Welcome!

Part 1

Introduction to OPWDD
THE FOUNDATION

**Mission:** We help people with developmental disabilities live richer lives.

**Vision:** People with developmental disabilities enjoy meaningful relationships with friends, families and others in their lives, experience personal health and growth, and live in the home of their choice, and fully participate in their communities.

Examples of developmental disabilities:

- Autism Spectrum
- Cerebral Palsy
- Epilepsy/Seizure Disorder
- Intellectual Disability
Part 2

Supported Employment Language

Supported Employment

GLOSSARY

ACRONYMS
WHAT
HOW
WHY

BELIEF MATTERS

Beliefs  Attitudes  Actions  Results

Models of Disability

This impairment is the problem. They should care for or give their productivity.
The system is the problem. They should build a ramp.
The medical model of disability

The social model of disability
How do these models impact the community at large?

**Social Model vs Medical Model**

What can we do to support people?

**Medical Model of Disability**

The Individual

Impairment and chronic illness often pose real difficulties but – they are not the main problems.

Disability is caused by: physical, mental, sensory impairment.

Focus of medical professional: cure & alleviate the effect of the impairment.

The individual is impaired & is the problem.

**Social Model of Disability**

Society

Barriers

Social barriers:

- Environment is inaccessible: communication, services, language, buildings.
- Organizations: inflexible procedures & practices.
- Attitudes: prejudice, stereotyping, discrimination.
Events that Impacted Vocational Services

- Willowbrook 1972
- Development Disability Act 1984
- ADA 1990
- IDEA Decision 1999
- Olmstead Decision 2014
- WIOA 2014
- Rehabilitation Act 1973
- Federal SE Funding 1986
- Rehab Act Amendment 1992
- NYS Transformation Initiative 2013
- Employment First (NYS) 2014

Willowbrook State School
The Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity operated by recipients of federal funds.

Developmental Disabilities Act 1984

The 1984 amendments articulated the goals for services for people with developmental disabilities “to achieve their maximum potential through increased independence, productivity, and integration into the community ...”

The Rehabilitation Act Amendments 1986

Supported employment was initiated through the Rehabilitation Act Amendments of 1986 specifically to assist persons with the most significant disabilities to successfully achieve and retain competitive employment.
Americans with Disabilities Act 1990

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in several areas, including employment, transportation, public accommodations, communications and access to state and local government programs and services.

https://www.ada.gov/

The Olmstead Decision

Supports the actual service systems through which employers can find assistance and expertise in identifying and completing the reasonable and appropriate job accommodations called for in the ADA.

Rehabilitation Act Amendments of 1992

Supports the actual service systems through which employers can find assistance and expertise in identifying and completing the reasonable and appropriate job accommodations called for in the ADA.
Workforce Innovation & Opportunity Act
2014

Establishes a coordinated system of Federal aid programs for vocational education, adult education, and job training at State and local levels.

OPWDD Transformation
2013

OPWDD’s initial goals outlined five specific areas of system reform:
1. Making the system more person-centered
2. Restructuring to provide better integrated, holistic support
3. Establishing transparent and sustainable funding
4. Measuring the quality of the system based on the outcomes
5. Serving people in the most integrated settings possible

Employment First:
NYS Executive Order
2014

Employment First is a movement to deliver meaningful employment, fair wages, and career advancement for people with disabilities.
Part 5

Vocational Options

PREVOCATIONAL

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Employment Training Program (ETP)

Supported Employment (SEMP)

Community-Based Prevoc (Waiver Service)

Assesses for and develop foundational skills for employment / Non-job task specific
Participation in employment activities in a variety of settings
Individualized activities to support career exploration via community-based activities of discovery, work-based experiences, volunteer opportunities and career planning
Activities are either unpaid, volunteer or may be paid at subminimum wage rate under a 14(c) certificate issued under the Fair Labor Standards Act.
Pathway to Employment
(Waiver Service)

- Allows an individual to explore the idea of employment
- If the individual wants to work, it supports the development of a vocational goal
- Structured activities with a time frame of 278 hours or 365 days, whichever some first
- Activities are unpaid or volunteer to support the completion of a Discovery Report that includes:
  - File Review
  - Interviews
  - Observations
  - Community based, worksite assessments

Employment Training Program
(PROGRAM)

- Interns complete an application to participate in ETP
- Discovery Report that includes:
  - File Review
  - Interviews
  - Observations
  - Community based, worksite assessments
- Internship at targeted site based on Discovery Report with wages paid by OPWDD
- Once intern reaches the standard of the business, they transition to being a paid employee.

Supported Employment
(Waiver Service)

Supported employment is the provision of ongoing supports to individuals to:
- Gain and maintain integrated, community-based employment
- The individual is compensated at or above minimum wage
- Working along side of workers without disabilities
How Do OPWDD Employment Services Flow?

- Community Based Prevoc
- Employment Training Program
- ACCES-VR
- OPWDD Extended Supported Employment
- Intensive Supported Employment
- Day Habilitation, Work Centers, Other
- Pathway To Employment

Part 6

Competitive Integrated Employment

KEY ELEMENTS OF THE HCBS SETTINGS RULE

- Integrated in, and supports full access to, the greater community;
- Selected by the individual from among setting options;
- Ensures individual rights of privacy, dignity and respect and freedom from coercion and restraint;
- Optimizes autonomy and independence in making life choices; and
- Facilitates choice regarding services and who provides them.

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Establishing connections key to inclusion for people with disabilities

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Inclusion, Equity, Equality

Equality vs. Equity
Treating everyone the same versus responding to specific barriers.
Diversity is a fact. Equity is a choice. Inclusion is an action. Belonging is an outcome.
Vocational Development

What does it look like for a child that does not have a disability?

What does it look like for a child that does have a disability?

Applying Super’s theory to all stages of career development

- Someone that is starting a career
- People who need a new challenge
- A person in Extended Supports who wants to change careers
IS THE PERSON READY FOR EMPLOYMENT?

- Can the person make an informed choice about employment?
- Does the person have a clear, vocational goal?
- Does the person have consistent, reliable transportation?
- Does the person have time alone in the community for 1 hour or more?