



LEAD CENTER

Discovering the Future: Transitioning to Careers with Customized Employment

March 1, 2018

Nancy Boutot, LEAD
Janet Steveley & Beth Keeton, GHA
Cindy Cameron, SOESD

TRANSITION TALK

- ▶ “...overall conclusion... is that youth should leave their secondary education with integrated work experiences and/or a competitive integrated job.”
- ▶ “... early exposure to CIE and/or integrated work experiences during high school is the number one predictor of post-school employment success for youth with I/DD and other significant disabilities.”

Final Report to Congress, WIOA Advisory Committee



WORKFORCE INNOVATION & OPPORTUNITIES ACT DEFINITION

- ▶ **Competitive, integrated employment** for an individual with a significant disability
- ▶ Based on an individualized determination of strengths, needs, and interests
- ▶ CE must:
 - ▶ Meet the specific abilities of individual and needs of business
 - ▶ Be carried out through flexible strategies



CE NON-NEGOTIABLES

- ▶ Individualized Jobs
 - ▶ Based on Discovery
 - ▶ No group placements, multiple-owner businesses, or agency “cooperatives”
- ▶ Competitive Wages in Integrated Settings
- ▶ If it's not negotiated... it's not customized

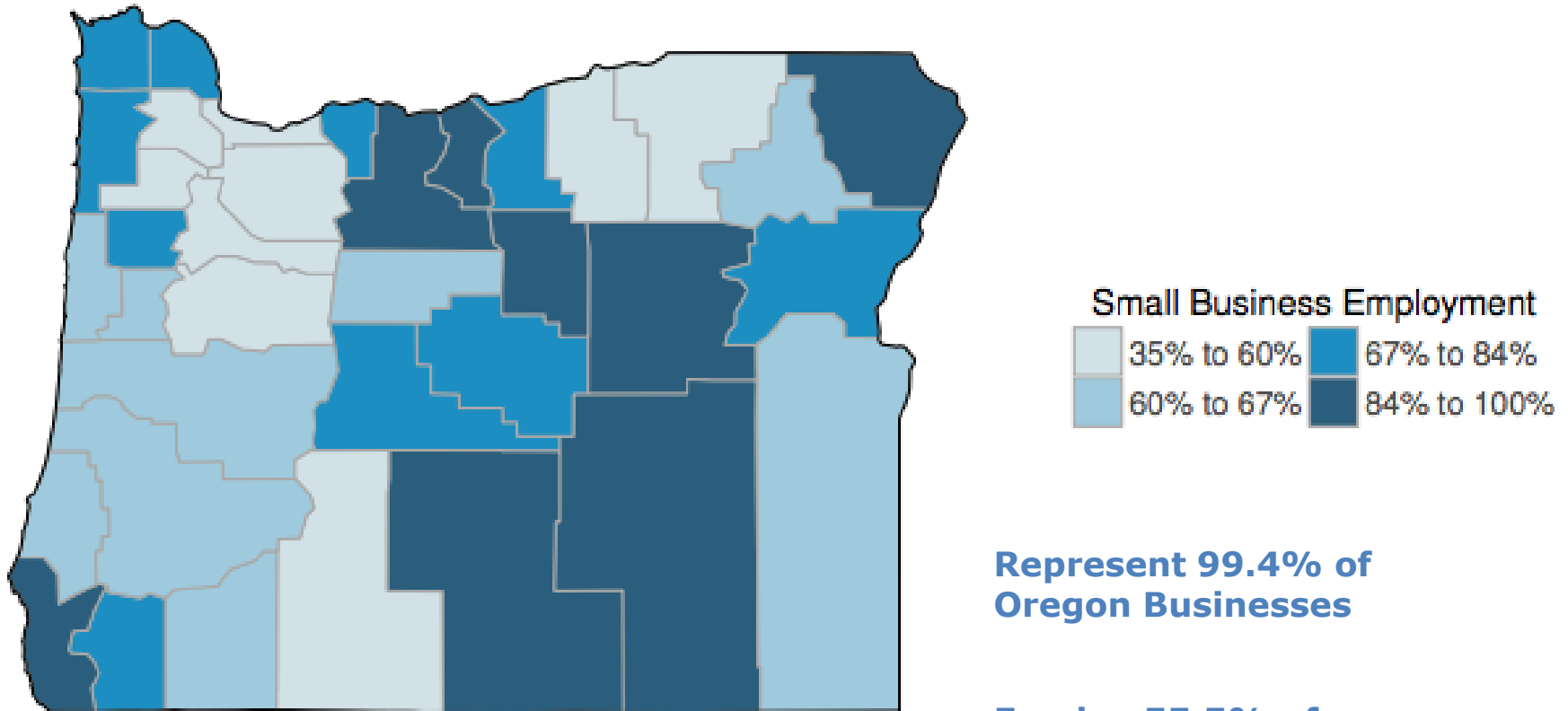


HALLMARKS OF CE

- ▶ Stands on shoulders of Supported Employment
- ▶ Not a service or program... it is an approach
- ▶ Especially effective for Individuals with High or Complex Support Needs
- ▶ Applicable to anyone, with any disability (*or without*)
- ▶ Circumvents competitive hiring
- ▶ Relies on natural relationships & supports



Figure 4: Oregon Small Business Percent of Employment by County



Represent 99.4% of Oregon Businesses

Employ 55.5% of private sector workforce

www.sba.gov/sites/default/files/advocacy/Oregon_1.pdf



