

Onondaga Pathways to Careers Community of Practice



Roll Call

- Erie Community College
- Gateway Technical College
- **Jefferson Community and Technical College**
- LaGuardia Community College-CUNY
- **Long Beach City College**
- Minneapolis Community and Technical College
- **Onondaga Community College**
- **Pellissippi State Community College**
- Richland Community College
- Rockland Community College
- Sacramento City College
- San Diego Community College District
- Schenectady County Community College
- **University of South Florida St. Petersburg**
- **Burton Blatt Institute**
- Georgia Vocational Rehabilitation Agency - able
- Idaho Department of Labor
- Kentucky VR
- MN Career & College Readiness Collaborative
- **National Disability Institute's (NDI)**
- **Nebraska VR**
- New York State Dept. of Labor
- **Southeast ADA Center**
- The Institute for Educational Leadership
- **U.S. Department of Labor - ODEP**
- Virginia Department for the Blind and Vision Impaired
- Virginia Department for Aging and Rehabilitative Services

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Award No. OD-26453-14-75-4-36.



Agenda

- Welcome!
- Presentations from Jordan Knab, Barry Whaley, Rebecca Salon: Blending and Braiding Funding
- Possible funder & partner: American Job Centers
- Introduction: Maria Ek Ewell, Long Beach City College
- Next Meeting: Universal Design in Learning; Richland Community College

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Jordan T Knab, Ed.S.

Principal Investigator, K-16 Education Initiatives
Florida Consortium on Inclusive Higher Education
Project 10: Transition Education Network
SEDNET Statewide Administration Project
Florida Check and Connect
President, FL APSE
University of South Florida St. Petersburg
College of Education

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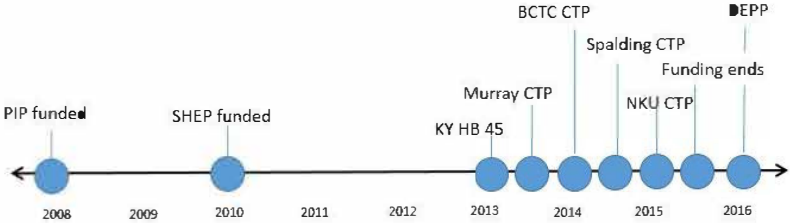


Post-Secondary Inclusion in Kentucky

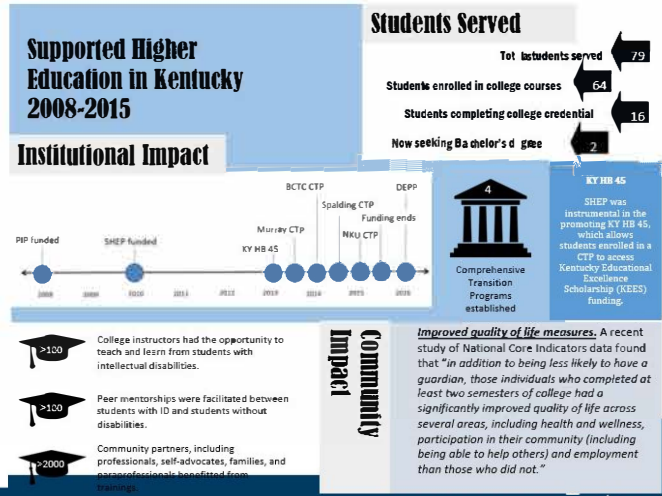
Barry Whaley, M.S.



Postsecondary Inclusion in Kentucky Timeline



Supported Higher Education in Kentucky 2008-2015



Higher Education Opportunity Act (PL 110-315)

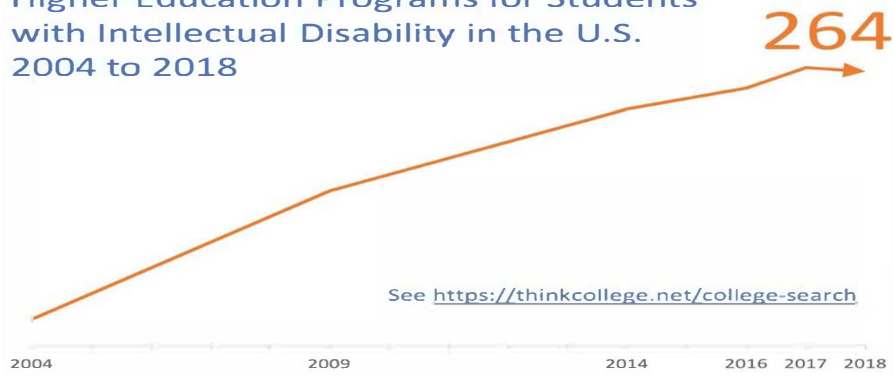


Higher Education Act of 1965 (HEA) provided financial aid for low income students.

