



NC DEPARTMENT OF
**HEALTH AND
HUMAN SERVICES**

New Employment Assessment Process for Inclusion Works: Provider Kickoff Meeting

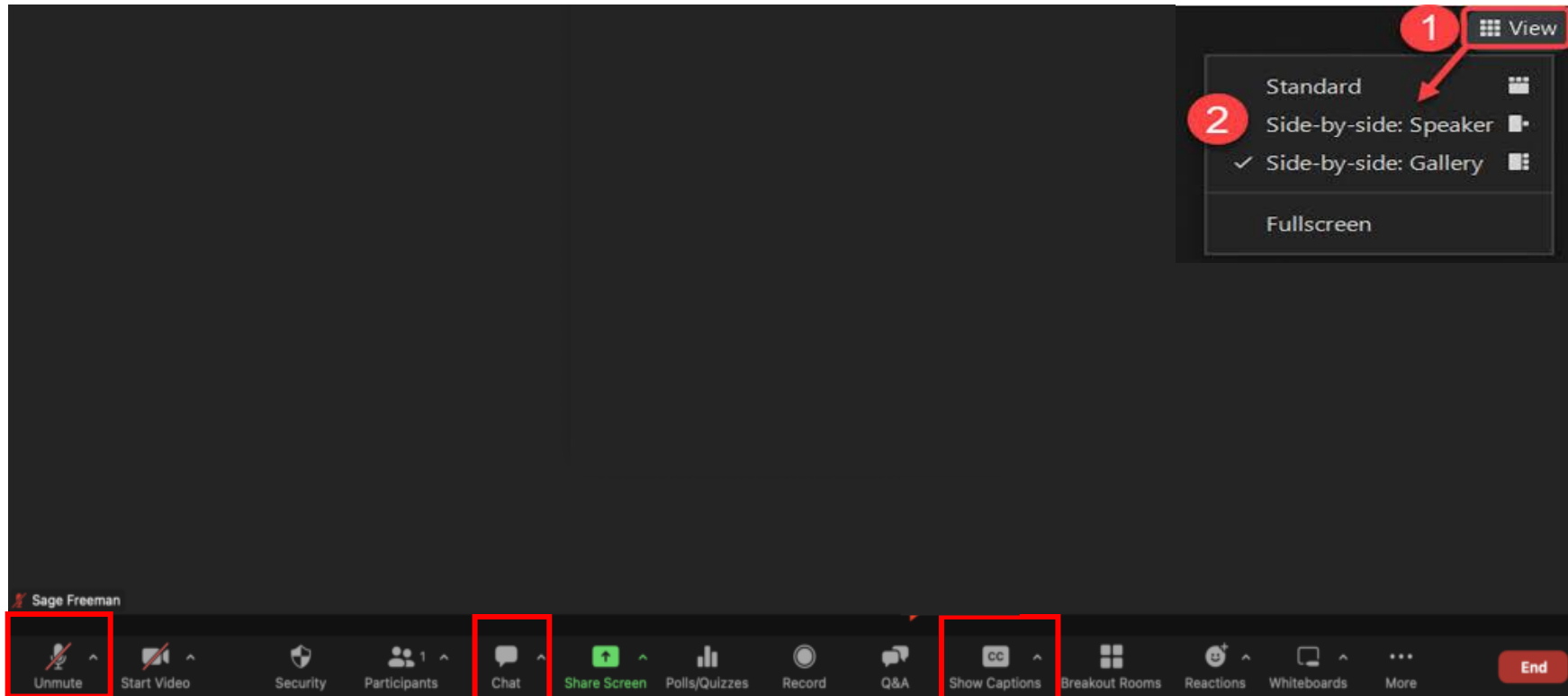
Claire Colligan, I/DD Employment Lead, DMH/DD/SUS

Brianne Tomaszewski, Principal Investigator, UNC TEACCH &
Work Together NC

November 14, 2024



Housekeeping



To adjust video layout:
1) Select the "View" feature located in the top-right hand corner of your screen and 2) select the option that best works for you

Mute your microphone for the duration of the call unless you are speaking or asking questions

Questions can be submitted during the presentation using the chat feature – please write your name and organization

Closed-Captioning options are available: Select "Closed/Show Captions"

Agenda

1. Introductions
2. Informed Choice and the Purpose of new Employment Assessments
3. Who is receiving Employment Assessments?
4. New Employment Assessment Process Details
5. Next Steps
6. CIE Incentive Program
7. Q&A



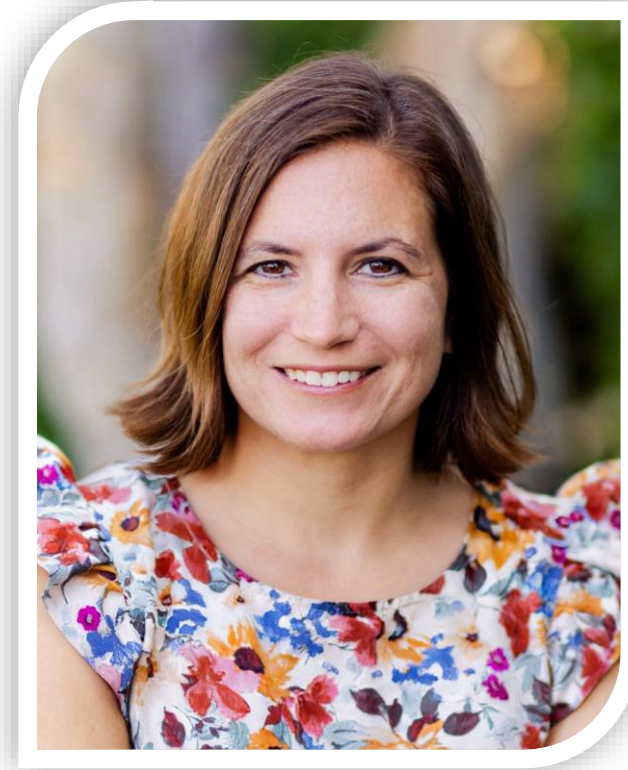
Introductions



Claire Colligan, MS, LCMHC, LCAS, CCS
I/DD Employment Lead - IDD/TBI/OLMSTEAD
DMHDDSUS



INCLUSION WORKS



Brianne Tomaszewski, Ph.D., MPH
Principal Investigator
Work Together NC & UNC TEACCH



Work Together NC

Possibility to Opportunity

Inclusion Works Overview

Founded in 2021, Inclusion Works is a **collaboration** between the Division of Mental Health, Developmental Disabilities, and Substance Use Services (DMHDDSUS), the Division of Health Benefits (DHB), and the Division of Employment and Independence for People with Disabilities (EIPD)

Our Mission: Inclusion Works is committed to expanding supported employment services and to improving and increasing CIE for individuals with I/DD in North Carolina by:

- Ensuring that individuals with I/DD have more **choices and options**
- Supporting providers to update the **tools and processes** they use to help people with employment
- **Partnering with community services** (including ADVP/ILOS) to support individuals with I/DD and contribute to a meaningful week



In December of 2023, Inclusion Works launched a partnership with Work Together NC, WISE, and TEACCH to expand and enhance services to support individuals with I/DD obtain and sustain CIE

WTNC's goal is to help individuals with I/DD transition to adulthood and increase access to meaningful work, community engagement, and continued education.

WISE is dedicated to expanding and sustaining employment opportunities for people with intellectual and developmental disabilities.

