

MEMO

To: Joint Finance Committee
From: Brian J. Hartman, on behalf of the following organizations:

Disabilities Law Program
Developmental Disabilities Council
Governor's Advisory Council for Exceptional Citizens
State Council for Persons with Disabilities

Subject: Division of Developmental Disabilities Services FY 12 Budget
Date: March 3, 2011

Please consider this memo a summary of the oral presentation of Brian J. Hartman, Esq. on behalf of the Disabilities Law Program ("DLP"), Developmental Disabilities Council ("DDC"), Governor's Advisory Council for Exceptional Citizens ("GACEC"), and the State Council for Persons with Disabilities ("SCPD"). We are addressing two (2) components of the DDDS budget: 1) vocational programs for transitioning special education students, a/k/a "special school grads"; and 2) residential placements.

I. VOCATIONAL PROGRAMS FOR TRANSITIONING SPECIAL EDUCATION STUDENTS

Both the Federal and State governments invest considerable resources in the education of students with developmental disabilities. Last June, the Governor signed legislation (H.B. No. 328) confirming that special education students in Delaware should expect a program providing "significant learning" and "meaningful benefit...gauged to potential". Students completing such robust educational programs look forward to productive vocational opportunities based on participation in mandatory transition planning in which post-21 supports are identified and affirmatively linked to students exiting the special education system. See 34 C.F.R. §§300.320-321.

Historically, the State has provided funding for vocational and day habilitation services for students with moderate to severe intellectual disabilities "aging out" of the special education system. Services are subsidized by Medicaid funds for many of the students. In FY 12, the Division projects that approximately one hundred and forty (140) special education graduates will be eligible for such services. Recognizing that the FY 12 budget will necessarily disfavor program expansion, we nevertheless encourage inclusion of funds to serve the graduates.

We have the following observations.

First, in recent memory, there has never been a Division waiting list for vocational programming for special education graduates.¹ Once initiated, waiting lists tend to grow into systemic anomalies which become increasingly difficult to eliminate. For example, if a student leaves school "ready" for work, and then languishes at home for a year or two, extra retraining and motivational services will be required to recapture the same "readiness" level.

¹On some occasions, the Governor has omitted funding for special school graduates in the proposed budget. On such occasions, the JFC has incorporated the funds in the final budget.

Second, the Federal Government is actively promoting reduction of the SSI/SSDI rolls through implementation of the Ticket to Work and Work Incentives Improvement Act ("TWWIA"). That Act is designed to foster employment of SSI/SSDI beneficiaries. The elimination of vocational opportunities for young adults who could be entering the workforce would undermine this effort. We need to promote a positive expectation that favors employment rather than a "stay-at home" welfare mentality in these impressionable young graduates.

Finally, DDDS should be encouraged to redouble efforts to ensure the offer of meaningful and productive vocational opportunities commensurate with each client's potential. At present, despite adoption of a DDDS policy prioritizing community employment, less than 20% (379/1,919) of DDDS clients enrolled in day programs are in supported employment in the community.² There is some "tension" between low community-based supported employment opportunities and State statutory guarantees:

§5502. Development of abilities.

Persons diagnosed with mental retardation or other specific developmental disabilities have the right to proper...education, training, habilitation and guidance as will enable them to develop their abilities and potential to the fullest possible extent, no matter how severe their disability may be.

§5503. Economic security and meaningful occupations.

Persons diagnosed with mental retardation or other specific developmental disabilities have a right to strive for productive work in meaningful occupations, economic security and a decent standard of living.

Title 16 Del.C. Ch. 55, Subchapter I, Declaration of General and Special Rights of Persons with Mental Retardation and Other Specific Developmental Disabilities.

There are multiple initiatives which would support DDDS provision of high-quality vocational opportunities.

First, by statute and executive order, State agencies are encouraged to participate in the "Selective Placement" and "Agency Aid" programs to add persons with disabilities to the State workforce. See Attachment "B". These programs have been historically underutilized but could provide a valuable source of employment for qualifying special school grads.

Second, DDDS participates in an "Early Start to Supported Employment" program with the Division of Vocational Rehabilitation. [Attachment "C"]. It would preferable to promote participation of additional clients in this initiative.

²The DDDS policy and day program statistics are appended as Attachment "A".

Third, the University of Delaware has been awarded a \$2.3 million grant to fund a 5-year education program to expand postsecondary opportunities for young adults with intellectual disabilities. See Attachment "D". Beginning with the Fall of 2011, qualifying students will be enrolled in a 2-year Career and Life Studies Certificate Program designed to strengthen employability. This is part of a national initiative based on the notion that persons with intellectual disabilities can be successful if offered relatively challenging post-secondary educational instruction. [Attachment "E"] The grant offers a promising collaborative opportunity to provide high quality postsecondary education to DDDS clients.

Fourth, the University of Delaware also offers other vocational opportunities to young adults with intellectual disabilities through the "TEEM" Unit of the Center for Disabilities Studies. [Attachment "F"]. Like the Career and Life Studies Certificate Program, these University-sponsored initiatives could facilitate training and employment of DDDS clients.

Recommendation

The Governor has included \$1.131.9 million for 9 month funding of vocational and day programs for 140 "special school graduates". We support that level of funding while recommending that DDDS affirmatively prioritize meaningful community-based training and employment opportunities.

II. RESIDENTIAL PLACEMENTS

The Division has identified approximately 180 existing clients living in the community who are at high risk for needing residential services. [Attachment "A"] Realistically, the Division may be constrained to offer residential services to a significant percentage of such clients with little advance notice. The Governor's proposed budget includes \$2.534.7 million to cover the costs of 75 new residential placements for 6 months.

Recommendation

We endorse that level of funding as commensurate with historical demand for residential placements based on emergency or urgent circumstances. Apart from absorbing the 140 incoming special school graduates, the Division's client base continues to grow and caretakers continue to age. Moreover, complex clients eligible to transition from institutional settings (e.g. DDDS clients at DPC) may require DDDS provision of highly specialized residential settings.

Attachments

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Delaware Health and Social Services » Division of Developmental Disabilities Services

HOME

SERVICES

- Applicant Services
- Early Intervention
- Community Services
- Family Support Services
- Adult Special Populations
- Stockley Center
- Quality Management
- Training and Professional Development
- Health Care Services
- Authorized Providers

INFORMATION

Employment Services

"Employment First Statement"

The Division of Developmental Disabilities Services affirms that employment and participation in their communities is an important part of the lives of the individuals it serves. Further, the Division believes that employment in the community should be the first service option considered for individuals. In support of this belief, the Division has set a goal of increasing community employment for individuals receiving Center Based Day Program services.

To that end, Day Program service plans shall be required to address the advancement of individuals towards meaningful participation and employment in their communities. It is the responsibility of the Day Programs funded by the Division to work in collaboration with the relevant Residential Programs and families to develop these support plans.