Amendments to the HEA in 2008 improved access for students with intellectual disabilities to postsecondary education.



Higher Education Programs for Students with Intellectual Disability in the U.S. 2004 to 2018



Higher Education Opportunity Act

(slide 1 of 2)

- Student must **meet the definition of intellectual disability.**
- Student must be attending an approved **Comprehensive Transition Program.**
- Student who meets the financial need criteria are **eligible for Federal Financial Aid.**



Higher Education Opportunity Act

(slide 2 of 2)

- Students **may have, but do not need to have, a standard high school diploma.**
- Student is **not eligible for student loans.**
- Student is **eligible for work study.**

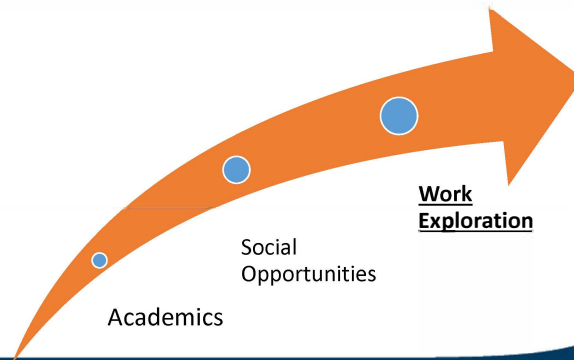


Kentucky Higher Education Excellence Funds

- Originally HB 45 allowed for \$250 per semester for students taking 6 or more credit hours and \$125 per semester for students taking 6 or fewer hours
- In 2016 HB 158 amended HB 45 and students now receive \$500 per semester for 6+ and \$250 per semester for <6 hours
- Students are not required to have a standard diploma
- Students must be enrolled in a Comprehensive Transition Program



Three Principals of Inclusive Higher Education



Employment for people age 18-26 with ID lag behind youth without disabilities and youth with other disabilities

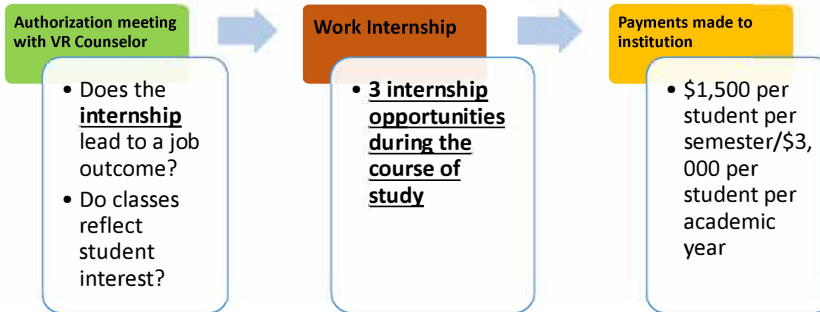
Youth with ID who attend higher education are 25% more likely to exit with a paid job than if they only used VR as their post-secondary experience

Youth with ID who participate in both higher education and VR have 75% higher income

Sources: Butterworth, et.al., American Community Survey (2010)



Vocational Rehabilitation Service Fee Memorandum



Kentucky Works

- A sub-committee of Kentucky Works
- Funded by US Administration on Intellectual and Developmental Disabilities, Administration for Community Living.
- Partners include
 - University of Kentucky Human Development Institute
 - Kentucky Division of Intellectual and Developmental Disabilities
 - Kentucky Protection & Advocacy
 - Office for the Blind
 - Commonwealth Council on Developmental Disabilities
 - Office on Autism
 - Kentucky Autism Training Center at University of Louisville



Kentucky Post-Secondary Inclusion Workgroup

The workgroup is funded by Think College! At University of Massachusetts Boston

- Promoting greater knowledge of students, families, K-12 education systems, and institutions of higher education about quality higher education programs as a tool to improve outcomes for students with ID.
- Increasing participation of students with ID in competitive integrated employment, valued community membership and independent living, and
- Aligning policy and guidance across entities involved in high school transition.



