Adults with Disabilities Workgroup: April 10, 2015

Review March 6 discussion and recollections:

Who refers to whom? Who do we get referrals from?
PCOE is setting up 311 referral service.
Sierra College has an "ambassador program"

ASSET Maps:

Background: Each of the four separate AB86 program-area work groups mutually identified a need for creating a "regional map"/database of programs that serve our adult learners in each of the key AB86 program areas. To further support the development of such a resource for AWD, we need to find a way to reach out to additional AWD-services providers.
Ongoing questions: How can we use/employ such ASSET Maps effectively? This is where we will benefit from guidance of "experts in the room." Maybe as part of a new Consortium website, or an addition to PNOC or NC211? Also in outreach efforts to target populations of adults with disabilities.
Updating Information: Our group (or specific members) would be funded to stay in place going forward to make sure that ASSET Maps are accurate/kept up to date.
Long-term Goal/Outcome: "There is no wrong door." If a student contacts any of our agencies, we can use ASSET Maps/resource to point students in the right direction. Once asset maps are created, we may not be able to create/staff a OneStop center, but we can identify a group of regional consultants that will work with the ASSET Maps to support /streamline referrals. We need to identify people to fill this need. Maybe this is a mobile team? Mobile service can do workshops, seminars, in-services.   Moneys might be available through AB86 for positions within our region providing such services/outreach/professional development.
Problem: Without a specific contact person attached to an ASSET Map, it is incomplete/not as useful. Agency information changes constantly. How do we keep it updated?

Department of Rehabilitation:

Question: Does the DOR only help clients with **documented disabilities**? What about people with undiagnosed disabilities? *Response*: The DoR will refer those with **undocumented disabilities** for an evaluation.
Question: Does DoR need to believe that these potential clients are "employable" or "capable to benefiting" from DoR services before it proceeds with an **evaluation referral**? *Response*: DoR would do a "**trial work experience**" (see Consumer Handbook) and give the client an opportunity to demonstrate employment potential. If the disability is severe, the client is given an opportunity to substantiate their employment potential by proving they can work in a controlled environment.
Problem: Those who are the "**in-betweeners**" may not benefit from services at Alta and may not eligible for Alta Regional, so they are "stuck" and DoR doesn't know where to refer them.

Suggestion: We all have our in-betweeners. The Workforce Innovation and Opportunity Act is going to impact efforts to support workforce entry and education of adults with disabilities. Would be great for Regional Center and Social Security office. ***Reps from Alta Regional and Social Security would be helpful to join AWD Workgroup and help us with services for in-betweeners.*** PCOE works with a lot of in-betweeners by way of their Workability grant. (But, what happens at PCOE doesn't happen in Nevada County sub-region.) ***At the high school level, these in-betweeners are high level autistic students***, and PCOE has found that parents can help when the initiation of services is not being made. What are these students going to do - sit at home?   The AWD Workgroup needs to be able to discuss groups of people while respecting confidentiality. ***PCOE is bringing in a specialist for Autism***. This person will be a special ed teacher at Del Oro – lots of energy –dynamic! Perhaps this person would be a good addition to the AWD Workgroup? (Jeff/Mike to reach out for participation in next Workgroup meeting.)

Sierra College:

College Students may need mental health assistance, but they're hesitant to come in for services.

What information does this group NOT have? Who are we missing?

Jeff Clark: All decisions are data driven… the cart might be before the horse. AWD is a diverse group – what are the barriers to get AWD back into secondary or work place? Need to research/uncover who these adults are and what are the obstacles getting in their way. How are we helping the students that we are supporting? Next steps? How do we support the students that we "aren't'" serving? They aren't in school or work. They might be in a subsided program. How do we find them? What are some good first steps to identify these students? The younger group 18-22 year olds: Workability follows them to find out what they are doing. If we call 100 and 50% are working or schooling –where do we refer the other 50% to? Perhaps these are students who attended Sierra maybe only one semester through the DSPS. If students were coached and were working, how do we find the data on them? How do we collect data on these students?

Monica/DoR*:* When a client is placed, we have a 90 day monitoring system. If all is stable and the employer is satisfied, the case is closed. We also have post-employment services available to help clientele keep their jobs.

