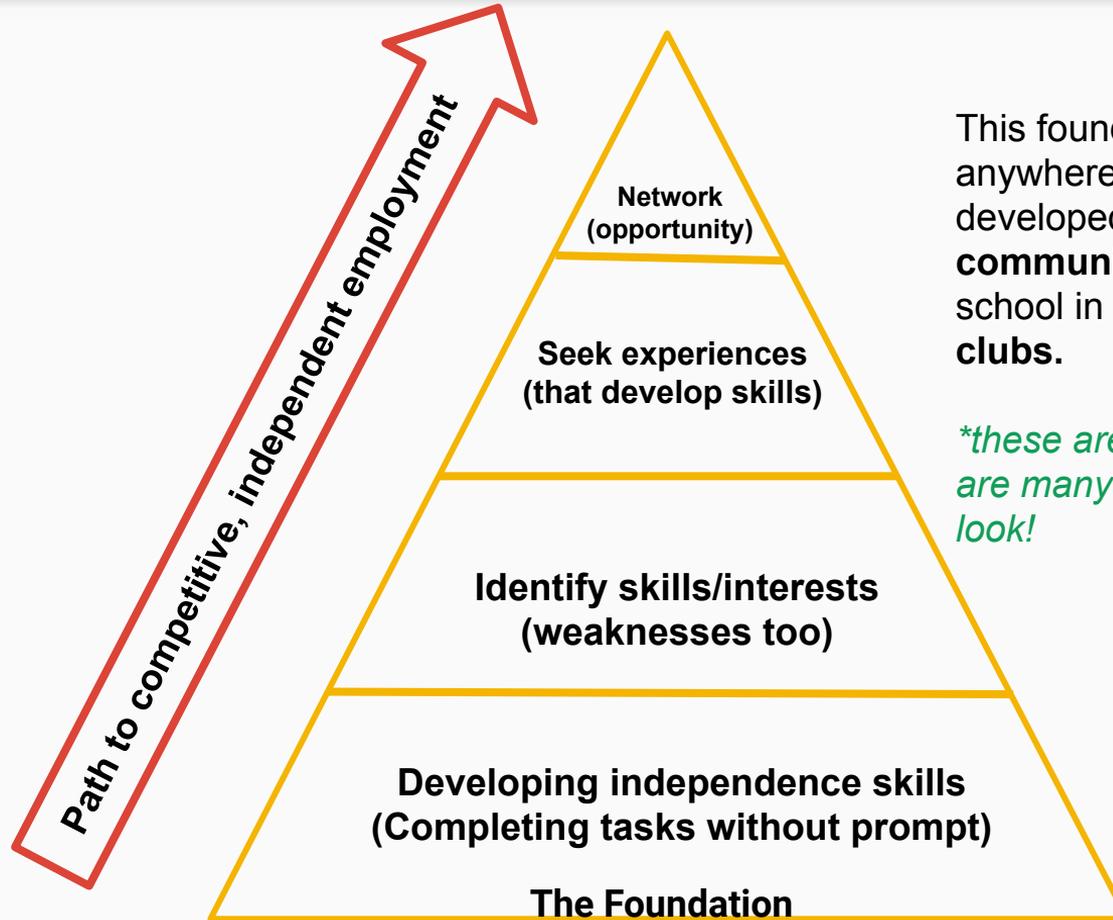
Lack of exposure to real work environments and/or realistic support arrangements can lead to a learned dependence on direct support staff that is not supported by the systems currently available. This is especially tragic because so many individuals, if given the chance, could achieve a higher quality of life when given the chance to develop his/her independence!

Where to start? - Determine the Goal!

Competitive Employment Definition:

This means placement of a person in an individual employment situation according to the person's interest, vocational skills, and ability. Working hours for those competitively employed are determined by the requirements of the employer. Individuals are paid directly by the employer at, or above minimum wage. Job duties provide real value and are defined by the employer's job description in an integrated work environment. ("integrated" is referring to those living with disabilities and those who do not)

Where to start? - The Foundation (set during high school)



This foundation can be worked on anywhere at any time. Skills can be developed at **home**, in the **community** or at **school** and after school in sports **teams and/or clubs**.

**these are just a place to start, there are many other opportunities, just look!*

Creating the Foundation

- Develop independence on completion of assigned tasks
 - Chores, task lists or charts, responsibilities
- Catch a vision of your child's future as early as possible
 - Identify interests and be honest regarding strengths, challenges and abilities
- Ask, "What do you want to be when you grow up?"
 - Consider, what kinds of experiences does one need to achieve that goal?
- Identify and build skills through community involvement, school activities, sports, peer relationships, employment awareness and activities at home
 - Local employers, organizations, community exposure, work opportunities

The Foundation - What to do at home...