Employment Related Resources:

- ["Employment for Persons With Developmental Disabilities"](#)

Last Updated: Wednesday July 01 2009

A. STOCKLEY CENTER POPULATION		Last Month:	69	This Month:	69	
B. COMMUNITY SERVICES POPULATION RESIDENT NEW CASTLE						
		KENT	SUSSEX	TOTAL		
SHARED LIVING						
Community Services	23	56	62	141		
NEIGHBORHOOD HOMES						
Neighborhood Home	442	43	104	589		
Community Living Arrangement						
CLA	115	10	27	152		
GRAND TOTAL						
SUPPORTED LIVING	13	8	4	25		
OUT OF STATE	19	0	0	19		
ETLA	0	0	2	2		
DPC	5	0	0	5		
SUB-TOTAL				907		
FAMILY SUPPORT						
Family Support	1196	495	489	2,180		
TOTAL				3,087		
C. OBRA		NEW CASTLE	KENT	SUSSEX	OUT OF STATE	TOTAL
Caseload	24	14	8	0	46	
DAY PROGRAMS						
Day Habilitation Programs				660		
Special Populations				1		
OBRA				20		
Pre-Vocational Programs				761		
Special Populations				97		
Supported Employment				379		
Special Populations				1		
TOTAL				1,919		
E. REGISTRY (Family Support only)		NEW CASTLE	KENT	SUSSEX	OUT OF STATE	TOTAL
EMERGENCY	4	1	0	0	5	
HIGH RISK	125	26	26	3	180	
INTERMEDIATE RISK	49	10	7	0	66	
LOW RISK	957	419	423	0	1799	
SPECIAL GRADS	1	5	1	0	13	
TOTAL				2,063		
F. HOME AND COMMUNITY BASED WAIVER		NEW CASTLE	KENT	SUSSEX	SPECIAL POP	OUT OF STATE
Individuals	428	127	215	102	1	
G. RESPITE SERVICES		NEW CASTLE	KENT	SUSSEX	TOTAL	
Individuals/Families Served	115	31	32	178		
Respite Requests Received	115	31	32	178		
H. DAY PROGRAMS (POPULATION)		BEGINNING	END OF	NEW	TRANSFER	
DAY HABILITATION PROGRAMS		OF MONTH	MONTH	ADMISSION	OUT	
New Edge	65	65	0	0		

§ 5904A. Exceptional employment.

Employment of persons with mental or physical disabilities in a Selective Placement Program or an Agency Aide Program shall be administered by the Human Resource Management Administrator or the Administrator's designee. Such employment shall be by appointment without competitive recruitment and without listing on a referral list. Employment through the Selective Placement Program is limited to 12 months. Each appointee in the Selective Placement Program who successfully completes a trial work period, or passes a competitive examination, may be considered for permanent employment or probationary employment in the classified service. An appointment through the Agency Aide Program is of indefinite duration. Before any appointment is made, the Human Resource Management Administrator or their designee shall advise the applicant of the availability of benefits counseling resources, which offer information or guidance on the effect of employment on public benefits including income from the Social Security Administration.

74 Del. Laws, c. 164, § 3; 75 Del. Laws, c. 88, § 20(6); 75 Del. Laws, c. 350, § 85; 76 Del. Laws, c. 124, § 1;

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Governor Jack Markell



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Executive Order Eight - Our continuing commitment to equal opportunity hiring standards and best practices of human resources management in the executive branch

TO: Heads Of All State Departments And Agencies

RE: Our Continuing Commitment To Equal Opportunity Hiring Standards And Best Practices Of Human Resources Management In The Executive Branch

WHEREAS, Delaware law, executive order and/or Merit Rules prohibit discrimination in state employment based on gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran status; or genetic information; and

WHEREAS, the State of Delaware is committed to providing equal employment opportunities to all Delawareans; and

WHEREAS, all Delawareans are indebted to the servicemen and servicewomen of our armed forces, and the State of Delaware is committed to honoring that service by ensuring equal employment opportunities to all members of the Armed Forces, Reserves, National Guard and veterans; and

WHEREAS, the State of Delaware remains committed to maintaining a high quality workforce that draws upon the talents of our diverse citizenry to operate our government effectively and efficiently for the benefit of the State's citizens; and

WHEREAS, the State of Delaware has succeeded over the years in diversifying its workforce; and

WHEREAS, the State of Delaware must continue vigorously to promote equal employment opportunity and workplaces free of unlawful or improper discrimination; and

WHEREAS, the State of Delaware can achieve equal opportunity and a diverse workforce only by continuing and improving an equal employment opportunity program that enforces fair recruitment, hiring and promotional practices throughout state government.

NOW, THEREFORE, I, JACK A. MARKELL, by virtue of the authority vested in me as Governor of the State of Delaware, do hereby DECLARE and ORDER that:

1. The State of Delaware's commitment to equal employment opportunity is hereby affirmed and heads of each Department and Agency within the Executive Branch (collectively "Executive Branch Agencies") are directed to pursue diligently the recruitment and promotion of qualified applicants from diverse backgrounds and to be vigilant in complying with the laws prohibiting discrimination in employment.
2. The work atmosphere in Executive Branch Agencies shall be one

that fosters mutual respect and understanding among persons of different gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, gender identity or expression, or military or veteran status.

3. Paragraphs 1 and 2 of this Executive Order are directives from the Governor to Executive Branch Agencies. They will be vigorously enforced by the Governor. However, they are not intended to and shall not create independent causes of action for or on behalf of persons who allege a lack of compliance with those paragraphs.

4. The Governor's Council on Equal Employment Opportunity (hereinafter "Council") is continued. The function of the Council shall be to assist in the monitoring and evaluation of the Executive Branch Agencies' implementation of and compliance with this Executive Order, and to provide advice and recommendations to the Director of the Office of Management & Budget and the Governor.

a. The Council shall consist of eight members. One half of the Council's members shall be members of the Delaware Human Relations Commission, who shall be nominated by the Chairperson of the Human Relations Commission and appointed by the Governor. The remainder of the Council's members shall be appointed by the Governor. All members of the Council shall serve at the pleasure of the Governor. The Chairperson of the Council shall be appointed by the Governor from among the Council's members, and shall serve as Chairperson at the pleasure of the Governor.

b. The Council shall receive staff support from Human Resource Management and the Office of Human Relations. The Division of Vocational Rehabilitation shall advise the Council on matters regarding persons with disabilities.

c. The Council shall furnish each year a written annual report to the Governor and the Director of the Office of Management & Budget on the progress being made in improving the diversity of the State's workforce. Further, the Council should include in its report recommendations to advance cohesion and understanding among current employees, address the effects of implicit bias, and to foster an environment of inclusion. In its report, the Council shall recommend any additional action which, in the Council's judgment, should be undertaken. Such report shall be available to the public.

5. On behalf of the Office of Management & Budget, Human Resource Management shall maintain the central managerial role over all diversity and equal employment matters in the Executive Branch and shall accept overall responsibility for the implementation and management of the policies and procedures set forth in this Order. The Director of Human Resource Management shall:

a. establish the duties and responsibilities of the Equal Employment Opportunity/Affirmative Action Administrator and of Agency equal employment officers ("EEO officers");

b. prepare and submit an annual Executive Department Affirmative Action plan, to include short and long term strategies;

c. hold Agencies accountable for their implementation of this Order;

d. act as the State of Delaware's liaison with the EEOC for federal reporting requirements; and

e. communicate and coordinate diversity and equal opportunity initiatives across Agencies.

AFFIRMATIVE ACTION PLANS

6. The head of each Executive Branch Agency shall maintain an Affirmative Action Plan, which shall be filed annually with Human Resource Management and the Council on or before September 15.

7. Each Affirmative Action Plan referred to in paragraph 6 shall be in a form prescribed by Human Resource Management to ensure compliance with federal laws, state laws, and this Order. Each plan shall include, but shall not be limited to, the following provisions:

a. A specific statement of goals and objectives designed to assure equal employment opportunities in hiring and promotion and to eliminate any unlawful discrimination in Agency employment;

b. A specific statement of action steps designed to address any documented under-representation of minorities or women in the Agency as compared to Delaware's labor pool. Such action steps shall include:

(i.) Specific proposals for recruiting minorities and women for employment in the Agency to the extent that they are underrepresented in the Agency when compared to the relevant statewide labor market.