TEACCH offers clinical services for individuals on the autism spectrum across the lifespan. It also provides a variety of training and consultation programs for professionals

INCLUSION WORKS



Work Together NC

Possibility to Opportunity



THE UNIVERSITY OF NORTH CAROLINA

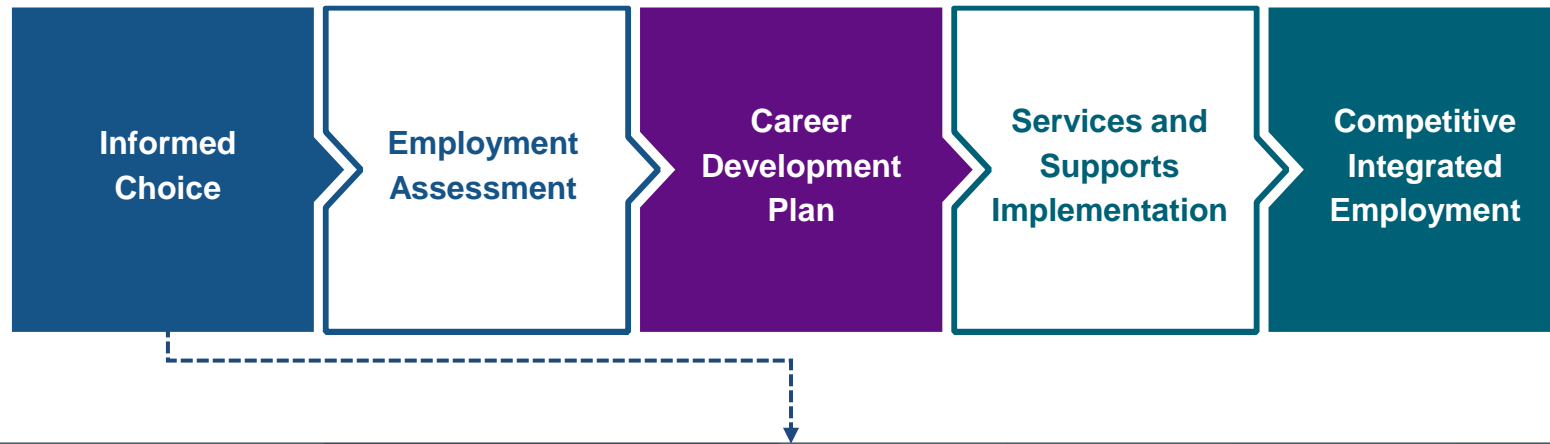
TEACCH
Autism Program



Informed Choice and the Purpose of new Employment Assessments

The Path to CIE

Each person is unique and will be supported to follow their unique path to CIE. There are, however, several steps that most people will experience along their path:

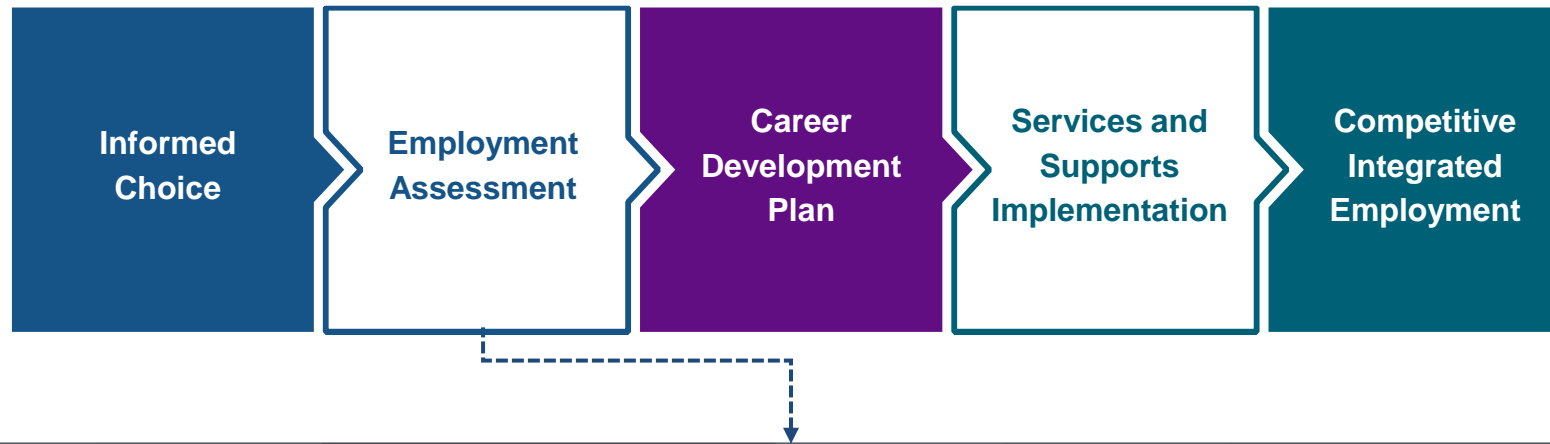


Informed Choice

Each individual with I/DD will take part in an **ongoing informed choice process**, where complete and accurate information about employment options will be provided. This will include discussing **personal goals, benefits, risks, potential barriers, and steps to move forward**. This also includes visiting and observing CIE in action, trying out different job responsibilities, and talking to people in CIE about their experiences. This process will occur regularly as people's interests and personal goals change. Reasonable supports will be provided for the individual to participate in the informed choice process.

The Path to CIE

Each person is unique and will be supported to follow their unique path to CIE. There are, however, several steps that most people will experience along their path:



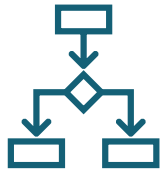
Employment Assessment

NCDHHS is launching a new Employment Assessment Process to capture individuals' strengths, interests, and employment goals. Families, caregivers, and guardians will also participate in the Employment Assessment process. For those who choose to pursue CIE, a **Career Development Plan** will be created to help them achieve their goals

Work Together NC, a vendor partner of NCDHHS, will be conducting the Employment Assessments and drafting the Career Development Plan. They will also be providing training for providers on the Employment Assessment process as well as how conduct focused assessments to aid in career development and job discovery activities. The goal is to have providers trained to conduct future Employment Assessments.

Benefits of new Employment Assessment Process

The new Employment Assessment Process aims to:



Standardize the Process

Ensure every eligible member is assessed uniformly, providing a standard baseline.



Ensure Quality

Utilize third-party training and oversight to guarantee high-quality “informed choice” decision-making.



Expand Opportunities

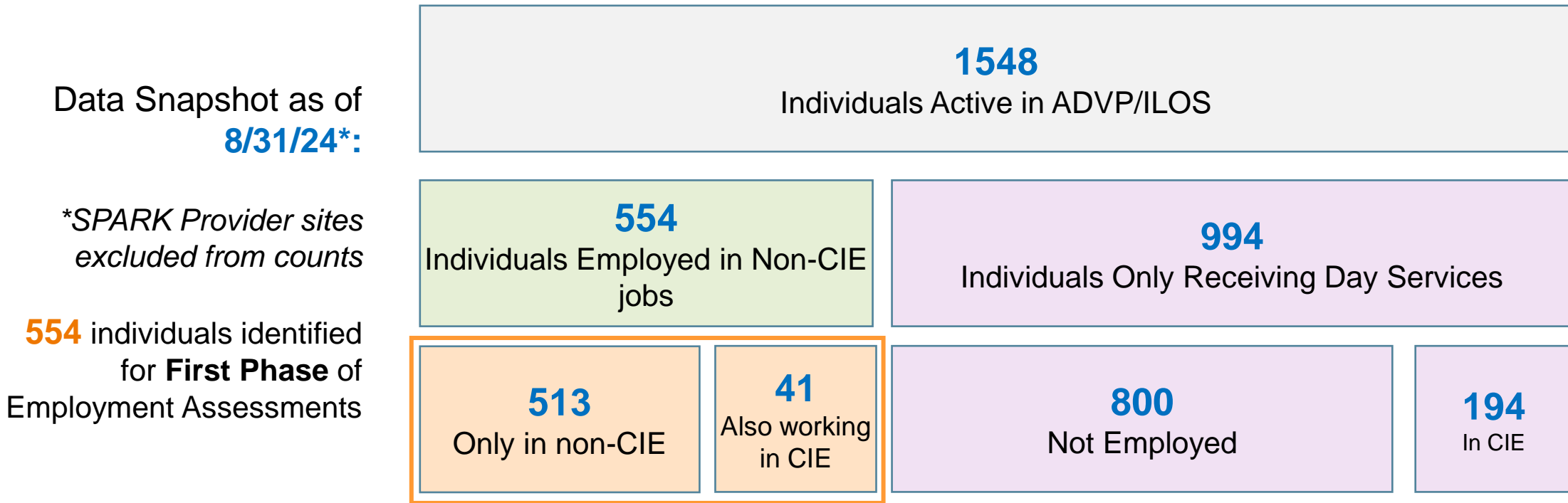
Further each individual’s opportunities to connect with employment services that can lead to CIE if that's their choice

Who will be receiving Employment Assessments?