CUSTOMIZED EMPLOYMENT OUTCOMES

▶ Wage-Employment

- ▶ Negotiated Jobs
- ▶ Resource Ownership

▶ Self-Employment

- ▶ Micro-Enterprise
- ▶ Business within a Business



“Give me six hours to chop down a tree and I will spend the first four sharpening the axe.”

-Abraham Lincoln



DISCOVERY

- ▶ Foundation for all customized outcomes
- ▶ Starts from premise that ALL can work
 - ▶ Answers what work will be best, not if work is possible
- ▶ Exploration to learn:
 1. More about the job-seeker, and
 2. More about his/her family, social capital, etc.
 3. More about community businesses



FORMATS FOR DISCOVERY

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



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

STEPS IN FACILITATED DISCOVERY

- ▶ Home and neighborhood observation
- ▶ Interviewing others
- ▶ Skills and ecological fit (Discovery activities)
- ▶ Vocational themes
- ▶ Informational interviews
- ▶ Review
- ▶ Summarize ideal conditions of employment



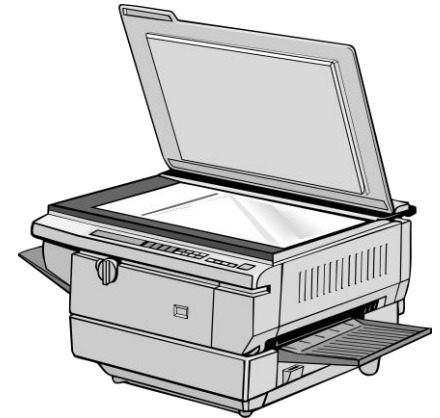
HOME VISIT

- ▶ Involves the person and others close to them
- ▶ Seeks to gather information on:
 - Interests
 - Skills and person best learns
 - Conditions of employment, things to avoid
 - Connections and social capital
- ▶ A conversation – uses smooth listening
- ▶ Emerging themes???



INTERVIEWING OTHERS

- ▶ People who were not at the Home Visit (relatives, friends, past teachers or employers, etc.)
- ▶ Seeks to get varied perspective on the individual's interests and contributions.



DISCOVERY ACTIVITIES

- ▶ Series of activities that highlight people's skills and verify themes
- ▶ Familiar and unfamiliar environments.
 - ▶ Organizing his kitchen – putting groceries away
 - ▶ Organizing materials at the public library
- ▶ Number of activities will vary.