(ii.) Specific proposals for assuring that hiring practices are conducted consistently with the objectives of this Order.

(iii.) Specific proposals for assuring that all promotional opportunities are offered in a manner consistent with this Order.

(iv.) Specific proposals for staff participation in training programs on interview techniques and acceptable hiring practices.

(v.) Specific proposals for employee participation in career enhancement programs and seminars.

(vi.) Specific statements regarding the applicability of the following outreach, training, and accountability measures to the Agency's recruitment and retention efforts:

- A. Job fairs
- B. College and university outreach
- C. Professional group outreach
- D. Advertising
- E. Employee recognition programs
- F. Formal and informal mentoring
- G. Internal leadership programs
- H. Participation in statewide programs
- I. Professional development for existing staff, including tuition reimbursement programs, attendance at conferences and seminars, and internal training opportunities.
- J. Inclusion of recruitment and retention of women and minorities in Agency's strategic and staff plans.

K. Statements of Agency policy

L. Creation or continuation of Agency diversity committees.

M. Specific efforts of top leadership within the Agency

N. Internal communications efforts within the Agency

c. A designation of the EEO officer within the Agency to carry out diversity and equal employment opportunity functions for the Executive Branch Agency.

8. Each Executive Branch Agency shall make available a summary or full copy of its Affirmative Action Plan to any employee upon request.

RECRUITMENT AND PROMOTION OF A DIVERSE WORKFORCE

9. To support the recruitment of a diverse workforce, the Director of Human Resource Management or designee shall:

a. Assist Executive Branch Agencies in updating their Affirmative Action Plans in accordance with federal guidelines;

b. Develop, coordinate, and implement professional recruiting efforts throughout State government designed to increase the number of qualified women and minority candidates for State employment for positions and opportunities where women and minorities are under-represented. Human Resource Management shall develop a statewide directory of organizations that can serve as resources for the identification of qualified women and minority candidates in particular fields, so that these organizations can be notified regarding specific vacant positions;

c. Review and revise employment hiring procedures and Merit Rules to ensure a selection process that is fair, non-discriminatory and equitable;

d. Require Agencies filling merit positions at paygrade 15 and above to use an interview team of at least three members. Such a team should be diverse in its composition;

e. Work with the State Manager of Training and Development to facilitate Statewide training and technical assistance programs to ensure compliance with State and Federal equal opportunity laws and this Order, and to inculcate effective recruitment and career development procedures; and

f. Work with the EEO officers and personnel officers of the various Executive Branch Agencies to review job classifications within those Agencies, and the qualifications of the employees of such Agencies with a view toward eliminating any artificial barriers to hiring and promotion, and targeting appropriate employee career development, mentoring and workforce development plans.

REPORTING REQUIREMENTS

10. Each Executive Branch Agency shall:

a. Be held accountable for compliance with this Order by including the measures and statements required in this Order in each manager's performance plan and each relevant Agency strategic plan;

b. Retain a record of all applicants who voluntarily divulge protected class information. The information required shall be prescribed by Human Resource Management and, to the extent practicable, shall be in a format consistent with the terminology and categories used in federal EEO standard forms;

c. Ask each terminating employee to participate in an exit interview to determine the reasons for that employee's termination and retain records of such interviews; and

d. Report to Human Resource Management information requested by Human Resource Management concerning the Agency's Affirmative Action Plan.

11. Human Resource Management shall:

a. Maintain a comprehensive, statewide, on-line, user-friendly system that allows continuous monitoring of the diversity of the State's workforce across all paygrades;

b. Work with the Council to ensure the publication of clear information regarding the composition of the State's workforce;

c. Submit a quarterly report to the Council; and

d. Assist the Council in preparing its annual report.

PUBLIC ACCOUNTABILITY

12. The Council, with the assistance of Human Resource Management and the Human Relations Commission staff, shall:

a. Establish a schedule for conducting an intensive review of each Executive Branch Agency in need of review based on criteria established by the Council, to assess compliance with the terms of this Executive Order, the Agency's Affirmative Action Plan, and equal opportunity laws. The review criteria shall be used to determine which Agencies will appear before the Council in priority order. The review shall involve an in-depth consideration of Agency promotion, hiring and recruiting practices. Each reviewed Agency shall receive a detailed report identifying those practices and policies of the Agency that are constructive and those practices and policies which need improvement or elimination, with specific recommendations for the Agency to consider. The Council shall incorporate a summary of the results of these reviews in its annual report, as required by paragraph 4 of this Order. From these annual reviews, Human Resource Management shall submit to each Executive Branch Agency a guidance memorandum identifying successful practices used by the reviewed Agencies to increase the diversity of their workforce and examples of policies and practices that hindered the State's attempt to create a more diverse workforce.

b. Publish, as a part of its annual report, an overall report on the composition of the State's workforce and the State's effectiveness in complying with equal employment laws and this Order.

COMPLAINTS

13. Each Agency shall include in its Affirmative Action Plan a description of a mechanism or complaint procedure to permit and encourage employees to discuss any problems resulting from alleged bias, discrimination, lack of equal employment opportunity or any similar matters with appropriate division or Agency supervisory personnel. The procedure shall provide for the lodging of employee complaints and for a response to be made within a specified

reasonable period of time. Employees shall be advised of their right to file a formal complaint with the Office of Anti-Discrimination of the Department of Labor. Employees shall receive such assistance with the complaint as may be requested from their Agency EEO officer.

14. Human Resource Management shall:

a. Post a public notice, in conspicuous locations or bulletin boards, of all cabinet Departments, major offices, divisions or Agencies which shall affirm the State's commitment to equal opportunity and advise all State employees and applicants for State employment that any complaints of discrimination should be promptly reported to the State Equal Employment Opportunity/Affirmative Action Program Administrator and the Office of Anti-Discrimination of the Department of Labor; and

b. Provide on the application form for state employment a statement of the state's commitment to equal employment opportunity and instructions as to how complaints of discrimination may be reported.

15. The complaint process for employment discrimination cases shall fall into two categories: informal and formal.

a. An informal complaint is filed with Human Resource Management by written or oral communication with the State Equal Employment Opportunity/Affirmative Action Program Administrator requesting the State Equal Employment Opportunity/Affirmative Action Program Administrator to attempt to facilitate resolution of the complaint. Human Resource Management will determine whether or not the complaint appears to fall within the jurisdiction of the Office of Anti-Discrimination of the Department of Labor and may require a formal charge of discrimination within the time limits prescribed by statute.

b. The State Equal Employment Opportunity/Affirmative Action Program Administrator will inquire into such cases by working through the designated Agency EEO officer and appropriate management staff, as deemed appropriate by the Cabinet Secretary. Based on the determination, the State Equal Employment Opportunity/Affirmative Action Program Administrator will respond in writing to the complainant. For allegations of violations to Title VII of the Civil Rights Act of 1964 as amended, the Age Discrimination in Employment Act of 1967 as amended, Vietnam Era Veterans Readjustment Assistance Act of 1979, the Americans with Disabilities Act of 1990, or Title 19 of the Delaware Code relating to discrimination in employment, the complainant will be advised and/or referred to the Office of Anti-Discrimination of the Department of Labor for investigation into filing a formal complaint even if a resolution is reached through Human Resource Management. Nothing in this Order shall be construed to bar mediation of a complaint by the State Human Relations Commission; however, such mediation shall not affect or in any way toll relevant time limitations.