Workgroup objectives

- **Objective 1** – *Establish a state-level postsecondary work team* – Currently, KentuckyWorks convenes three work teams around 1) policy, 2) family/advocacy, and 3) marketing. The postsecondary work team will become the fourth active work team.
- **Objective 2** – *Conduct Postsecondary Community Conversation* – Community Conversations have shown to be a powerful mechanism in Kentucky planning around employment. Community Conversations promote broad representation of voices with a shared interest.
- **Objective 3** – *Develop and maintain online resources around postsecondary options for students with ID* – the existing KentuckyWorks website targets audiences that include youth with disabilities, families, educators, rehabilitation professionals, and **employers**.



Workgroup Members

- Commonwealth Council on Developmental Disabilities
- Jefferson County Public Schools
- University of Kentucky Human Development Institute
- Department of Aging and Independent Living
- **Kentucky Community Technical College System**
- Educational Cooperative
- University of Kentucky DSO
- Western Kentucky University Student
- Department of Vocational Rehabilitation
- Office for the Blind
- **Jefferson County Community Technical College**
- Council on Post-Secondary Education
- Kentucky Department of Education



Still Have Questions?

Contact the Southeast ADA Center



Telephone

800-949-4232 (toll free)

404-541-9001

711 (relay)

E-mail

bawhaley@law.syr.edu

Website

www.adasoutheast.org



TPSID and Think College in NY

- <http://www2.cuny.edu/current-students/student-affairs/student-services/disability/tpsid-initiative/>
- <http://www.nytransition.org/what-we-do/tcny/>
- <http://invalis.com/iit/build/what-we-do/tcny/mcc/>

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Rebecca Salon

- Rebecca Salon is Project Director for the LEAD Center. Dr. Salon is a recognized national leader in policy and program development with an emphasis on cutting edge demonstrations that promote employment and economic self-sufficiency for individuals with significant disabilities. She has more than twenty years of experience with management of federally funded projects and has over thirty-five years of experience working with people across the spectrum of disabilities. Her doctorate degree is in special education with studies and research geared toward disability policy studies. Salon also is working at the District of Columbia Department on Disability Services (DDS), where she is the lead for DC's Employment First program initiatives.
- Over the past 6 years, Salon has worked in DC government focusing on program, policy and partnership development to promote Employment First systems change, in addition to other initiatives through DDS's developmental disabilities and vocational rehabilitation administrations. This work has included creating and supporting Communities of Practice to promote and implement Customized Employment; coordinating Project SEARCH partnerships and programs within the Federal government; overseeing and coordinating the activities of DDS's Medicaid Infrastructure Grant (MIG); fostering a collaboration between the workforce and vocational rehabilitation system on universal design practices in their respective roles; and working on multiple partnerships designed to promote employment for youth and young adults with disabilities. Almost all of her energies have been focused on creating opportunities for employment, community inclusion, and economic self-sufficiency for youth and adults in the District of Columbia. She is actively engaged with the State Employment Leadership Network's work in DC and was instrumental in creating an Administrative Employment Network (EN) at DDS to expand the job retention support that can be available to people with disabilities through the Ticket to Work program.
- Salon previously was Executive Director of the Lt. Joseph P. Kennedy Institute, where she worked for 20 years in positions that spanned all of its programs and projects. Since 1988, Salon has been an advisor to Project ACTION!, a DC-based state-wide self-advocacy coalition run by adults with developmental disabilities, and has worked with a number of family advocacy coalitions in DC and Maryland. Her Master's and Doctorate are from Syracuse University. She also previously worked at their Center on Human Policy and in a number of other non-profit management positions.