Who? - You and your family encourage your child to participate in household activities independently - without prompt.

What? - Setting table, meal prep, trash, sweeping, laundry, dishes or mail

Where? - Anywhere, anytime! The key is developing independence

Why? - Independence skills, priority management, responsibility and following instructions

The Foundation - What to do in community...

Who? - Persons you (or your child) know (or are known by) in the community

What? - Attending community events and/or volunteering

Where? - Recreation department, animal shelter, food bank, fire house, police station, first aid squad, businesses, seasonal activities, and the library

Why? - Build network, have relationships, become aware of resources, interact with community and develop choice making skills

The Foundation - What to do **at school**...

Who? - Mentors, peers and advisors

What? - Join clubs, organizations, trips, special events, fundraisers, assemblies, theatre and music

Where? - Within the school district, community recreation, community theater and faith based entities

Why? - Responsibility, commitment, interests, involvement, confidence, pride, leadership and social skills

The Foundation - What to do **after school**...

Who? - Teammates, coaches, instructors

What? - Sports, lessons, classes, gyms, outdoors

Where? - School, recreation departments, fitness centers, neighborhood

Why? - Teamwork, listening skills, communication, problem solving, decision making, goal setting, time management

Remember...

What makes your child a good...

Friend

Athlete

**Community
Member**

Teammate

Student

Volunteer

Makes them a GREAT employee!

Transition Vocational Services or...

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What is my child entitled to?

New Jersey requires that students **aged 16 and older, or younger if appropriate**, have an Individualized Education Plan (IEP) that contains a transition plan that addresses the student's **interests, aptitudes, and their future plans** regarding post-secondary education, **CAREER**, housing, independent living, and community involvement. IEPs must also contain **transition services and courses of study** that are needed to help the student reach those goals.

Transition Services and the IEP

When discussing details of the IEP... Ask questions! Identify classroom options that are employment based.

Transition programs should **include development of skills in the community**. Skills built in the community are easily turned into sustainable job skills. Make sure activities in the “community” are realistic so the experience can be more useful.

If/how/when to connect with adult services early on (Division of Vocational Rehabilitation Services)

What Transition Services are available?

Every district is different and each will have their own programs available with their own service titles, get familiar with industry “buzzwords” it will help you talk with your school about what they have available.

The first community activity: Community Based Vocational Assessments

These assessments are designed to determine an individual's current level of vocational performance, interest, training needs, and appropriate support. These assessments utilize community based work sites where information is gathered from job work performed at an actual work site.

Assessments like this are a great way to **set a vocational baseline** that is used to develop more intensive and relevant experiences throughout your child's school years. It can identify needs and strengths that you or the school were not aware of in a supervised, community setting.

Community based activities, what else?

There are many buzzwords out there for Transition Services, make sure you ask for details. Here are some common activities that are provided to help students transition to adulthood...

School-to-work Programs - Job Touring - Observations - Job Shadowing - Job Sampling - Volunteer Opportunities - Internships - Summer Programs - Summer Work - Part-time Work - and many more!

Available Services - Outside the School District

Besides what your school district can offer, there are other options for your child to obtain valuable, employment related experiences.

These options require approval from your school district, may have eligibility requirements and may differ in service design and availability depending on the needs and resources available in your local community.

Pre-Employment Transition Services (PreETS) The Division of Vocational Rehab.

The Division of Vocational Rehabilitation Services (DVRS) is required to spend 15% of services dollars on students preparing to graduate. Services are approved on a case-by-case basis, interested individuals or their guardian can refer themselves using the DVRS website. Ultimately, services are authorized by the local DVRS Pre-ETS Supervisor and administered by DVRS approved provider agencies. These are one time only services, meaning once a service is utilized, the individual is not able to access again.

Services can be individual or group oriented and include the following 5 services:

- **Work-based Learning Experiences**
- **Job Exploration**
- **Workplace-readiness Training**
- **Self-Advocacy/Mentoring**
- **Counseling on Enrollment in Post-Secondary Education**

*Please note, Pre-ETS is specifically not available to be used to replace Transition Services already provided by the School District.