REPEAL OF PREVIOUS EXECUTIVE ORDERS

16. Executive Order No. 81, dated February 1, 2006, and Executive Order No. 86, dated May 2, 2006, are hereby rescinded.

APPLICABILITY OF EXECUTIVE ORDER

17. This Order shall apply to all Cabinet Departments and Executive Agencies of the State. The members of the General Assembly and the Judiciary are also encouraged to adopt this Order.

18. No provision of this Order is intended to or shall create any

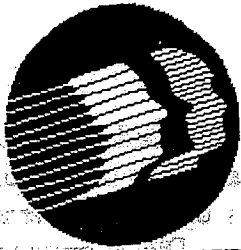
individual right or legal cause of action that does not already exist under state or federal law.

APPROVED this 11th day of August, 2009

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**DEPARTMENT OF HEALTH AND SOCIAL SERVICES
DIVISION OF DEVELOPMENTAL DISABILITIES SERVICES**

**GOVERNOR'S ADVISORY COUNCIL TO THE DIVISION OF
DEVELOPMENTAL DISABILITIES SERVICES**

January 18, 2011 - 1:00 p.m.

A meeting of the Governor's Advisory Council to the Division of Developmental Disabilities Services was held on January 18, 2011, at 1056 Woodbrook Conference Room, Dover.

COUNCIL MEMBERS PRESENT:

Timothy F. Brooks, Ed.D.
Anthony Horstman
Melissa Martin (teleconference)
Thomas Rust
Robert Spengler
Angela Sipple

COUNCIL MEMBERS ABSENT:

Ernestine Brittingham

STAFF MEMBERS PRESENT:

Roy Lafontaine
Warren Ellis
Marissa Catalon
Barbara Ross, Recording

GUEST PRESENT:

Vicki Haschak

Before the meeting began, introductions were conducted.

CALL TO ORDER

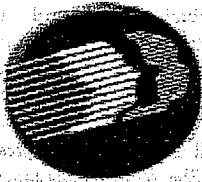
The meeting was called to order at 1:01 p.m.

NEXT MEETING

February 15, 2011, 1056 Woodbrook Conference Room,
Dover

Early Start to Supported Employment

Marissa said DVR provides the funding for the up front piece of the Early Start to Supported Employment Program, which is the initial process to help an individual obtain employment and initially get settled in the job. DDDS then picks up the long term support which is referred to as the follow along. DVR process is closed. DDDS provides the funding for the long term job coach. It starts with an assessment. An individual is assessed by the agency of their selection in three different types of jobs in the community. The assessment is pretty intense. You are there 4-6 hours performing the tasks of the job. You are actually performing the tasks that are required for that job and necessary skills to maintain employment. Once the assessments are complete, everybody gets back together and talks about how the person did with the assessments - where their strengths lie, where they would need support, how they did at this particular assessment. Then the person is asked where they would like the employment specialist to help them to find work. A question asked who refers the individual to DVR. Melissa said we would prefer the referrals come through DDDS because DVR wants to confirm that the long term support would be in place before they accept the person. The individuals identify what their goal is. The Employment Specialist will then work with the individual to find employment. That is called Job Development. Once employment is obtained, the Employment Specialist will spend approximately four weeks of intense job coaching where they help the individual understand what it is that is required for the job performance task develop natural supports and that is helping the individual and the employer identify how to work together. At the end of four weeks, there should be some fading occurring where the Job Coach helping the individual becomes as independent as possible. The next phase is called stabilization which is where the Employment Specialist is still going to be coming in to check on the individual and monitor with the employer for another 90 days to ensure that things are going well. The individual moves into the last 30 days and DVR closes the case. The Early Start to Supported Employment Program was started about six years ago as a pilot. The whole purpose behind it was to help individuals to transition from school services into employment. Prior to the pilot, folks were sitting at home for a period while the initial process was underway waiting for the assessments to begin. Warren thanked Marissa for the presentation.



The Learning Curve

"Enhancing the Knowledge of DDDS Professionals"

Employment for Persons with Developmental Disabilities

Volume 2, Issue 7
July 1, 2009

A Publication of the Office of
Training and Professional
Development

Did you know that...

- As of 6/15/09 there are 468 individuals within DDDS who are working in Community Employment. In 2009, there are 42 individuals participating in the Early Start to Supported Employment Program and 45 projected for 2010.
- A 2006 survey estimates that 36% of working-age adults with disabilities are employed, compared with 74% of people without a disability.
- In FY 2004, an estimated 20% of individuals receiving day supports participated in integrated employment, down from 24% in FY 2001.
- The federal government spends 4 times more money on segregated adult day programs than on supported employment (\$488 million vs. \$108 million)



- Between 1996 and 2004, Delaware exceeded the National average of persons with DD served in integrated employment per 100K of state population.

DisabilityInfo.gov

Online Resource for People with Disabilities

www.disabilityinfo.gov

Department of Labor

<http://www.dol.gov/>

<http://www.dol.gov/odep/welcome.html>

CS



U.S. Department of
Health and Human
Services / Administration
on Developmental
Disabilities (ADD)

The Developmental Disabilities Assistance and Bill of Rights Act of 2000, refers to ten areas of importance or "Areas of Emphasis" that have a strong impact on the lives of individuals with developmental disabilities. Employment related Activities is one of these areas. The Developmental Disability Grantees often work to improve access to employment because the unemployment is so high among individuals with disabilities. There is a great need for advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities acquiring, retaining, or advancing in paid employment, including supported employment or self-employment, in integrated settings in the community.

Employment Services in Delaware

Employment First

The Division of Developmental Disabilities Services affirms that employment and participation in their communities is an important part of the lives of the individuals it serves. Further, the Division believes that employment in the community should be the first service option considered for individuals. In support of this belief, the Division has set a five year goal of increasing community employment for individuals receiving Center Based Day Program services by 5% per year.

To that end, *Day Program service plans should address the advancement of individuals towards meaningful participation and*



employment in their communities.

It is the *responsibility of the Day Programs* funded by the Division to work in collaboration with the relevant Residential Programs and families, to develop these support plans and *to incorporate the plan into the individuals' ELP by July 1, 2009*. For individuals who are in community employment for less than 20 hours per week the goal should be to increase the number of hours of employment or meaningful activity in their communities. Further, for individuals who are not in a community work setting, it is recommended that they participate in a community based work assessment at least every three years.

Early Start to Supported Employment Pilot

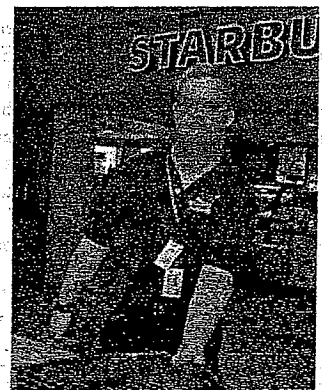
Over the past few years, interagency collaborative efforts in the transition process have yielded some positive results. However, many students with significant disabilities experience difficult and unsuccessful transitions to adult service options. In response to this, DDDS, the Division of Vocational Rehabilitation and the Department of Education have all agreed to pilot a project to align resources which will prevent gaps in services provided to students needing supported employment services upon leaving school and entering the workforce.

"Early Start to Supported Employ-

ment" is intended to demonstrate the feasibility of a more seamless transition for students leaving school and entering the adult workforce. The outcome of paid work with post-school support in place before leaving school is the primary goal of this pilot. There is a commitment from each agency to conduct this pilot study over multiple years in order to learn how to more effectively support successful employment outcomes for students requiring long-term adult services. Early Start began in the spring of 2005.