Eligible Member Population

Long-term vision: Create a standard Employment Assessment process that will be used for all individuals with I/DD who are receiving employment-related services

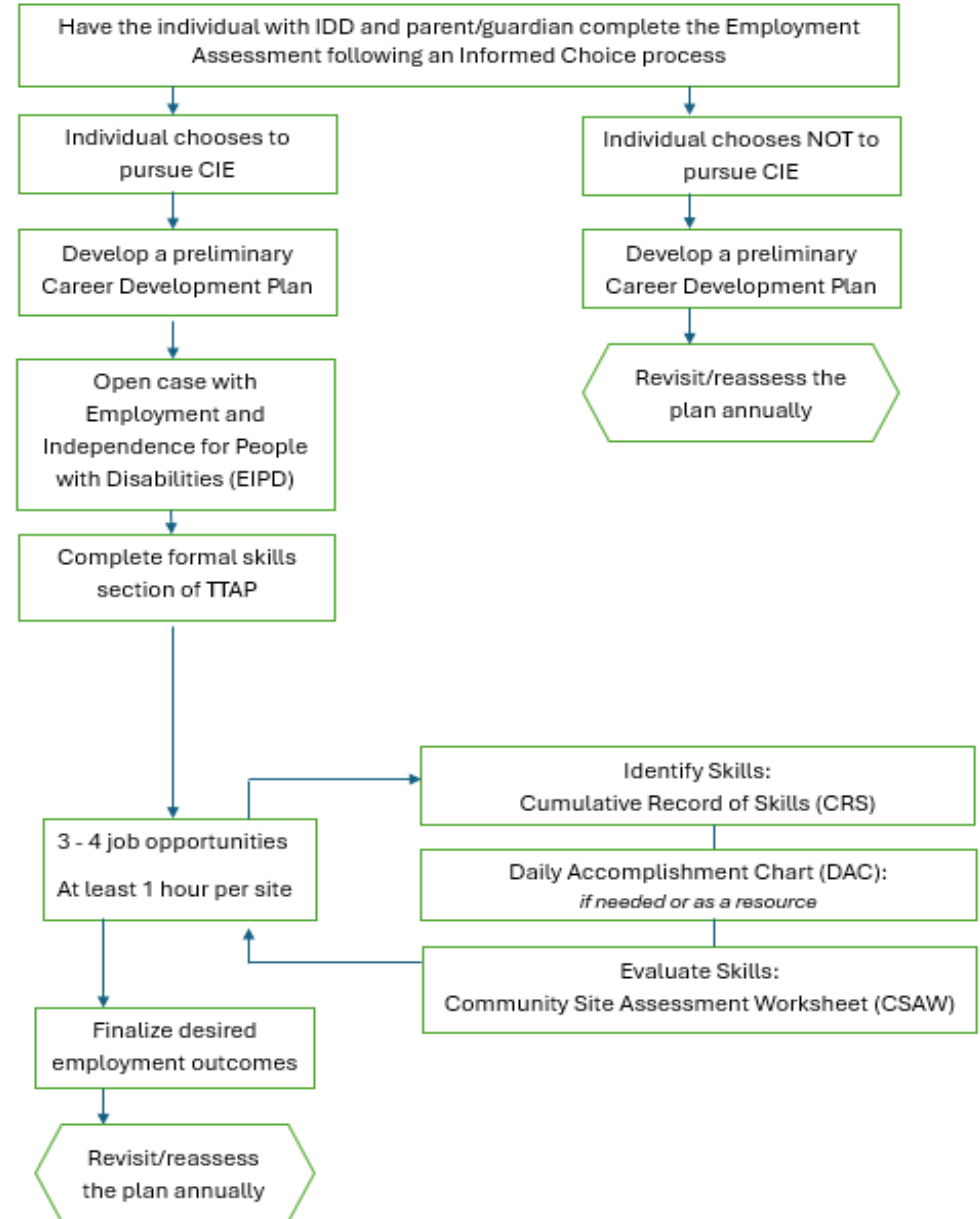
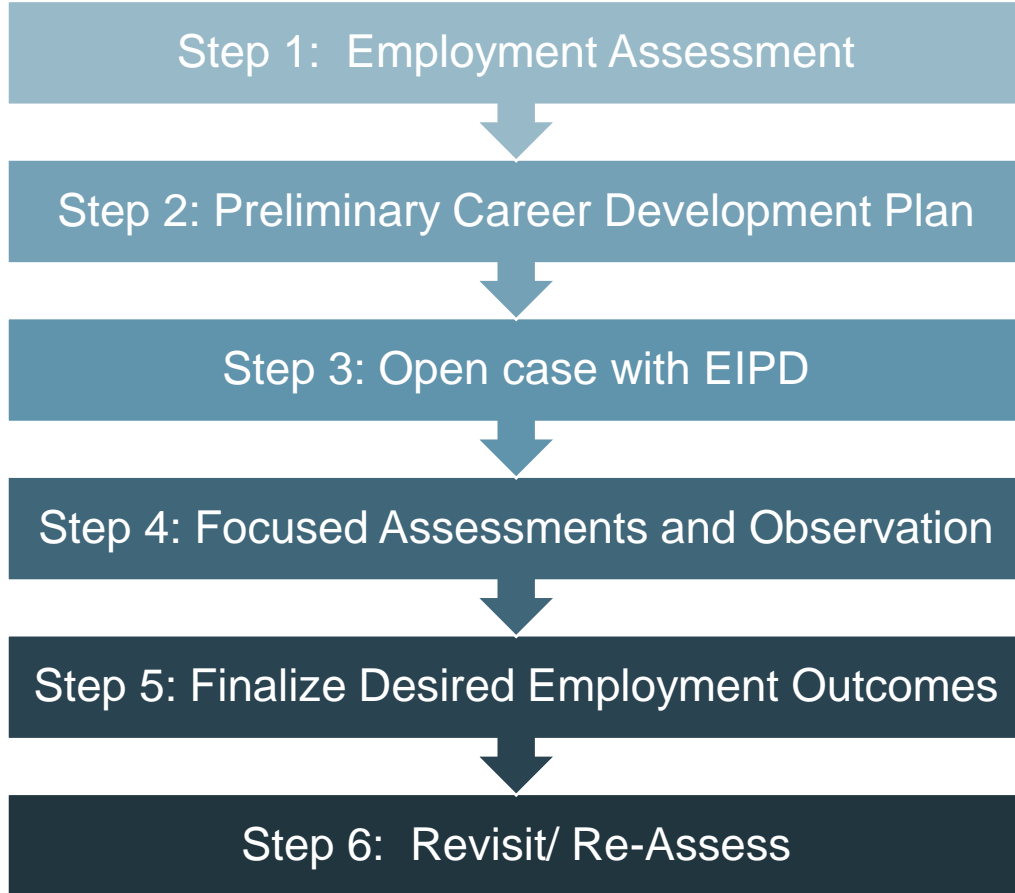
First Phase: Members currently receiving ADVP/ILOS services and working in non-CIE jobs



Important Note: Our data records are pulled from the [Quarterly CIE Data Collection Tool](#). We are using the information submitted by Providers through this process to identify individuals