DARYL

	Children/ Education	Organization	Music
Skills to Observe?	Teaching children Reading to children	Organizing papers Organizing music Organizing children's activities	Performances (tickets, etc.) Playing music on the radio (DJ)
Places where those skills might be observed (familiar and unfamiliar)?	Schools Recreations Centers After school programs	Offices (real estate, insurance) Music Coop (music store) YMCA	Performing Arts Center Radio Stations Nursing homes/Assisted Living



INFORMATIONAL INTERVIEWS

- ▶ Requesting time with an employer (owner or manager) to learn about their business.
- ▶ Primarily seeking advice, but also learning about needs
- ▶ Taking each lead to the next steps



WRAPPING UP DISCOVERY

- ▶ Review of information collected
- ▶ Review of files, other information
- ▶ Summarize themes and ideal conditions of employment



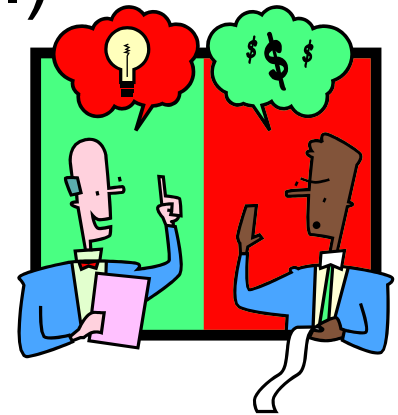
CAREER PLAN: LIST OF TWENTY

Children	Organization	Music
<p>Elementary Schools Millar Center Sunshine Day Care Center Boys & Girls Club Backside Bowling County Ice Skating Rink Peek-A-Boo (Children's clothing store) Ice Cream Parlor Pediatrician's office Pediatric ward at hospital Youth Program (Bully- free zone)</p>	<p>Gibson Energy (Oil Industry) Construction Companies Whitecourt Library Town of Whitecourt Woodlands County School District office Millar Center Auto parts stores (several) Canada Tire AA Title Insurance Co. Shriver's Real Estate</p>	<p>Radio Station – Boom 96.7 Horizon Music Store Elementary school music program Mid-Town Music Kerr's Music Studio Whitecourt Musical Instruments Innovations Music Private Music Teachers Drum Circle Church Choirs</p>



EMPLOYMENT PROPOSAL OUTLINE

- ▶ Position proposed
- ▶ How it benefits the employer
- ▶ Potential employee (themes, skills, contributions)
- ▶ Conditions (accommodations, etc.)
- ▶ Proposed financial arrangements
- ▶ Next Steps



EMPLOYMENT PROPOSAL



- ▶ Themes: Children
- ▶ Proposed Job: Recreation Assistant
- ▶ Benefits:
 - ▶ Assists recreation Coordinator at peak times (family swim)
 - ▶ Diversifies workforce

OVERVIEW OF GUIDED GROUP DISCOVERY PROCESS & MATERIALS



COMPONENTS OF A CUSTOMIZED APPROACH

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



GUIDED GROUP DISCOVERY

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



PARTICIPANT PROFILE FOR GUIDED GROUP DISCOVERY PARTICIPANTS

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



USE OF DISCOVERY IN ANY PROGRAM

- ▶ Useful for initial assessment of skills, contributions and conditions of employment
- ▶ Identifies supports needed and partners to bring in (e.g., AJC, VR, DD, CILs, BH, etc.)
- ▶ Creates a Blueprint for Employment that guides plan and job development
- ▶ Promotes braiding and leveraging of resources across systems
- ▶ Leads to successful outcomes for all!



ROLE OF FACILITATORS & DESCRIPTION OF PARTNERSHIPS



ROLE OF FACILITATORS

- ▶ Planning and set up
- ▶ Recruiting participants
- ▶ Presenting materials
- ▶ Helping participants translate information into employment possibilities
- ▶ Providing support and assistance with assignments.
- ▶ Insuring Blueprints are completed
- ▶ Support AFTER Guided Group Discovery



AFTER GUIDED GROUP DISCOVERY...

Need to think this through upfront!

- ▶ Who are possible partners?
- ▶ How will agencies partner?
- ▶ Who takes the lead?
- ▶ How are services coordinated?
- ▶ How might funding and resources be braided and leveraged?