Early Start Success Story

This is the story of a 21 year old young lady graduating this school year from the Delaware Autism Program. She has Autism and has significant impairments in expressive language, but her receptive language is very good, and she has some reading ability. She has some behavioral support needs, but supports have been put into place by her employment specialist from POW&R (Autism Delaware Productive Opportunities for Work and Recreation) and these issues have been significantly decreased. POW&R began working with her and her school staff during the summer of 2008. In the fall of 2008, she obtained a volunteer



opportunity at a doctor's office in New Castle. During her volunteer period, she learned the tasks associated with her duties and the staff developed checklists, schedules and scripts that would help her become more independent in her job. The volunteer opportunity turned into a paid job and now she completes her job with very little support; she is very independent and meticulous with her work. The school staff did not initially believe she was a candidate for this program; however, her family encouraged them to give it a try. It's truly amazing what happens when folks give people a chance to succeed.



Customized Employment Pilot Project
January 2009

The Early Start Project has increased the number of students transitioning from school to work successfully the past few years. In an effort to serve even more students and adults, a customized employment project focusing on the unique characteristics of the individual offers more opportunities for students and adults with disabilities to become successfully employed.

The project initially proposed to serve between 5 to 15 students or adults with Developmental Disabilities transitioning from school or day services to supported employment. Currently, there are 8 enrolled in this program. Each individual has a team for support to ensure success. Teams consist of one school or day service provider, Division of Vocational Rehabilitation (DVR) Counselor, DDDS Case Manager, one vocational provider and family members involved in the project. Vocational activities start during the exit year from school or may begin one year earlier. Adults who are already receiving DDDS day services can start receiving services immediately.

Each team receives administrative support from the Department of Education (DOE), the DVR, and the provider agency. Each team also receives training and technical support in providing services by George Tilson, from Transcend, Inc. and from the State Employment Leadership Network to implement the Customized Employment Project. "Train the Trainer" sessions are provided to support teams and team leaders.

Each team provides activities that provide critical information for a successful customized job match for their student or adult. A strong em-

phasis to gain information from Essentials of Life Style Planning (ELP) that reinforces the basic components are: knowing the student or adult (skills inventory, support needs and aspirations); finding opportunities/employer partners, negotiating job matches/placements and workplace supports. This is the critical phase in the project, one which ultimately results in a customized job match.

Criteria for selection

- Individual has support needs and/or challenging placement needs that demand a unique work environment that meets individual needs, interests and abilities.
- Individual has not been employed or unsuccessfully employed, but has the potential with a good job match and necessary supports.
- Individual expresses interest/desire to work.
- Parents, family and friends are supportive of the individual's desire to work.
- Traditional supported employment services are not sufficient for success due to the need for a customized work environment and/or support needs required.

Customized Employment Success Stories ...

A friendly, outgoing young man expressed an interest in working in the school system before he graduated high school and entered the Customized Employment program to help him reach that goal. His determination assisted the Employment Specialist from Easter Seals of Sussex County in her endeavors to obtain a volunteer job with the Indian River School District, only a few months after being referred. He was given the opportunity to volunteer at 3 different schools during the week as natural supports were established.

Under this new program, the Employment Specialist was able to help him complete 6 weeks of intensive one-on-one training while he was volunteering, and while he pursued a paid position with the district. This gave her time to teach him the skills he needed while continuing to develop a position. This young man performed a variety of duties that included custodial tasks, assisting in the cafeteria, and assisting the school nurse by making ice packs. He also performed tasks at other schools that included assisting teachers with activities, and document shredding.

After two months of volunteering, he was offered a position and accepted. The natural supports were in place and he was very comfortable at each location. The Employment Specialist coordinated a schedule and a time sheet was developed. Since this was a new Pilot program, several different forms of documentation were developed. These included a Profile, a Portfolio, and Employment plan. Overall, the placement and participation with Customized Employment was a great success and supports continue to

ensure job retention. The last Customized Employment Pilot success story is about a 24 year old young lady with cerebral palsy, a visual impairment and epilepsy. Her employment specialist is from Community Integrated Services. She has limited use of one arm and uses a powered wheel chair for mobility. She has limited speech, but has a very strong will and extremely expressive facial expressions. She requires assistance for personal care needs and has an employment specialist who assists her with her employment related needs. This young lady has three part-time jobs. One job is at C-Line Stables, a horse farm in Townsend DE. Her job is to polish all the saddles - this is not only work for her, but also is therapy as it helps her to improve the use of her arm/hand. Her second job is at Willey Farms, a country food market and nursery also in Townsend, DE. Her job is to scoop dirt and put it into various sized pots. Her third job is at Mechanical Design Solutions, Inc. in Smyrna, DE. Her job is to shred sensitive documents. The remainder of her week is made up of various volunteer opportunities as well as some recreational activities. Prior to becoming involved in the Customized Employment Pilot, she was participating in social/recreational activities at a Facility-Based Day Program. Although some of the activities there were enjoyable, her dream was to work just like everyone else does. Today, she is very happy with her life.



Resources

<http://allianceforfullparticipation.org/>

<http://www.ajb.org/> - America's Job Bank - or call 1-877-US-2JOBS.

<http://www.careeronestop.org> - Career One Stop offers info for jobseekers and employers.

<http://www.jan.vwu.edu/> - Job Accommodation Network is a free consulting service.

<http://www.onestoptoolkit.org/>

<http://www.dol.gov/odep/welcome.html> - National Center on Workforce & Disability.

Resources for Youth:

<http://www.ncwd-youth.info/>

<http://www.ncset.org/>

Ticket to Work

<http://www.socialsecurity.gov/work/aboutticket.html> - SSA

<http://www.yourtickettowork.com/endir> - Employment Network Directory



UNIVERSITY of DELAWARE

UDaily



\$2.3 million grant funds UD certificate program for students with disabilities

9:15 a.m., Nov. 11, 2010—The U.S. Department of Education has awarded the University of Delaware a \$2.3 million grant to fund a five-year education project designed to expand postsecondary opportunities for young adults with intellectual disabilities (ID).

This model demonstration project will give students with intellectual disabilities the opportunity to enroll in a two-year Career and Life Studies Certificate (CLSC) program. The CLSC certificate is designed to provide a meaningful credential to students and help them move on to gainful employment.

The project is designed to positively impact a student's successful transition into adulthood and, at the same time, allow researchers to examine the factors that facilitate or impede those transitions.

It involves a large amount of University-wide and eventually, statewide collaboration. Within the College of Education and Human Development (CEHD), Laura Eisenman, associate professor in the School of Education, is overseeing the project. Beth Mineo, center director for the Center for Disabilities Studies (CDS) and associate professor in the Department of Human Development and Family Studies (HDFS), will serve as the faculty adviser.

The program involves additional staff from CDS and is also coordinating with the Division of Professional and Continuing Studies at the University.

"We view it as a natural extension of the work that's been done here on campus, in partnership with school districts and community agencies," said Eisenman. "What the model program allows us to do is create a more comprehensive program and plug in the additional supports that will make for a meaningful experience."

For more than 15 years, UD has collaborated with school districts in the state to provide campus- and community-based education services to young adults who have intellectual and developmental disabilities. Additionally, working with transition programs and employment services, like the Swank Employment project, has helped the University lay the framework needed to establish a model demonstration program for postsecondary education.

The two-year program will offer a specialized career studies track and life studies track, as well as other inclusive learning opportunities for students on campus. Each student will have an individualized plan that includes peer mentoring and staff coaching. The students' academic year will begin in the summer with an orientation and other sessions, which will allow them to become acclimated to campus life.