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Braiding and Leveraging Resources

February 22, 2018
 Onondaga Pathways to Careers
 Community of Practice



LEAD CENTER

The LEAD Center is led by National Disability Institute and is funded by the Office of Disability Employment Policy, U.S. Department of Labor, Grant No. #OD-23863-12-75-4-11

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Current Federal Approach

- Multiple agencies administering multiple funding streams at the Federal, state and local levels
- Each system created in response to varying public policy priorities, governed by separate Federal statutes and regulations
- No single source of funds or resources is able to respond effectively to individuals with disabilities who often face multiple barriers to employment

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LEAD Center 2013 Public Policy Roundtable

MAKING COLLABORATION REAL: Building a Progressive Vision for a Policy and Service Delivery Framework that Promotes the Effective Leveraging of Resources to Improve Employment & Socioeconomic Advancement of Youth and Adults with Disabilities

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LEAD Center 2013 Public Policy Roundtable Materials

<http://www.leadcenter.org/resources/report-brief/2013-lead-center-policy-roundtable-report-making-collaboration-real>

- Definition of Terms
- Resources for Blending and/or Braiding
- Representative Examples of Strategies for Leveraging Resources across Service Delivery Systems to Promote Effective Practices that Lead to Integrated Employment & Socioeconomic Advancement of Individuals with Disabilities
- Decision Point Options for Blending and/or Braiding Resources and Cross System Collaboration
- Common Elements in Successful Case Examples
- Building a Roadmap at an Individual and Systems Level
- Background Paper (Making Collaboration Real)
- LEAD Center 2013 Public Policy Roundtable report

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Related definitions

- **Blended funding** occurs when dollars from multiple funding streams are combined to create a single “pot” of dollars that is then used to purchase one or more specific services that support an individual with a disability in pursuing, obtaining or maintaining integrated employment.
- **Braided funding** occurs when multiple funding streams separately and simultaneously, purchase and provide specific services that support an individual with a disability in pursuing, obtaining or maintaining integrated employment.

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Other relevant definition

- **Sequenced funding** occurs when multiple funding streams separately and *sequentially* purchase and provide specific services that support an individual with a disability in pursuing, obtaining or maintaining integrated employment.
 - Very little blending going on in practice
 - Most braiding is really sequencing

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Current experience

- Most of what is contained in Federal statutes, regulations and guidance is still often interpreted as prohibiting (or sharply restricting) blending and braiding
- Identifying individual programs as “payer of last resort” is inconsistent with cost sharing approach that is needed

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Resource Mapping

- Resource mapping offers a strategy that can help leverage a community and organization's capacity to serve individuals.
- Helps agencies identify areas of strength, as well as where they need additional support.

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Resource Mapping

Importance of Resource Mapping

- Enhances cross collaboration between agencies working towards the same goal of economic self-sufficiency.
- Enhances referrals to other organizations that can assist an individual in achieving their goals.
- Creates an opportunity for soft referrals vs. hard referrals

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Resource Mapping

Importance of Resource Mapping:

- Important strategy in integrated services.
- Provides an opportunity for the blending and braiding of resources amongst a variety of organizations.
- Assists in identifying the gaps within the community to assist individuals build their financial well-being.

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Integrated resource teams

- **IRTs are for job seekers with:**
 - Identified multiple barriers to employment
 - An increased need for services, supports and/or resources
- **IRTs increase braiding & leveraging resources by:**
 - Enhancing cross program collaboration and service alignment
 - Developing an integrated career plan
- **The outcome:**
 - This service delivery strategy aligns workforce partners around an employment goal for an individual job seeker, which allows each provider to maintain their service plans while braiding and leveraging resources, funding and services.
 - The IRT approach can be implemented immediately, with no modification to provider service models.

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The ABLE ACT & EMPLOYMENT

- Resource on [The ABLE Act and Employment: Strategies for Maximizing the Effectiveness of the Achieving a Better Life Experience \(ABLE\) Act as a Tool for Financial Stability and Employment Outcomes of People with Disabilities](#)

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ABLE ACT creates New opportunities for collaboration

- American Job Centers Workforce Development Professional
- VR agency Counselors
- Community Work Incentive Coordinators
- Medicaid Support Coordinators
- State ABLE Program Managers
- Financial Institution Customer Representatives
- Disability Employment Service Providers
- Alternative Financing Programs

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Teachable moments related to ABLE accounts

- Individual Education Plans
- Individual Transition Plans
- Individual Plans for Employment
- Individual Service/Support Plans
- Individual Benefits Plans
- Individual Financial Plans
- Individual Tax Returns and Refunds

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Connect with the LEAD Center