Dori/PCOE: Maybe more outreach in ROP to the high schools? CTE is strong. This is nice instead of "all college driven". They can get a certificate and have job skills.

Research/Next Steps:

One of the purposes of AB86 is to identify the students that we know nothing about – those who are not employed and/or not in school. What percentage of AWD are not at work/school? What barriers are in place that prevent these adults from accessing services? ***How should we respond within our own agencies? Survey clientele and ask***: What happened? Why didn't you continue? Or, why did you

continue? Sierra College does an in-house survey to ask students what services they like and services they would want. We need a common survey/needs assessment (via phone?) to assess what happened to the "one-and-done" students who've dropped away from our agencies.

Allan/Sierra College: We all have individuals that have been in our programs and have dropped out. We might be able identify strategies to collect information on the problems resulting in these drop outs. But, what about the unserved/unknown group of AWDs? We don't know who they are and what their needs are. Perhaps these are clients that are on SSI or Unemployment. All such information is confidential, so we can't share any information with other agencies. ***Do we need to develop a "Universal waiver?" Maybe a needs survey?*** Perhaps we can create a framework for a researcher to be able to obtain information. We know some about what gets in the way of AWDs succeeding. If we want more information, we must contact adult clientele directly. But, ***how can we re-connect with adults with whom we've worked and help them get them back into the loop of services?***

POTENTIAL ACTION ITEM: come up with an example how we will re-connect with the students that fell off the grid. Perhaps a survey to ask why they dropped off? What got in the way of you staying? Needs assessment – why did you only last one class?   Adults continue to need the support of many! It takes a community to help support a student/family.

Other Needs of Adults with Disabilities:

- Students are being told that they don't have the "soft skills" for programs. Might be helpful to go to Adult School for ***soft-skills classes***. RAS is looking into it. ***Los Rios has a great program – NICE Skills.***
- Sometimes people don't know how to disclose their disability. ***Self-advocacy***. At ***Rocklin HS***, they allow 17-18 year-olds to be an active part of their IEP – to learn how to disclose their disabilities and discuss the accommodations they need. ***DoR provides counseling*** on self-disclosure, teaching clients when it is necessary to ask for reasonable accommodations and how to ask for these accommodations appropriately

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Model Programs to Support Persistence and Transition:

At ***Los Rios they have a Workability III Program.*** They partner with DoR and a counselor to help guide students to provide support into the workforce. Sierra College does not have these services. Los Rios has more funding and a bigger population.

Allen: ***Model used at Truckee campus*** – funded by DOR. John Pillsbury is contracted – hired a person who meets once per week – with each of his clients to identify before a crisis occurs what steps need to occur for retention. High number of retention because of the live contact. If clients don't show, there is a red-flag process. Issues are identified and new plans are developed.

Summer (Paid) Work Options:

Research, phone calls, surveys – there is money to pay for us to continue work into the summer.

ACTION ITEMS PRIOR TO NEXT MEETING

1. Operationalize way to contact our clientele who have "dropped off the grid"
2. Bring examples of "follow-up surveys"/needs assessments that will help our creation of an appropriate tool.
3. Bring examples of student support/transition models that we can draw from in addressing needs.

Still Needed:

Workgroup Representation from: Golden Sierra, EDD, NorCal Services, Alta Regional, Social Security

If these agencies are unable to have a rep at our meetings, we must enhance dialogue with them about what our Workgroup is doing -- they may be able to help us with some of the "what we don't know" pieces…

Would we want a group of successful AWD students that can give us information about what was good and what was challenging?

Mike will invite someone from Golden Sierra for the next meeting; Mike/Jeff will reach out to Craig Lechman, Instructor with PCOE who works with students with Autism Spectrum Disorders

CrossRoads? – they have someone that has work incentives for Social Security.

Parking Lot

- Planning Documents used by agencies to support education and career goal attainment:
- Agenda building for next meeting:
- Discuss/share sequence of service requests:
- Develop map of AWD organizations to serve their needs
- Clarify qualification/documentation to receive services
- Develop Pre-Eligibility/pre-application checklist
- One-Stop Shop concept
- Sources of funding available to clients (e.g. transportation, instructional materials)