"This program is going to be a game-changer," said Mineo. "One of the key tenets is integration, so we are going to be working hard to ensure that the students have a full, meaningful campus experience, both academically and socially."

Program organizers hope to admit 15 students into the first cohort for fall 2011. Details about eligibility and the admissions process will be available by February.

While there have been specific postsecondary opportunities for students with ID in terms of academic tutoring or employment training, the state has never been able to offer such a comprehensive, integrated program at the postsecondary level specifically for people with intellectual disabilities.

"Professional and Continuing Studies is honored to work with CEHD in offering this innovative and important certificate program," said James Broomall, assistant provost, Division of Professional and Continuing Studies. "Our units partners with each of the seven academic colleges to meet the learning and career goals of adult and nontraditional students. The U.S. Department of Education funded program for students with disabilities is a special opportunity to meet their needs. We look forward to providing the administrative, marketing, and program support for this unique certificate program."

Although the grant is designed to fund the program for five years, it will also establish partnerships between UD, Delaware State University, and other institutions of higher education in an effort to promote the sustainability and replication of the program.

"College wasn't an option before for students with ID at the post-secondary education level," said Eisenman. "The idea is to mirror the options available to other people in our community without disabilities. This is one that we are very excited about being able to offer."

In October, the U.S. Department of Education awarded more than \$10.5 million to 27 two- and four-year institutions of higher education or consortia of institutions as part of the Transition Programs for Students with Intellectual Disabilities (TPSID) and established a national coordinating center.

Article by Cassandra Kramer



The CLSC program is an option for someone like Andrew Netta, a student who is currently in the Community-Based Education Alliance through Delaware High School and UD's Center for Disabilities Studies.



Laura Eisenman



Beth Mineo

UDaily is produced by the Office of Communications & Marketing

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Center for Disabilities Studies : TEEM: Career and Life Studies Certificate (CLSC)

New Postsecondary Education Options in Delaware for Students with Intellectual Disabilities

The Center for Disabilities Studies has been awarded a \$2.3 million grant from the U.S. Department of Education to create comprehensive, inclusive and customized postsecondary education programs for students with intellectual disabilities. The Transitions and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) demonstration grant provides funding over five years (2010-2015).

The grant will address the statewide need for postsecondary education options for individuals with developmental and intellectual disabilities. Programs will serve those who desire more than a high school certificate or diploma, but who are not otherwise qualified for traditional postsecondary education programs and who require additional services and supports to succeed in furthering their education.

What will the model demonstration grant do?

The TPSID grant will support the expansion of the University of Delaware's current services for individuals with intellectual disabilities to include a Career and Life Studies Certificate (CLSC) program on the UD campus offered through the Professional and Continuing Studies division. The grant will also support statewide activities to make postsecondary education more widely available to students with intellectual disabilities. Additional information about the TPSID grant goals can be found in the [project abstract](#).

UD's CLSC Program Quick Facts

- The program offers specialized career studies and life studies coursework and access to a variety of integrated academic, work, and social activities on campus.
- Upon completion, students graduate with a UD Certificate in Career and Life Studies.
- Students may concurrently pursue additional standards-based certificates in specific academic or career areas.
- Each student will have an individualized plan that includes peer mentoring, staff coaching and individualized supports as identified through person-centered planning.
- The students' academic year will begin in the summer with an orientation and other sessions, which will allow them to become acclimated to campus life.
- Students will be enrolled for a minimum of 12-15 hours each week following the university's regular semester schedule.
- Fifteen students will be admitted each year, starting summer 2011. Applications for the first year will be available in February 2011.
- Nominal tuition will be charged during the 5-year grant period.

Statewide Activities and Impact

- UD will establish partnerships with Delaware State University and other institutions of higher education in Delaware to help them develop postsecondary education opportunities for young adults with disabilities on their campuses that meet each school's unique mission and national TPSID goals.
- A system will be established for monitoring the demand for postsecondary education services statewide among students and adults with intellectual disabilities.
- New sources of federal financial aid for students with intellectual disabilities will be made available to students attending federally-approved programs and alternative funding options will be explored.
- Project evaluation and related research will ensure a focus on developing and sustaining high quality, inclusive programs statewide that assist participants to attain their further education, independent living and employment goals.

A National Effort

UD is one of 27 TPSID grantees that will create or expand programs that focus on academics and instruction, social activities, employment experiences through integrated work-based learning and internships, and independent living. The programs, located in 23 states, will provide individualized supports for students and opportunities to be involved in college experiences with their peers without disabilities. Evaluating what works and does not work is a key component of each grant.

Think College, a project of the Institute for Community Inclusion at the University of Massachusetts Boston, received a separate grant to fund a coordinating center to support TPSID grantees as well as other programs around the country that are working to transition students with cognitive disabilities into higher education. The center will develop evaluation systems, standards and best practices around program components in academic, social, employment and independent living areas.

For more information

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Abstract

New Postsecondary Education Options in Delaware: TPSID Model Demonstration Project

For more than 15 years, the University of Delaware (UD), through its Center for Disabilities Studies, has collaborated with school districts to provide campus- and community-based education services to young adults who have intellectual and developmental disabilities (ID). School-district and University students alike have benefited from the opportunity to engage each other in academic, work, and social settings. Within the last two years, UD expanded transition-related services to include a 1-week intensive residential campus experience, an "early start" to supported employment service, and a Jr. Partners in Policymaking program. Based on program evaluations, discussions with state and local partners, and inquiries to UD from families of individuals with disabilities, it is the consensus among stakeholders that there is a statewide need for postsecondary education options for individuals with ID who desire more than a secondary education certificate or diploma, but who have not qualified for or succeeded in traditional postsecondary education programs. UD proposes to help fill this gap by establishing a Career & Life Studies Certificate program on its campus. Also, a consortium of UD, Delaware State University, and other institutions of higher education (IHE) that have a commitment to students with ID will work in partnership with Delaware State agencies, school districts, businesses, families, and individuals with ID to extend postsecondary education options statewide through systems change, replication, and sustainability initiatives. An Advisory Council representing all major constituents will oversee project implementation and evaluation, which will be undertaken across 3 project goal areas and integrated with the national TPSID coordinating center activities.

Goal 1: *Expand UD's current services for individuals with ID to include a comprehensive, inclusive, and customized postsecondary education program leading to a recognized Career & Life Studies Certificate.* The 2-year Certificate will be housed within UD's Professional & Continuing Studies unit. Students may concurrently pursue additional standards-based certificates in specific academic or career areas. Students will engage in typical campus life and services and receive individualized supports as identified through person-centered planning. As of summer 2011, 15 students will be enrolled each year (75 in 5 yrs); graduates first exiting in 2013 (60 in 5 yrs).

Goal 2: *Extend postsecondary education options for un(der)served individuals with ID statewide by collaborating with partners on systems change initiatives and model replication.* A system for focused, regular monitoring and specification of the demand for postsecondary education services among students and adults with ID statewide will be established. Also, new forms of postsecondary education funding for Delaware students with ID will be identified based on similar models for typical students (e.g., SEED Grant) and through creative use of existing disability supports, modeled on Delaware's successful Early Start to Supported Employment systems change initiative. The IHE consortium will be engaged at all levels of the project and receive support to develop proposals for program replication, with funds allocated to assist with start-up at a minimum of 2 other institutions.