- Website: www.leadcenter.org
 - DRIVE: Data & Resources to Inspire a Vision for Employment
<http://drivedisabilityemployment.org/>
- Sign up for LEAD Center News: <http://eepurl.com/sQiHr>
- Follow the LEAD Center on...
 - Facebook: www.facebook.com/LEADCtr
 - Twitter: [@LEADCtr](https://twitter.com/LEADCtr)
 - LinkedIn: [linkedin.com/groups/LEAD-Center-4828089](https://www.linkedin.com/groups/LEAD-Center-4828089)
 - YouTube: <https://www.youtube.com/user/LEADCtr>
- Contact us:
 - Rebecca Salon, Project Director, rsalon@ndi-inc.org
 - Elizabeth Jennings, Asst. Project Director, ejennings@ndi-inc.org
 - Aramide Awosika, Project Coordinator, aawosika@ndi-inc.org

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Possible Funder & Partner: American Job Centers

- CNY Works Youth Services is committed to preparing our 16-24 year old participants for careers, not just entry-level jobs.
- Through a variety of enrichment activities, our educational and vocational opportunities enable youth and young adults to make better educational and occupational decisions.
- We seek to place as many youth as possible in appropriate, meaningful jobs in safe settings, while providing exceptional supports, academic enrichment and opportunities to gain marketable skills; and to provide the community and businesses a view of our local emerging workforce at its best.

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Apprenticeship Accelerator Career Training

- A unique opportunity to get paid while you're trained for an Apprenticeship in Advanced Manufacturing jobs. Qualified applicants will be selected for a ten-week intensive training program delivered at OCC.
- **No Experience Needed** - AACT will pay you while you get trained, on your way to a guaranteed 4-year apprenticeship in advanced manufacturing with benefits and built-in pay increases. Sign up today to be on your way to a 10-week paid training program.
- **A Career Path** - Employers need you for career-path jobs in advanced manufacturing. Train for positions including CNC Machinist, Machinist, Tool Maker, and Maintenance Mechanic and continue your training and education through your employment to achieve journey worker status through a New York State registered apprenticeship.
- **Learn, Grow, Thrive** - Orientation begins with a required information session on February 20 and you must be present to be considered for the program. Training begins in March and runs through May. Starting pay post-training is \$13/hr and includes built-in, merit-based pay increases over the 4-year apprenticeship period.
- Apprenticeship Accelerator Career Training (AACT) is a program of Onondaga Community College and a unique collaboration coordinated by OCC's Office of Economic & Workforce Development. Training is provided by OCC with additional apprenticeship, project and employer support provided by American Apprenticeship Initiative, Manufacturers Association of Central New York, and Jobs for the Future.

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Member Introduction!

• Maria Ek Ewell, Long Beach City College

- Specialized counseling services -
 - Academic, **career** and disability management counseling services with staff who understand the educational limitations presented by a disability.
- Learning disabilities assessment
- Registration assistance
- Financial Aid liaison
- Referrals to resources on and off campus –
 - A wealth of campus and community resources are available to support students in their pursuit of their educational, **vocational** and personal goals.
- Assistive computer technology
- Services for deaf and hard of hearing students
- Test-taking assistance

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Resources

- NTACT: A Guide to Developing Collaborative School-Community-Business Partnerships:
<https://transitionta.org/sites/default/files/postsecondary/SCB%20Partnerships%20Guide.FINAL%201.pdf>
- NCWD: Blending And Braiding Funds And Resources: The Intermediary As Facilitator : http://www.ncwd-youth.info/sites/default/files/infobrief_issue18.pdf
- LEAD: Leveraging and Braiding Resources:
<http://www.leadcenter.org/cross-system-collaboration/leveraging-and-braiding-resources>
- CLASP: Funding Career Pathways - WIOA Game Plan - A Federal Funding Toolkit For State And Local/Regional Career Pathway Partnerships:
<https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Career-Pathways-Funding-Toolkit-2015-8.pdf>

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New Members & Resources Are Welcome!

- Please send Meera (madya@syr.edu) recommendations for additional members, especially students and employers.
- Please connect us to any people we should be including in the project.
- Please send us (or point Meera in the direction of) any resources you have or know about that you think we should use.

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Next Meeting: Date & Topic

- Our meeting schedule will be every month, the last Thursday of the month, from 12:00-1:30 EST.
 - So, our next meeting is March 29th, 2017, Noon EST
- Universal Design in Learning
- Richland Community College

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