POTENTIAL PARTICIPANTS

- ▶ For people who may have more self-knowledge; better understand their interests and conditions for success
 - ▶ People with more work history
 - ▶ People with less significant challenges to employment
 - ▶ People who may access traditional employment, but need to think through conditions for success.
 - ▶ Perhaps people who are changing career paths, due to disability (Veterans)



SELF-GUIDED DISCOVERY

Could be facilitated by

- ▶ A parent
- ▶ A workforce professional
- ▶ A teacher



SELF-GUIDED DISCOVERY MATERIALS

Coming Soon!

www.LEADCenter.org

March 28 Webinar



OREGON GUIDED GROUP DISCOVERY PROJECT



INITIAL PILOT (2016 – 2017)

▶ Adult Group

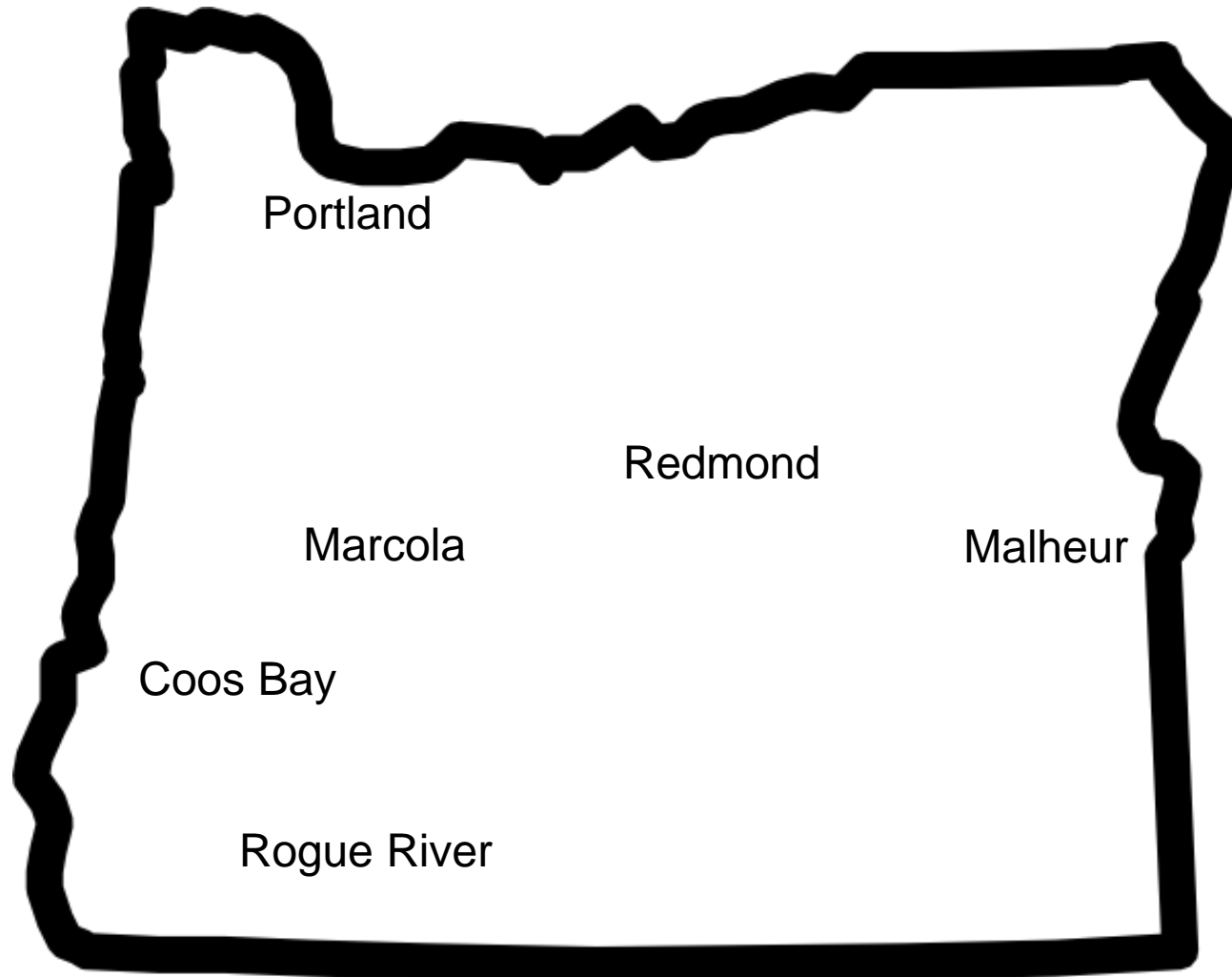
WorkSource
Over 18
5 sessions

▶ Youth Group

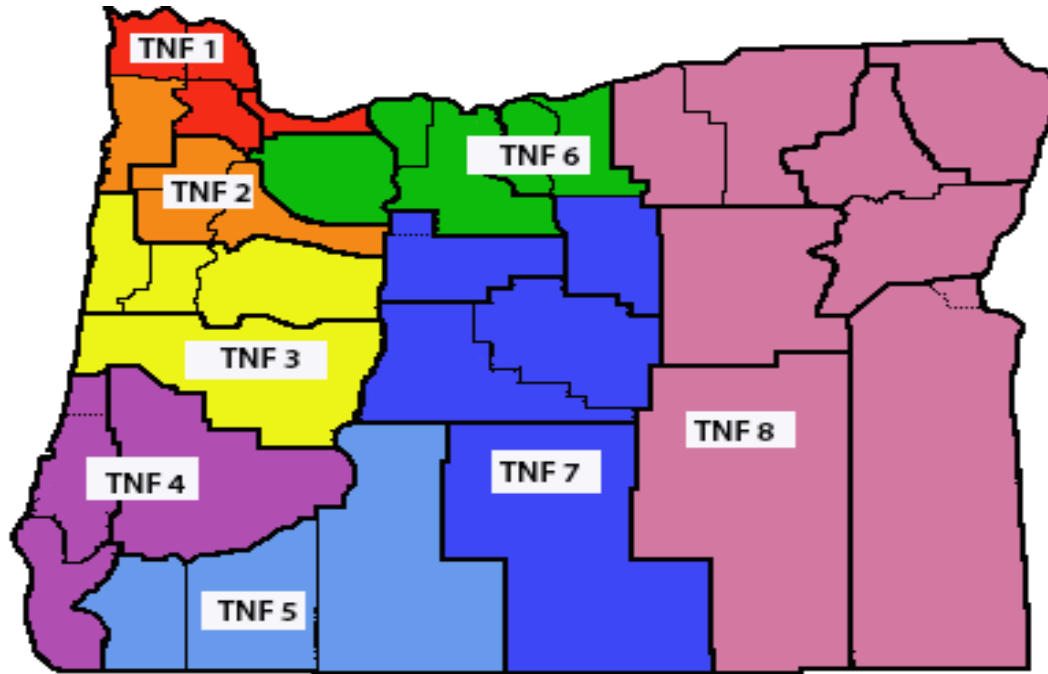
High School
Seniors
11 Sessions
Orientation at the WorkSource



PILOT SITE INFORMATION



TRANSITION NETWORK FACILITATORS



Region 1 Elizabeth Juaniza-Saso -Portland, Washington, Clatsop, Columbia

Region 2 Eivind Sorensen-Tillamook, Yamhill, Polk, Marion

Region 3 Josh Barber -Lane, Lincoln, Linn, Benton

Region 4 Darci Shivers -Douglas, Coos, Curry

Region 5 Cindy Cameron Josephine, Jackson, Klamath

Region 6 Kriss Rita -Clackamas, Wasco, Hood River, Sherman, Gilliam

Region 7 Margie Blackmoore -Jefferson, Deschutes, Crook, Wheeler, Lake

Region 8 Lon Thornburg- Morrow, Umatilla, Union, Wallowa, Baker, Grant, Harney, Malheur

HOW COULD DISCOVERY BE USED IN TRANSITION?

- ▶ Supports students in identifying their skills
- ▶ Empower students be active in their job search.
- ▶ Used in the Individual Education Plan
- ▶ Blueprint as tool for Vocational Rehabilitation and the WorkSource



SUMMARY

- ▶ CE involves negotiating jobs around people's ideal conditions of employment
- ▶ Win/Win!
- ▶ Various formats for Discovery exist (facilitated, group, self-guided discovery)
- ▶ Discovery provides tools for Pre-ETS, especially for job seekers who don't compete using more traditional approaches to job search.