New Employment Assessment Process

Inclusion Works Assessment Process: From Interest to Employment

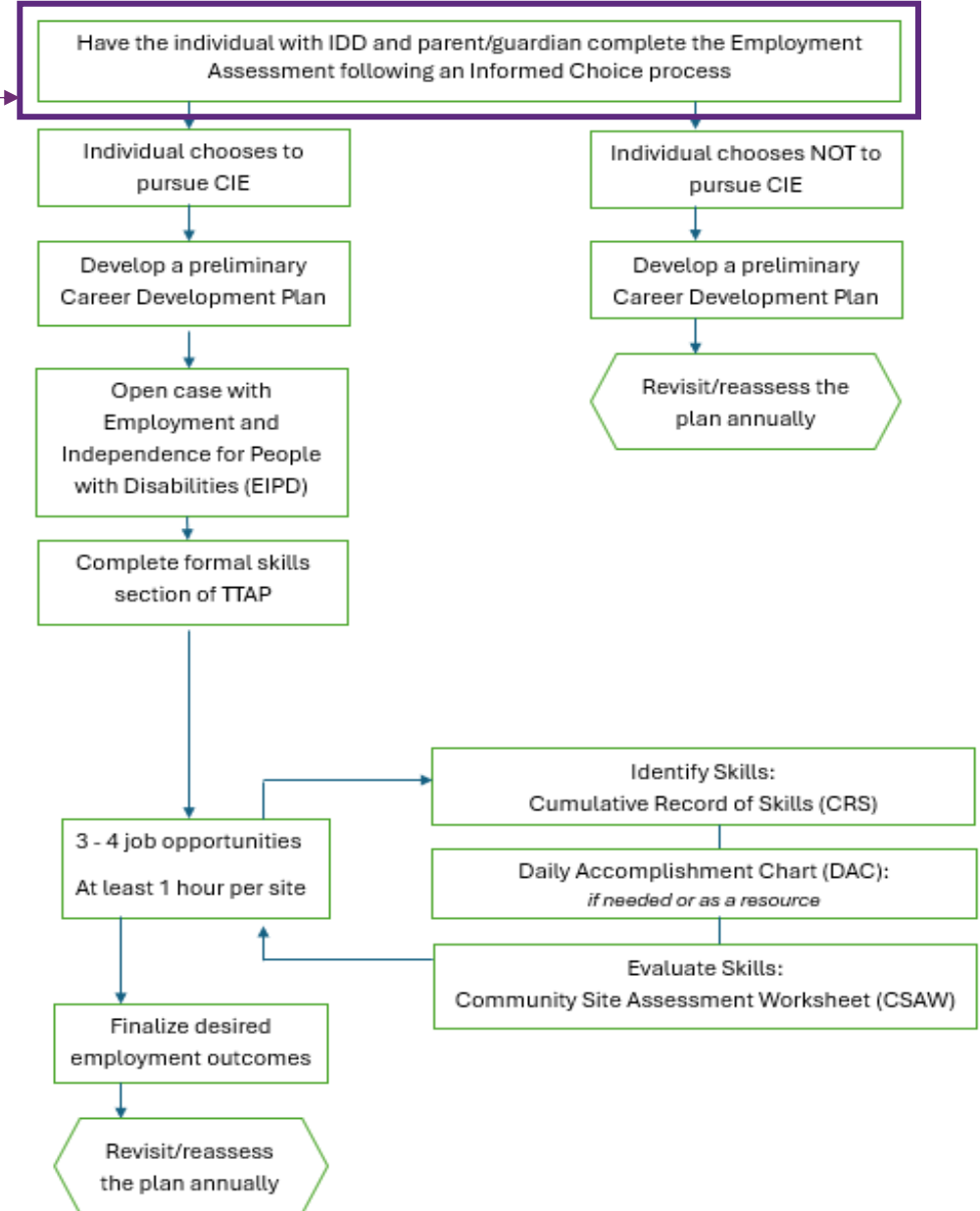


Employment Assessment Implementation

Step 1: Employment Assessment

Employment Assessment is a questionnaire that gathers information about an individual's employment history or employment needs.

- Questionnaire for the individual
- Questionnaire for Caregiver



Employment Assessment Implementation

Step 1: Employment Assessment

Employment Interest Questionnaire¹ (for Individual with IDD)

Employment Interest

1. What is your preferred/ideal/dream job?
 - a. What would your best day at work look like?
2. What kinds of activities and/or hobbies do you like?
3. Have you ever worked or volunteered?
 - a. If yes, where?
 - b. What did you do?
 - c. What did you like about the job(s)?
 - d. What did you not like about the job(s)?
4. What skills do you have? - OR - What are you good at?
5. What kinds of jobs would you NOT want?
6. How would you get to and from work (select all that apply):
 - Bus
 - Walk/Roll
 - Drive
 - Ride from friends/family
 - Ride Share (Uber, Lyft) or Taxi/Cab
 - Other:
7. What was it like trying to find a job?
 - a. If response is easy, ask "What do you think are the reasons it was easy finding a job?"
 - b. If response is hard/difficult, ask "What do you think are the reasons it was hard finding a job?"
8. Is there anything that worries you about getting a job?
9. Have you had jobs in the past that were not a good fit for you?
 - a. If yes, why?
10. Do your family and/or friends help you get and keep a job?
11. Who would you contact to help you find a job?

Employment Status

1. Do you currently have a job?
 - a. If yes, where do you work (name of employer and city where job is located)?
 - i. Do you work full or part time?
 - b. If no, continue to [Section II: Currently Not Employed](#)

Employment Interest Questionnaire (for Parent/Guardian)

RESIDENCE

1. Where does [NAME of Individual with IDD] currently live?
2. What supports does [NAME of Individual with IDD] need in daily life? (level of independence in daily living skills)
3. Does [NAME of Individual with IDD] have any other services? (CAP, one-on-one, group home, etc.)

WORK INTEREST

1. Does [NAME of Individual with IDD] want to work? Why or why not?
2. Does [NAME of Individual with IDD] desire full-time or part-time work?
3. What type of work does [NAME of Individual with IDD] prefer?
4. What other types of work might [NAME of Individual with IDD] accept?
5. What type of work do you think would be best for [NAME of Individual with IDD]?
6. Does [NAME of Individual with IDD] have a schedule they would like to work (for example - days, evenings, etc.)
7. Does [NAME of Individual with IDD] need medical insurance through their job?
8. Do you have any concerns with [NAME of Individual with IDD] trying to find a job?
 - a. If yes, what are your concerns?

PAST WORK EXPERIENCE

1. Where has [NAME of Individual with IDD] previously worked or volunteered?
2. Has [NAME of Individual with IDD] had any special job training?
3. What job skills did [NAME of Individual with IDD] show at these previous jobs?
4. What did [NAME of Individual with IDD] like/dislike about previous jobs?

EDUCATION

1. What is the highest grade or level of school that [NAME of Individual with IDD] has completed?
2. What were [NAME of Individual with IDD]'s favorite classes in school?
3. What educational skills (for example - can read, write, count, add, multiply) does [NAME of Individual with IDD] have?
4. From a career-planning perspective, what are plans for further education? What types of courses should [NAME of Individual with IDD] seek?