Goal 3: *Ensure program sustainability by securing new sources of federal financial aid for students with ID and further integrating program services into IHE operations.* UD will apply under Title IV Federal Student Aid Programs for recognition of the new Career & Life Studies program to enable students with ID to access funding that is now available as authorized in the Higher Education Opportunity Act. Information about financial aid, campus life and services will be integrated into UD and other IHE materials and disseminated in multiple formats and locations. Program evaluation data on degree and types of program participant integration into campus life and systems will be used for program improvement and to identify new options for postsecondary education experiences for individuals with ID statewide.



More colleges accommodate disabled

Grants, work-study newly allowed

By HEATHER HOLLINGSWORTH • Associated Press • October 17, 2010

Zach Neff is all high-fives as he walks through his college campus in western Missouri. The 27-year-old with Down syndrome hugs most everybody, repeatedly. He tells teachers he loves them. "I told Zach we are putting him on a hug diet — one to say hello and one to say goodbye," said Joyce Downing, who helped start a new program at the University of Central Missouri that serves students with disabilities.

The hope is that polishing up on social skills, like cutting back on the hugs, living in residence halls and going to classes with non-disabled classmates will help students like Neff be more independent and get better jobs.

Eight years ago, disability advocates were able to find only four programs on university campuses that allowed students with intellectual disabilities to experience college life with extra help from mentors and tutors. As of last year, there were more than 250 in three dozen states and two Canadian provinces, said Debra Hart, head of Think College at the Institute for Community Inclusion at the University of Massachusetts Boston.

That growth is partly because of an increasing demand for higher education for these students and new federal funds that allow students with intellectual disabilities to get grants and work-study money.

The college programs vary. Generally the aim is to support the students as they take regular classes with non-disabled students. Professors sometimes are advised to shift from all lectures and add more group projects. Sometimes disabled students are paired with non-disabled students.

Disability advocates say only a small percentage of these students will receive degrees, but that the

programs help them get better jobs.

Historically, adults with intellectual disabilities have been restricted primarily to jobs in fast-food restaurants, cleaning services and "sheltered workshops," where they work alongside other disabled people and often earn below-minimum wages, said Madeleine Will, vice president of the National Down Syndrome Society.

With additional training, Hart said, participants can be a librarian's assistants or do data-entry work in an office.

Besides allowing for federal financial aid for these programs, Congress also has appropriated \$10.56 million to develop 27 model projects to identify successful approaches. The infusion of federal money has generated some criticism. Conservative commentator Charlotte Allen said it's a waste to spend federal tax dollars on the programs and insisted that calling them college dilutes the meaning of college.

"It's a kind of fantasy," said Allen, a contributing editor for Minding the Campus, a publication of the fiscally conservative Manhattan Institute. "It may make intellectually disabled people feel better, but is that what college is supposed to be all about?"

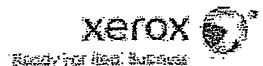
Some school districts have partnerships with nearby colleges under which the district pays for their 18- to 21-year-old students to take higher-education classes.

In other cases, college costs are paid for by the



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parents. Their children previously haven't been eligible for grants and work-study money because they generally weren't seeking a degree and wouldn't have been admitted to college through the typical process.

Back at the University of Central Missouri, Neff and another participant in the program for students with developmental issues, Gabe Savage, laugh with friends during a recent lunch in their residence hall cafeteria.

Savage, a 26-year-old from Kansas City, is grateful for it all – new friends, the chance to try out for a school play, brush up on his computer skills and even take a bowling class with non-disabled students looking to earn a physical-education credit.

"It's an answer to my prayer that I am here," he said. "I always wanted to do this."

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Program helps developmentally disabled succeed in college

By Nancy C. Rodriguez • nrodriguez@courier-journal.com • December 23, 2010

As a child, Megan McCormick of Lexington was told by her parents that her Down syndrome meant she would “have to work much harder” than those without disabilities to achieve what she wanted.

Her parents, James and Malkanthie McCormick, both physicians, never treated her any differently than her five older brothers and sisters though, a fact she credits with helping her graduate high school in 2007 with a 3.75 grade point average, and give her the confidence to enroll in Bluegrass Community and Technical College in Lexington.

“It’s hard, but I’m pushing on,” said the 22-year-old, who so far is earning As and Bs, and is focused on becoming a certified occupational therapy assistant.

McCormick said her success is due in part to a program run by the University of Kentucky’s Human Development Institute called the Postsecondary Inclusion Partnership. The program provides support for individuals with intellectual and related developmental disabilities to attend regular college classes at postsecondary institutions around the state. Those disabilities can range from Down syndrome to autism, and also can include individuals who have experienced brain injuries.

In its third year, the program — which was funded by the Kentucky Council on Developmental Disabilities — has helped McCormick and 39 other students attend college classes throughout Kentucky.

Students are offered a variety of supports, depending on individual needs. Those supports can include mentoring, tutoring, help with note taking and assistance with learning good study habits. In McCormick’s case, she has received tutoring and help from an academic coach, and has participated in internships.

In addition to helping students with their needs in the classroom, the program also helps them participate in campus life, work study and internships that are linked to their career goals. The program also aims at the students having true campus life experiences, ranging from living in a dorm to taking part in study groups, rallies and clubs.

Jeff Bradford, the program’s director, said

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the Postsecondary Inclusion Partnership and similar efforts provide an important bridge for individuals with developmental disabilities who might otherwise never experience a college classroom. Experience in college through a program like this has proven to increase an individual's chances of landing a meaningful job, and ultimately becoming more self-sufficient, he said.

"Our society has pretty much set low expectations for people with intellectual disabilities," Bradford said. "This program is about seeing people and expecting the most out of them. ..."

The Human Development Institute recently secured a \$2.2 million grant from the U.S. Department of Education Office of Postsecondary Education to launch a similar program called the Supported Higher Education Project.

The program will assist up to 150 students like McCormick who have the ability and drive to attend and succeed in college, Bradford said.

It aims to build capacity within the state to support students with intellectual disabilities in attending and graduating from college. Doing that will help improve employment options and the quality of life for the students, he said.

"They become tax-paying citizens so we have less people who are receiving government benefits, and we have people who have much better self-esteem," he said. "Like anyone else, these students

want to have meaningful days. They want to be productive."

Bradford said the idea is not that "every person with an intellectual disability is going to go to college."

"We're not saying we're just opening the doors. That is not what this is about. This is about a select group of people who want to learn and have shown they are motivated to learn," he said.

Bradford thinks students like McCormick also add to the institutions they attend. "Often we think of diversity as the tone or hue of your skin. But diversity is really about having all different kinds of learners," he said. "It really enriches the campus."

In addition to UK and the Kentucky Community and Technical College System, key partners in the project include Kentucky Office of Vocational Rehabilitation, the Kentucky Council on Postsecondary Education, the Kentucky

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Council on Development Disabilities, the Kentucky Division of Protection and Advocacy; Northern Kentucky University and Eastern Kentucky University.

McCormick said people who have intellectual disabilities often feel inferior, and are told they can't go to college. But she hopes her experience will open doors for others so they can get the education they need.

"...They just have to believe in what they are doing," she said. "They have to focus on what they are struggling with, and people around them can help them succeed."

Reporter Nancy Rodriguez can be reached at (502) 582-7079.