The Arc of New Jersey's Project HIRE

The Arc of New Jersey is a Medicaid certified and Pre-ETS approved provider of Supported Employment services that works with schools to provide:

- Community Based Vocational Assessments
- Community Based Instruction
- Job Sampling
- Pre-ETS approved services

Talk with your child study team at your school district about your interest in Project HIRE. They are welcome to contact - **Adam Kubler** - akubler@projecthire.biz - (732) 246-7605



The Arc of New Jersey's Planning For Adult Life Program (PFAL)

Planning for Adult Life is a statewide project funded by the NJ Division of Developmental Disabilities (DDD) to assist young adults (between the ages of 16-21) with developmental disabilities and their families in charting a life course for adulthood. We offer a variety of resources including Informational sessions, webinars, and resource guides/materials that address the following core areas:

- Postsecondary Education/Employment
- Housing
- Legal/Financial Planning
- Entitlement Programs and Eligibility
- Self-Direction
- Health/Behavioral Health
- Building/Maintaining Community Ties and Friendships
- Planning/Visioning a Life Course

<http://planningforadulthood.org>

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The Arc of New Jersey's Planning For Adult Life - Making Action Plans For Life (MAPs)

Partnering with High Schools, Transition Navigators meet with students twice a month to complete activities based on a transition curriculum.

Small group activities, peer to peer discussions, formal presentation, and individual activities allow students the opportunity to learn how to identify their strengths and challenges and set life goals for the future.

<http://planningforadulthood.org>

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Part Two

After Graduation



After Graduation - Who can help? - Individuals

Network! Even after graduation many of your resources are still able to assist:

- **School Child Study Team** - advice and experience
- **Other Parents** - story telling
- **Service Providers** - advocacy and employment services

After Graduation - Who can help? - State Agencies

There are agencies specifically geared to work with persons to obtain work and/or pursue careers others can support individuals outside of work.

- Division of Vocational Rehabilitation Services (DVRS)
- Division of Developmental Disabilities (DDD)
- Division of Disability Services (DDS)
- Commission for the Blind and Visually Impaired (CBVI)
- Department of Children and Families - PerformCare, respite camps and behavior services

The Division of Vocational Rehabilitation Services (DVRS)



A state run agency that provides vocational services for individuals who qualify and possess, "...any physical or mental impairment that is a substantial impediment to employment..." Services are arranged/approved by a Vocational Rehabilitation Counselor. Services can include:

Vocational Counseling - Placement Services - On-the-job Training - Supported Employment - Community Based Work Evaluation - Job Seeking Skills - Job Accommodations - Skills Training - College Training - Physical/Emotional Restoration - Mobility Equipment - Driver Training - Vehicle/Home Modification

The Commission for the Blind and Visually Impaired (CBVI)

Technically a “sister” agency of the Division of Vocational Rehabilitation Services. Services are similar, but geared to serve individuals who live with visual impairments. Besides the services offered in the last slide, the Commission can provide:

Assistive Technology Support for school or work - Computer Training - Business Enterprise Programs - Joseph Kohn Training Center

The Division of Developmental Disabilities (DDD)



The Division of Developmental Disabilities provides public funding for services and supports that assist New Jersey adults with intellectual and developmental disabilities age 21 and older to live as independently as possible. Services and supports are available in the community from independent providers, and in five state-run developmental centers. Participants must qualify for Medicaid and meet DDD's eligibility criteria.

*DQRS is the first place everyone must go before utilizing DDD for Supported Employment Services

SSI, Medicaid and other benefits...

If your child is working, they will be able to earn significantly more income than an SSI check can provide!

New Jersey also has one of the **BEST** Medicaid “buy-in” programs in the country, WorkAbility. Through WorkAbility, Individuals can earn up to **\$60,000 annually** and maintain less than **\$20,000 in assets** (not including a primary residence or vehicle)

Free SSI/SSDI and Medicaid Benefits Counselors

NJWINS.ORG

Supported Employment - What is it?

While it differs slightly between funding sources, Supported Employment assists individuals in obtaining competitive employment in an integrated setting, or employment in which individuals are working toward competitive employment, consistent with the skills, interests and preferences of the individuals with ongoing support services that include:

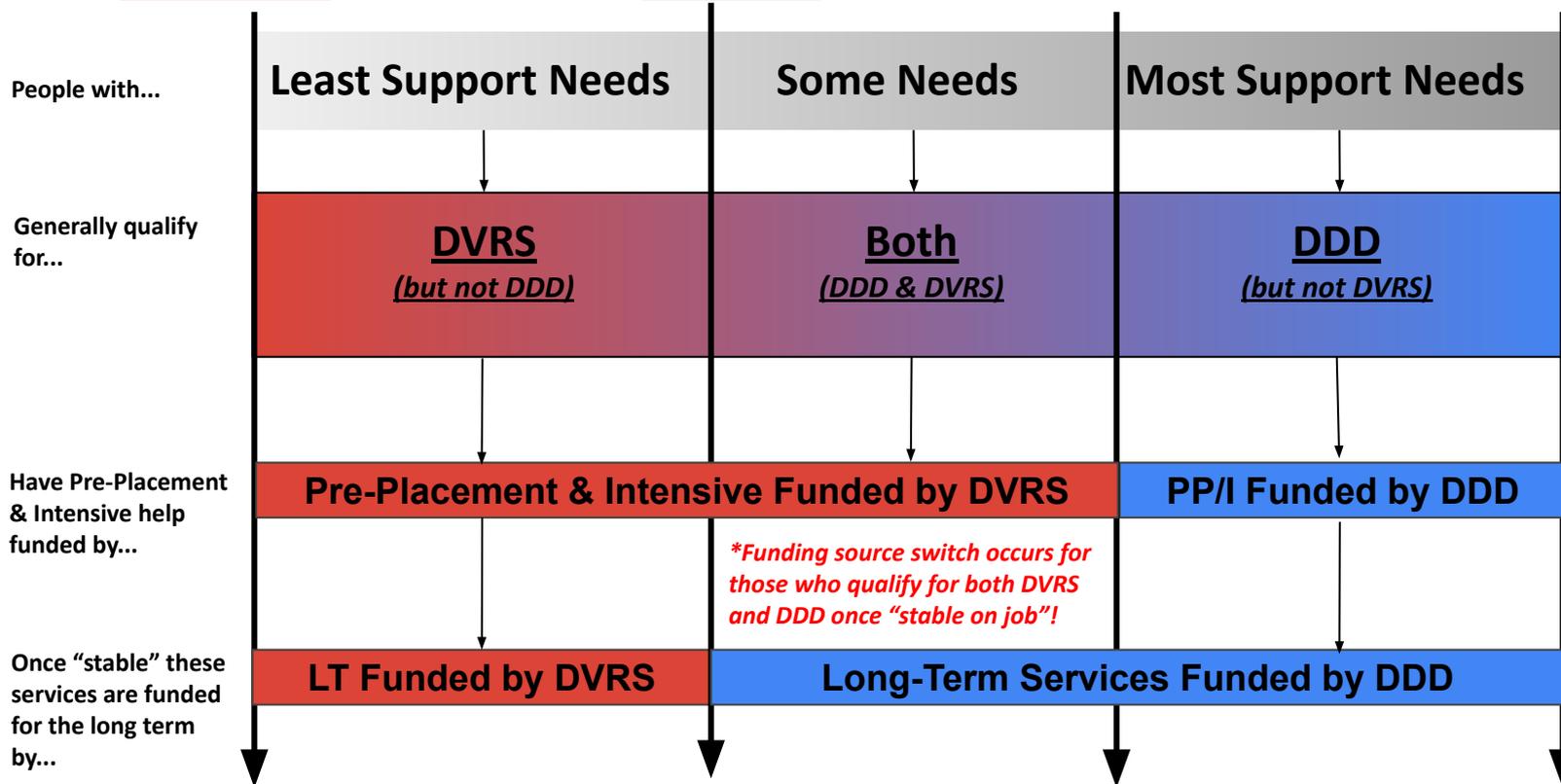
Assessments - Job Development - Job Sampling - Job Coaching - Customized Employment - Long-Term Support

Supported Employment - Primary and Secondary Funders

The “**primary**” provider of Supported Employment services is the **Division of Vocational Rehabilitation Services**. In most cases, this agency funds the initial Supported Employment services such as *looking for work and temporary increased support during the first days of hire at a new position*.

The “**secondary**” provider is the **Division of Developmental Disabilities** (when applicable) and traditionally covers *long term support*.

DVRS and/or DDD Who Funds Services?



**"Stability" is determined by DVRS Vocational Counselor, generally before 90 days of employment*

The Arc of New Jersey's Project HIRE

The Arc of New Jersey is a Medicaid certified and CARF accredited provider of Supported Employment services that works with DVRS, CBVI and DDD to provide:



- Job Development
 - Application Assistance
 - Employment Seeking Skills Development
 - Contacting Local Businesses
 - Resume and Cover Letter Development
- Job Coaching
 - On the job training assistance
 - Development of “natural support”
 - Career coaching
 - Reasonable accommodations

Talk with your DVRS/CBVI Counselor or DDD Support Coordinator regarding your interest in Project HIRE. Referrals can be sent to - **Adam Kubler** - akubler@projecthire.biz - (732) 246-7605

Resources

Organization	Website
The Arc of New Jersey	arcnj.org
The Arc Family Institute	thearcfamilyinstitute.org
Division of Developmental Disabilities	http://www.state.nj.us/humanservices/ddd/home/index.html
Division of Vocational Rehabilitation Services	https://www.nj.gov/labor/career-services/special-services/individuals-with-disabilities/
Commission for the Blind and Visually Impaired	https://www.state.nj.us/humanservices/cbvi/home/
NJ Work Incentives Network Support	njwins.org
Statewide Parent Advocacy Network, Inc.	spanadvocacy.org