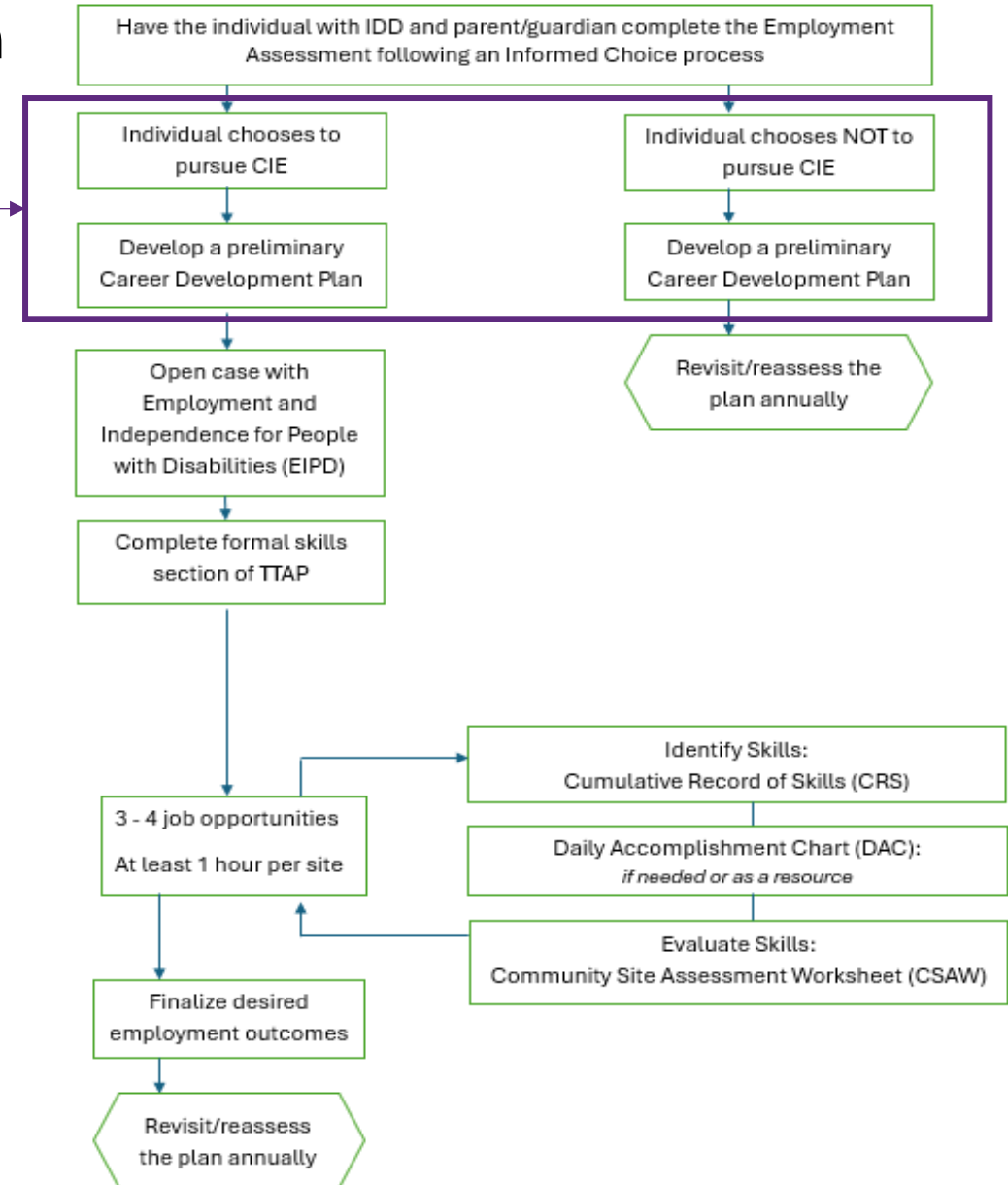
- Forms will capture responses from Individuals and Families
- We understand many questions have been asked before. We need to get responses in this format for analysis and strategic planning
- Responses will be stored digitally to create electronic record

Employment Assessment Implementation

Step 2: Preliminary Career Development Plan

Preliminary Career Development Plans will be created for every individual. These plans will capture interest in **Employment, Next Steps**, assign **Target Dates**, and assign a **Responsible Person**.

- Meant to be a one-page document to attach to current service plan.
- Not meant to be a document of barriers. Meant to focus on the supports needed to succeed.
- Will be in an online database.
- Will allow state to look at work being done and to identify gaps and support needs.



Employment Assessment Implementation

Step 2: Preliminary Career Development Plan



- NCDHHS is required to capture the individual's Informed Choice regarding employment
- If the individual chooses to pursue CIE, the Preliminary Career Development Plan will outline the steps to reach that goal
- If the individual is not interested in CIE, the reason for declining will be captured, showing Informed Choice has been made

Preliminary Career Development Plan	
Name of Individual:	Name of Individual Supporting/Monitoring the Plan:
Date of Creation:	Anticipated Date of Completion:
Areas of Work Interest (list three) (Retail, Culinary, Warehouse, Hospitality, Healthcare, Childcare, Clerical/Office, Landscape, Other:)	1. 2. 3.
Next Steps: No step is dependent upon the one before it being completed before beginning this process.	<input type="checkbox"/> Open Case with Employment and Independence for People with Disabilities. <input type="checkbox"/> Connect with MCO/Tailored Care entity. <input type="checkbox"/> Design funding model to support Competitive Integrated Employment. <input type="checkbox"/> Complete formal skills assessment <ul style="list-style-type: none"> ○ TEACCH Transition Assessment Profile ○ What's Next Employment Guide ○ Other: <input type="checkbox"/> Participate in 3-4 job exposure opportunities over the next 12 months. <ul style="list-style-type: none"> ○ Identify companies related to Areas of Work interest above. ○ Identify Skills to assess in the Work Sites. ○ Complete Daily Accomplishment Chart (if needed) ○ Evaluate Skills ○ Determine if more time needed in Job Setting ○ Evaluate perspective of individual after each work site <input type="checkbox"/> Assess transportation <input type="checkbox"/> Define support needed and work to remove any barriers. <input type="checkbox"/> Benefits Counseling <input type="checkbox"/> At 12months or sooner: <ul style="list-style-type: none"> ○ Finalize Desired Employment Goals/Outcomes ○ Start Job Development ○ Consider longer Community assessment in desired Employment Setting