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


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Home | Site Map | delAware Newsletter

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About Us

Initiatives

Early Childhood

School Age

Adults

Community Education

University Education

Research & Evaluation

Publications

Resource Library

Calendar of Events

Contact Us

TEEM: Employment Services

The goal of Employment Services is to develop job skills, vocational training and employment opportunities for people with disabilities at the University of Delaware and in the surrounding community. Services include:

- vocational evaluations
- career exploration
- job skills training
- work readiness skills classes
- job site accommodations
- job coaching
- 13-week internships
- real work experiences

As a component of the CDS Transition, Education and Employment Model (TEEM), Employment Services uses a person-centered approach to help young adults and adults with disabilities develop an individualized plan for employment based on their skills, desires, and goals. The ultimate goal is to ensure that all participants work in jobs they enjoy that are of their own choosing.

TEEM Employment Services has become a provider of employment services through partnerships the Center for Disabilities Studies has established with three Delaware state agencies:

- Division of Vocational Rehabilitation (DVR)
- Division of Developmental Disabilities Services (DDDS)
- Division for the Visually Impaired (DVI)

These agencies support a variety of programs for people with disabilities who qualify for services leading to employment.

One program is Early Start to Supported Employment (ESSE), which was developed by DVR, DDDS and other state agencies to provide a more seamless transition for students who need supported employment services for job success. ESSE targets young adults – students in 18- to 21-year-old school programs – and helps them choose an adult service provider. If the student and his/her family choose CDS as their provider, TEEM Employment Services staff members immediately begin working with the student on the transition from school to work.

The young adult begins by completing three community-based work assessments, which determine the individual's interests and how his/her skills match with various occupations. TEEM Employment Services staff members also conduct vocational evaluations and job skills training and engage in career exploration with the student. When this process is completed, the next step is for the student to be hired as a paid employee before graduating or exiting from school. Once the student is hired, CDS provides a coach for 90 days to provide for a smooth transition and to help establish natural supports in the workplace. After this period of time, the coach gradually withdraws support until the employer or individual determines support is no longer necessary.

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TEEM Employment Services in delAware

The theme of the Summer 2010 issue of delAware is transition. It includes an article about Employment Services.



Center for Disabilities Studies : TEEM Unit
Transition, Education and Employment Model

- About Us
- Initiatives
 - Early Childhood
 - School Age
 - Adults
- Community Education
- University Education
- Research & Evaluation
- Publications
- Resource Library
- Calendar of Events
- Contact Us



TEEM Projects

TEEM projects use a person-centered approach to offer persons with disabilities a comprehensive set of services, supports, and opportunities that will enable them to develop the skills needed to increase their independence, lead productive lives, and participate in the community as adults. TEEM provides opportunities for persons with disabilities to increase self-esteem, acquire life skills, develop effective communication, obtain vocational and job skills, enhance interpersonal relationships, enjoy social leisure activities, practice money management, and strengthen problem-solving abilities.

TEEM has three active components at this time: Community-Based Education Alliance (CBEA), Employment Services, and Pathways for Life. A new component, the Career and Life Studies Certificate (CLSC) program, is accepting applications for Summer 2011.

Career and Life Studies Certificate (CLSC)

CLSC is a comprehensive, inclusive and customized postsecondary education programs for students with developmental and intellectual disabilities. It will serve those who desire more than a high school certificate or diploma, but who are not otherwise qualified for traditional postsecondary education programs and who require additional services and supports to succeed in furthering their education. [More...](#)

Community-Based Education Alliance (CBEA)

CBEA is a transition program for students 18 to 21 in which they set and achieve goals for their futures and learn independent living and employment skills. Staff from Employment Services and Pathways for Life teach the classes and provide coaching to the students. [More...](#)

Employment Services

The goal of Employment Services is to develop job skills, vocational training, and employment opportunities for people with disabilities at the University of Delaware and in the surrounding community. Services include vocational evaluations, career exploration, job skills training, work readiness skills classes, job site accommodations, job coaching, 13-week Internships, and real work experiences. [More information](#) [Employment Services Brochure](#) [A Transition Guide for Parents](#)

Pathways for Life

Pathways for Life gives young adults opportunities to develop skills needed to increase their independence and capacity to successfully transition into adulthood. Personal goals are identified and an individualized action plan is created based on the four themes of the program: community connections, independent living skills, life skills, and self-determination. The university campus, community, home environment, and neighborhood serve as a training ground for the programs – a classroom without walls. [Fact sheet](#)

Options available within Pathways for Life are:

- Coaching, which provides encouragement, instruction, information, and guidance to young adults.
- STEP (Summer Transition Exploration Program), a one-week program that involves goal setting and step-by-step planning to achieve independence. [more information](#)
- Community Connectors, which provides participants with opportunities to learn leadership skills while socializing and connecting with their peers and community. [Fact sheet](#) [Connectors in the news](#)

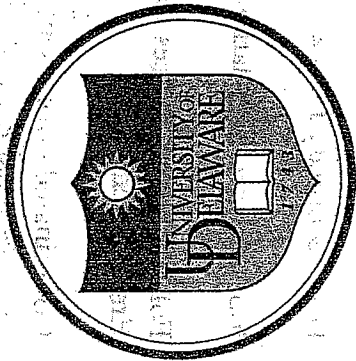
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TEEM in delAware

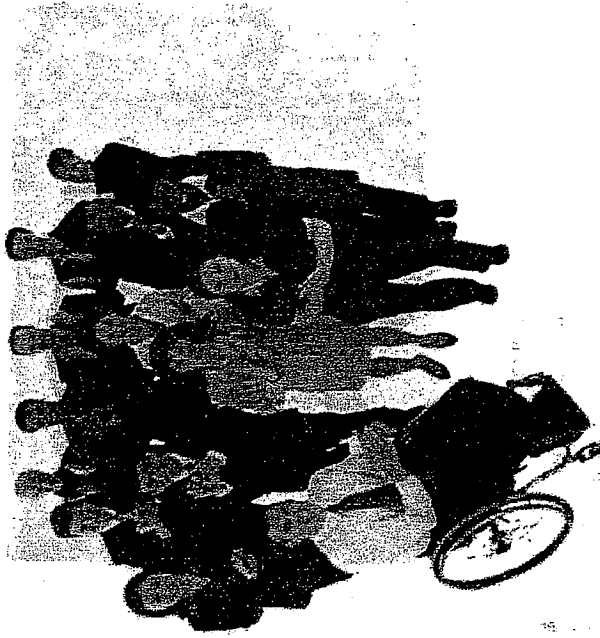
The theme of the Summer 2010 issue of delAware is transition. It includes articles about TEEM programs.

Notes



TEEM

Employment Services



TEEM

Transition Education Employment Model
Center For Disabilities Studies

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UNIVERSITY OF DELAWARE

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TEEM

The Transition Education Employment Model offers persons with disabilities a comprehensive set of services, supports, and opportunities based upon a Person-Centered philosophy.



Services

- Person-Centered Programming
- Vocational Evaluations
- Career Exploration
- Work Site Assessments
- Real Work Experiences
- Work Readiness Skills Classes
- Job Skills Training
- Vocational Training
- Individualized Plan for Employment
- 13-week Internships
- Post-Secondary Education
- Job Site Accommodations
- Follow Along Services for Supported Employment
- Coordinated efforts with the Division of Vocational Rehabilitation, the Division of Developmental Disabilities Services, and the Division for the Visually Impaired

Employment Services

TEEM provides job skills development, vocational training, and employment opportunities for people with disabilities at the University of Delaware and in the surrounding community.

Who We Serve

Any individual with a disability, inclusive of cognitive, intellectual, and learning disabilities, Cerebral Palsy, Autism Spectrum Disorder, Asperger's Syndrome, and Attention Deficit Hyperactivity Disorder



Benefits Planning

Benefits management and counseling is available for support and guidance in maintaining Social Security Income (SSI) and Social Security Disability Insurance (SSDI).