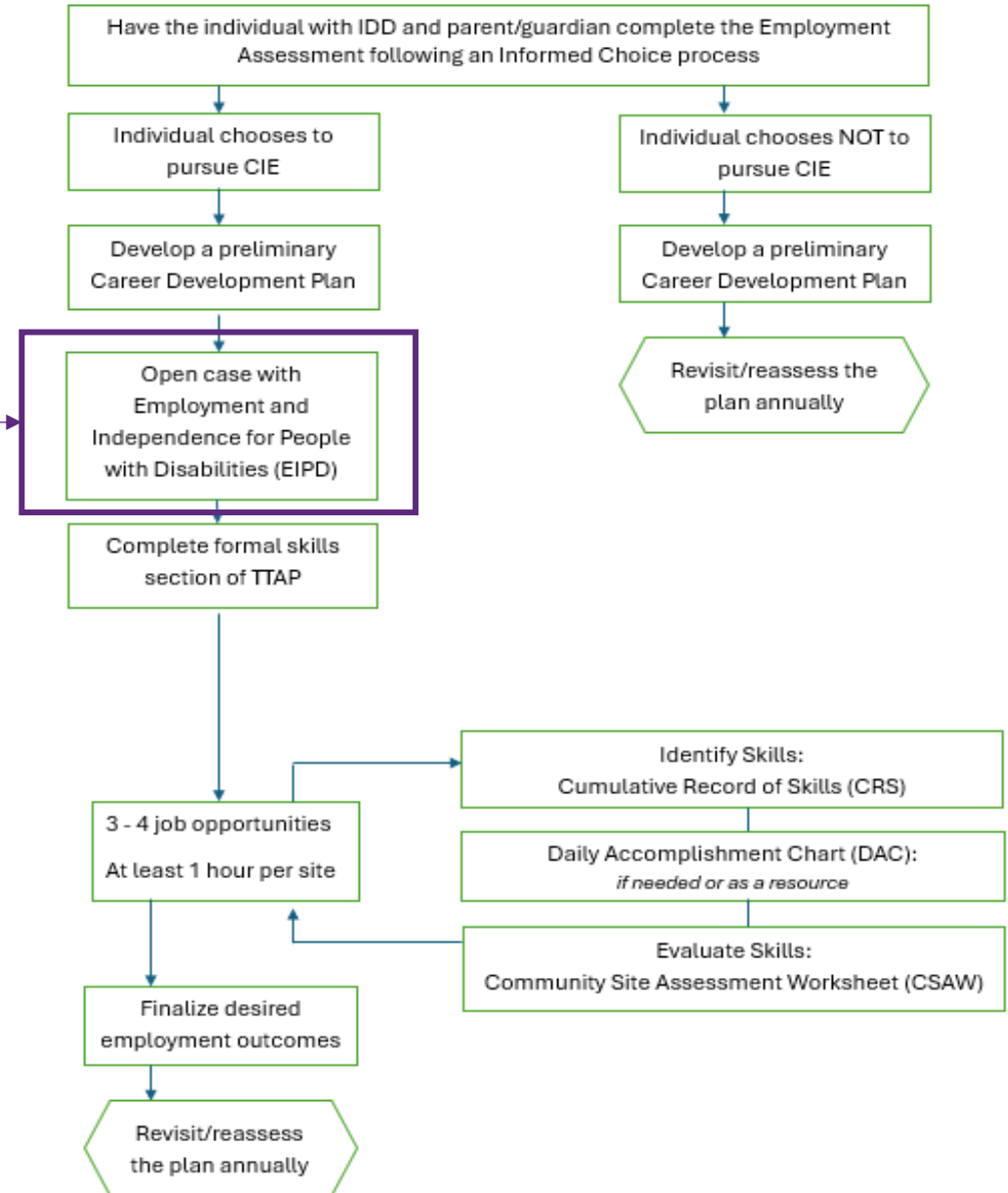


Employment Assessment Implementation

Step 3: Open Case with EIPD

Individuals interested in finding a job in CIE should apply to their local EIPD office for VR services:

- EIPD helps people with disabilities achieve their goals for competitive employment and more independent living in NC
- All individuals must go through EIPD first before accessing Supported Employment services
- Career Development Plans will be used to help establish the Individualized Plan for Employment (IPE)



Employment Assessment Implementation

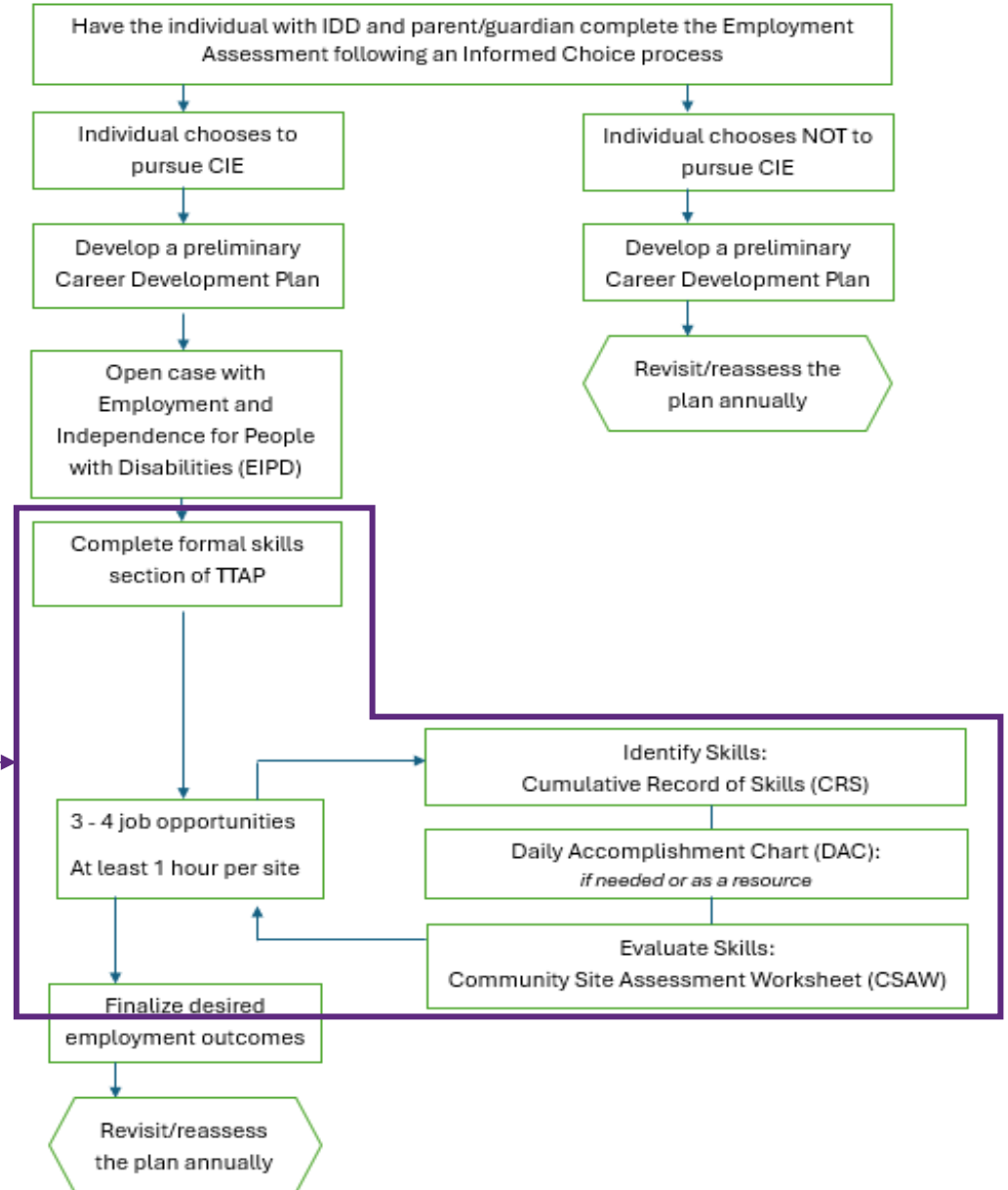
Step 4: Focused Assessments and Observation

The focused assessments are designed to **gather more information** about employment goals. On-site opportunities in the community help the individual gain real-world perspective of CIE work environments

• Focused Assessment Tools include

- What's Next Employment Guide
- TEACCH Transition Assessment Profile (TTAP) Formal & Informal Sections
- Cumulative Record of Skills (CRS)
- Daily Accomplishment Chart (DAC)
- Community Site Assessment Worksheet (CSAW)

• WTNC to train providers on TTAP Process



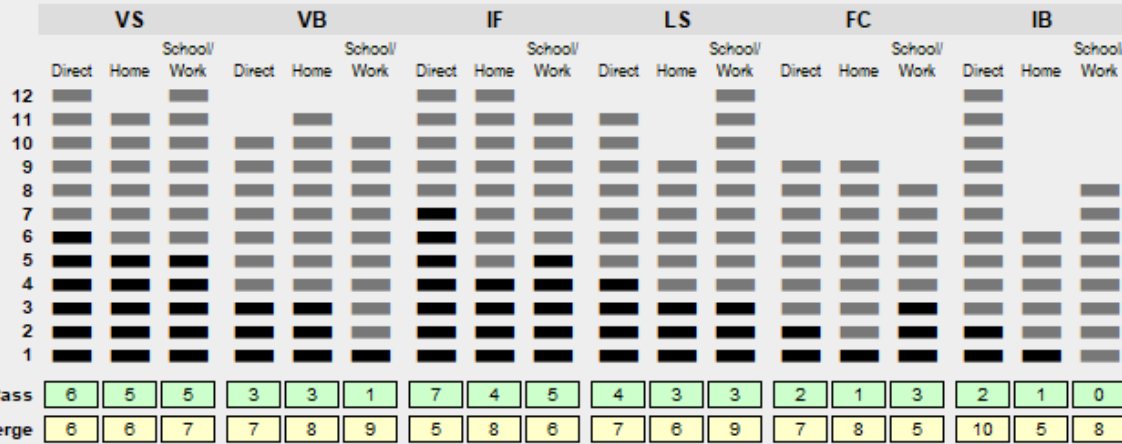
Employment Assessment Implementation

Step 4: Focused Assessments and Observation

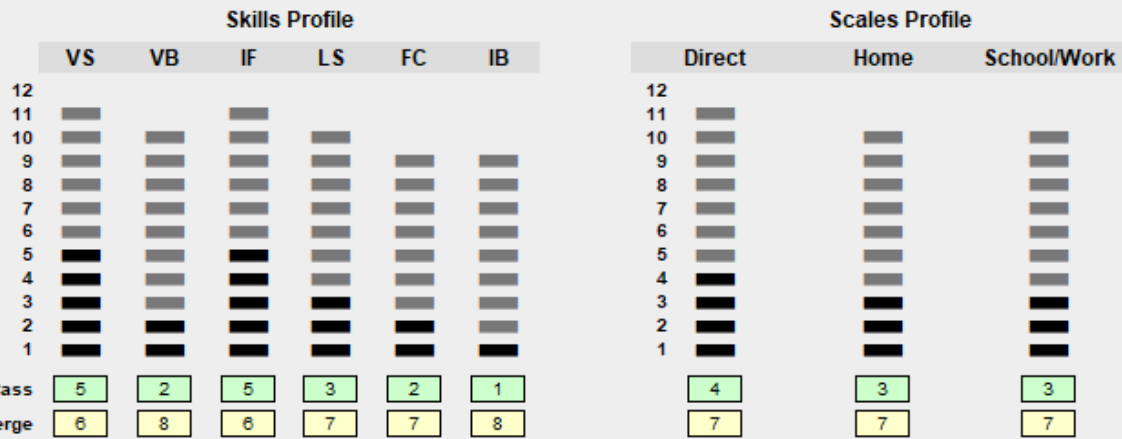


Scores Profile

■ = Pass ■ = Emerge



Skills and Scales Average Profiles



Community Site Assessment Worksheet - Back

NAME:	Carol	DATE:	Jan 5, 2014	Pre-instruction or Post-instruction? (circle)	
JOB SITE:	School Office	JOB COACH/STAFF:	Ben		
Goal?	Area of Note	PASS	EMERGE - note limits	FAIL	If E or F, Note visual structure or teaching strategy to be used
X	Vocational Behaviors <i>On Task Ability: Stays on task with coach in close proximity</i>		High		Needs a written list of steps of tasks that coach will point to prompt her to stay focused on task, visual cues in work environment, reduce distractions by setting up work space for fewer people
X	Communication <i>Carol will use her script of topics for break time discussion to prevent embarrassing topics</i>		High		Provide her with a written list of topics to discuss with co-workers at break time, list should be motivating and should gather her attention
X	Interpersonal Skills <i>Communicates the need for help when copy machine is jammed</i>		High - does not know who to go to		Photo/written cue card on copier of who to ask for help
X	Interpersonal Skills <i>Carol will use her written list and visual cues in the copy room to only interact at break time</i>		High		Social story, written cue card on copier, written list of activities, and break time list of topics - coach points to cues to help her remember
X	Independent Functioning <i>Carol will follow list with no more than 3 prompts by coach to the list for each 1 1/2 hour session</i>		High		Coach consistently prompts her by pointing to visual structures, to break time topics,
X	Environmental Factors <i>Can work when others are nearby (within 15 ft.)</i>		High		Needs to work at a time of day when there are fewer people in the office, needs an adapted physical structure moving her to a quieter section of the office, using partitions to partially separate her visually from co-workers

Identify Environmental Factors in this site: Small office cluster of 4 rooms, with copier in its own small room with the other office supplies. Overhead Florescent lighting, with a comfortable temperature. Lots of traffic during the day with obvious slow periods. Staff of 4 people who are all very friendly. The main noises come from the copier and the constant ringing of the phone. This office is also located next to the cafeteria and the smells of food are pervasive. In

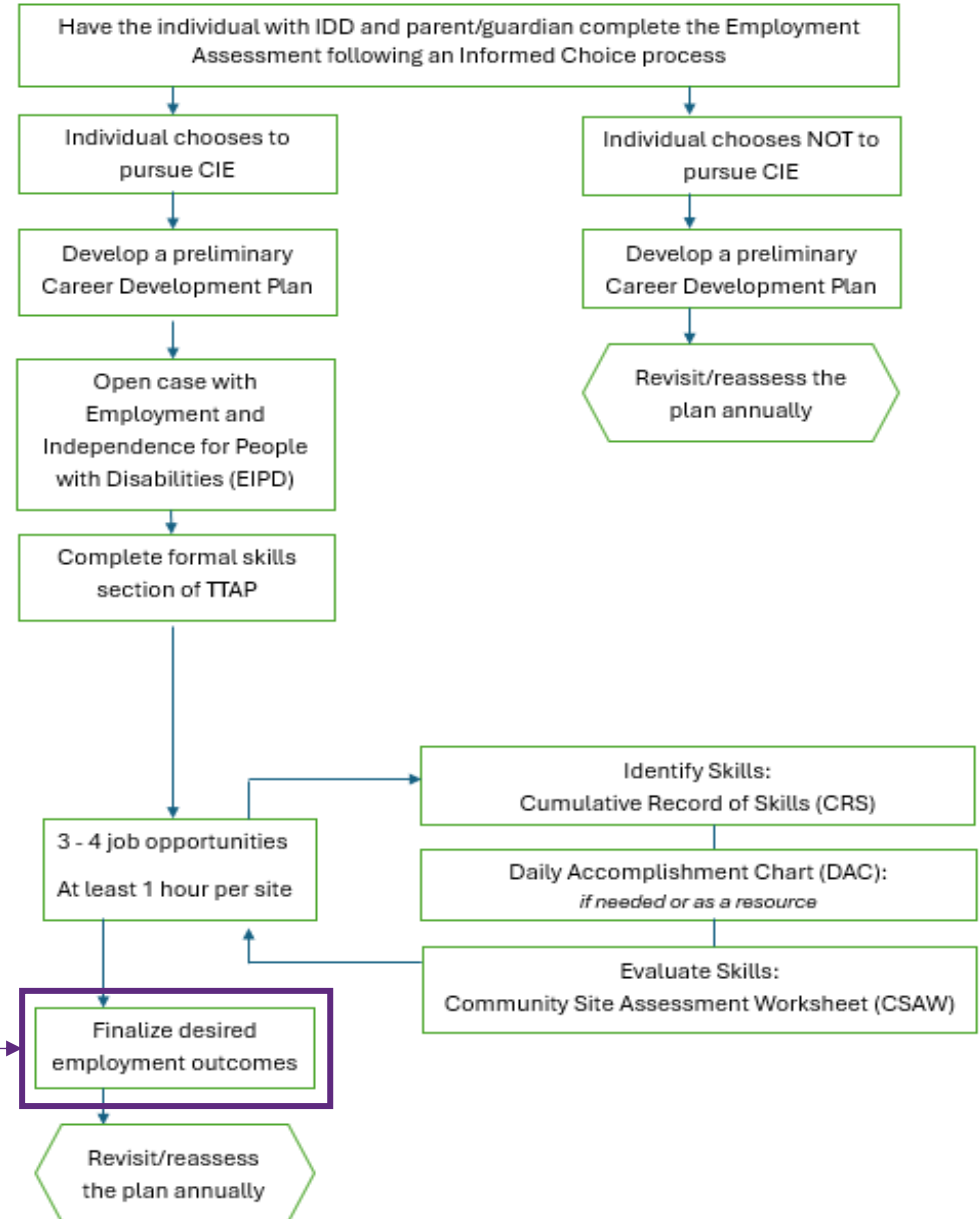
		Pass, Emerge, or Fail
Schedule	Independent Functioning #36 - Follows Schedule √ Picture √ Written	*E both
Work System	Left-to-Right Element	Vocational Skills #5 - Sorting and Collating P
	First-Then Element	Vocational Skills #7 - Travel Kit Assembly P
		leisure Skills #46 - Requests Leisure Activity & Responds to Work System P
		Leisure Skills #38 - Puts Away Materials at End of Break P
Visual Instructions	Picture Instructions	Interpersonal Behavior #72 - Uses Visual Rules P
	Written Instructions	Vocational Skills #3 - Matching to Jig P
		Vocational Skills #7 - Travel Kit Assembly P - photo or ???
		Vocational Skills #11 - Measuring with Cups and Spoons *E
		Leisure Skills #38 - Put Away Materials at End of Break P
		Interpersonal Behavior #72 - Uses Visual Rules P
	Written Instructions	Vocational Skills #11 - Measuring with Cups and Spoons E
		Communication #58 - Written Instructions F
	Interpersonal Behavior - #72 - Uses Visual Rules Not written	

Employment Assessment Implementation

Step 5: Finalize Desired Employment Outcomes

In refining the Career Development Plan, we will be asking ourselves the following questions to ensure we're always updating the program to fit our member's needs:

- **Are job exploration areas still the individual's choices?**
 - Do they have new ideas for potential jobs types?
 - Have they decided against certain job types?
- **Do we want to explore?**
 - Longer assessments?
 - Internships?
 - Education?
 - New timelines, etc.

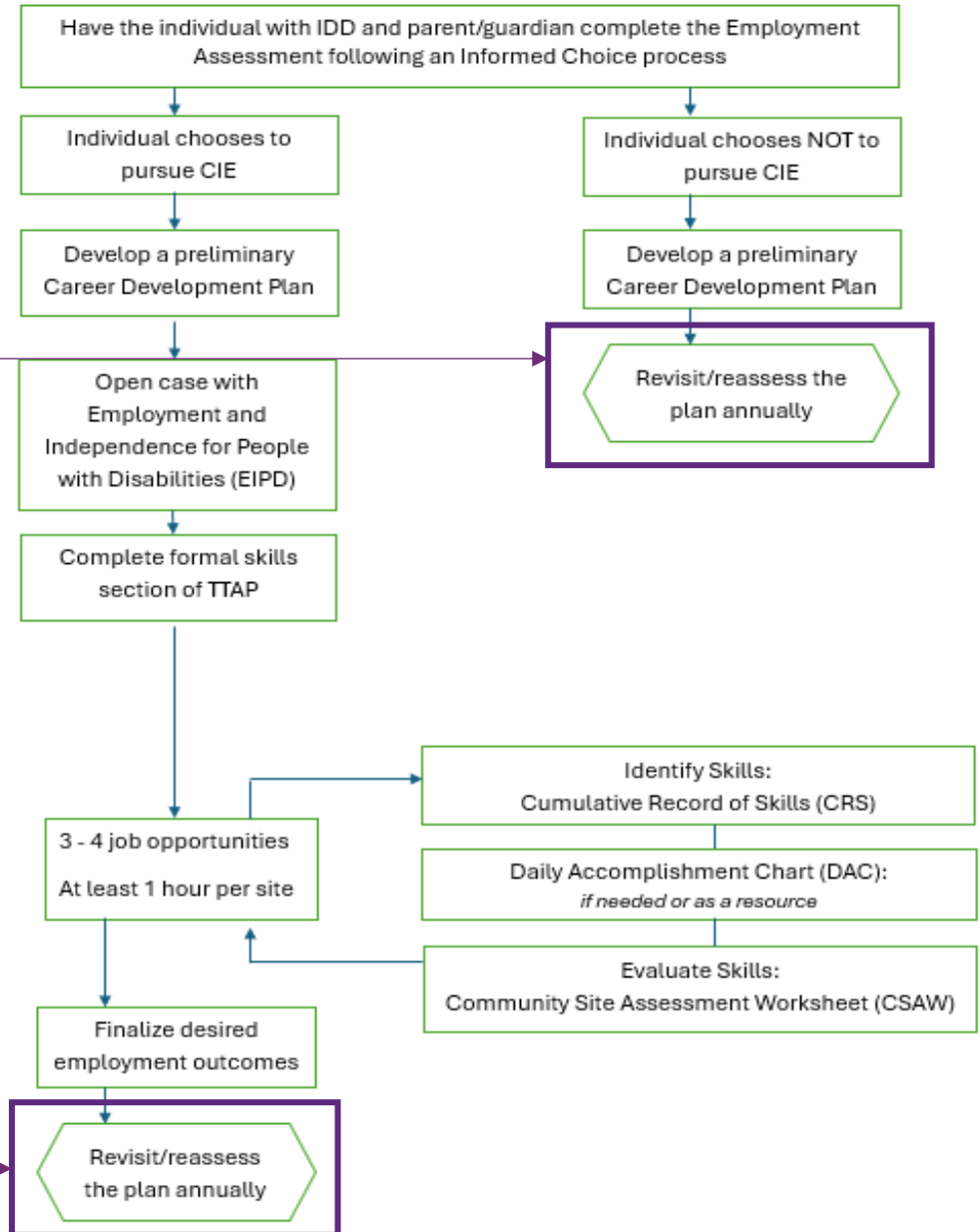


Employment Assessment Implementation

Step 6: Revisit/ Re-Assess

Every individual with I/DD receiving ADVP/ ILOS services will be supported to make an Informed Choice about employment. As follow-up, we are proposing annual re-assessment to ensure individuals' choices have not changed

- Providers will be trained to conduct assessments after initial phase
- Want to monitor progress on career development activities and recommend changes if they have not reached their desired employment outcomes



Next Steps

Next Steps

1

Look for email from NCDHHS with list of members to begin scheduling appointments

2

Book dates for appointments. In-person assessments are preferred, but exceptions can be made for virtual

3

Gather consent from members and guardians. NCDHHS will share consent forms and informational resources

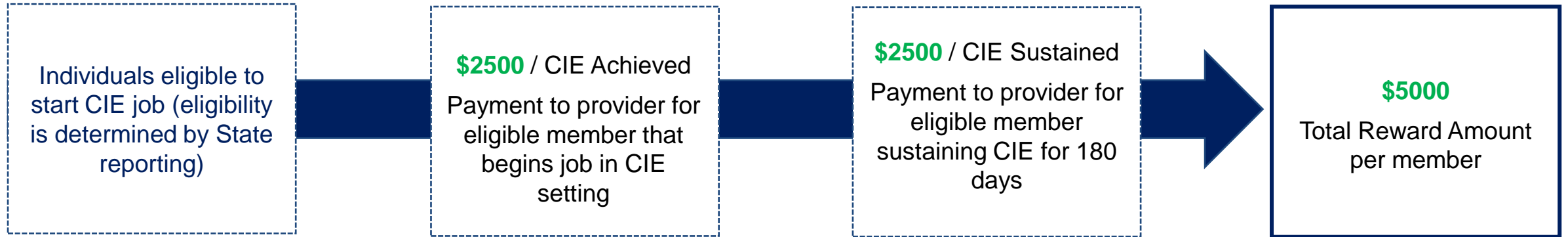
4

Prepare for on-site visits with Work Together NC team and facilitate introductions to members

- **FAQ** will be posted on Inclusion Works website. Please refer to it for questions and share link with families

CIE Incentive Program

Inclusion Works implemented its CIE Incentive Plan for providers to support eligible members employed in a non-CIE job to begin and sustain a job in CIE



Provider Payment Details

- Providers **engage and support eligible members** to explore CIE if that is their choice
- After eligible members **achieve a milestone**, providers are issued the incentive payment from their Tailored Plan



Eligibility Requirements

- Worked in **a non-CIE setting** between December 2023 – current day
- Hired in CIE setting between **July 1, 2024 – June 30, 2025**
- Not from a **SPARK** provider location
- **No hourly requirement** for CIE employment
- **No requirement to leave ADVP** employment



Tracking and Reporting

- A form will be **filled out by providers** for each incentive payment
- **Proof of Employment** will be required for each milestone
- Providers will submit the information to MCO plans on a **rolling basis**

Questions?