# PROMOTING COMPETITIVE INTEGRATED EMPLOYMENT: WHAT YOU CAN DO

## Slide 1: The webinar will begin shortly

* Today’s webinar will begin at 3:00 PM EDT
* All lines are muted and you will not hear any sound coming through your computer until the webinar begins
* If you are having difficulty logging in, please contact Maggie Redden at [mredden@ndi-inc.org](mailto:mkennedy@ndi-inc.org)

## Slide 2: PROMOTING COMPETITIVE INTEGRATED EMPLOYMENT: WHAT YOU CAN DO

## Slide 3: Welcome

Rebecca Salon

Project Director

LEAD Center

Moderator: Michael Morris

Executive Director,

National Disability Institute

& Public Policy Lead for LEAD Center

## Slide 4: Listening to the Webinar

* The audio for today’s webinar is being broadcast through your computer. Please make sure your speakers are turned on or your headphones are plugged in.
* You can control the audio broadcast via the audio broadcast panel
* If you accidentally close the panel, you can re-open by going to the Communicate menu (at the top of the screen) and choosing Join Audio Broadcast

## Slide 5: Listening to the Webinar, *continued*

If you do not have sound capabilities on your computer or prefer to listen by phone, dial:

1-415-655-0001

Meeting Code:

*664-403-971*

*You do not need to enter an attendee ID.*

## Slide 6: Captioning

* Real-time captioning is provided during this webinar.
* The captions can be found in Media Viewer panel, which appears in the lower-right corner of the webinar platform.
* If you want to make the Media Viewer panel larger, you can minimize other panels like *Chat*, *Q&A*, and/or *Participants*.

## Slide 7: Submitting Questions

**For Q&A:** Please use the chat box or Q&A box to send any questions you have during the webinar and we will direct the questions accordingly during the Q&A portion.

* If you are listening by phone and not logged in to the webinar, you may also ask questions by emailing questions to [mredden@ndi-inc.org](mailto:mredden@ndi-inc.org).

***Please note:*** This webinar is being recorded and the materials will be placed on the LEAD Center website at: <http://leadcenter.org/webinars/promoting-competitive-integrated-employment-what-you-can-do>

## Slide 8: Technical Assistance

If you experience any technical difficulties during the webinar, please use the chat box to send a message to the host, Maggie Redden, or you may also email her at [mredden@ndi-inc.org](mailto:mkennedy@ndi-inc.org).

## Slide 9: What is LEAD?

The **National Center on Leadership for the Employment and Economic Advancement of People with Disabilities (LEAD)** is a collaborative of disability, workforce and economic empowerment organizations led by **National Disability Institute** with funding from the **U.S. Department of Labor’s Office of Disability Employment Policy**, Grant No. #OD-23863-12-75-4-11.

This document does not necessarily reflect the views or policies of the U.S. Department of Labor’s Office of Disability Employment Policy, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

## Slide 10: LEAD Center Mission

To advance sustainable individual and systems level change that results in improved, competitive integrated employment and economic self-sufficiency outcomes for individuals across the spectrum of disability.

[**www.leadcenter.org**](http://www.leadcenter.org/)

## Slide 11: Presenters

* Alison Barkoff, Director of Advocacy at the Center for Public Representation.
* Annette Shea, Policy and Program Specialist at the Administration for Community Living, Department of Health and Human Services.
* Sharyn Hancock, Disability Resource Coordinator at Workforce Essentials in Clarksville, Tennessee.
* Karen Lee, Executive Director of SEEC (Seeking Equality, Empowerment and Community for People with Developmental Disabilities).

## Slide 12: Introduction to the webinar

**Christopher Button, Ph.D.**

Supervisor, Workforce Systems Policy

US Department of Labor

Office of Disability Employment Policy

## Slide 13: Promoting Competitive Integrated Employment: What YOU Can Do

**Alison Barkoff**

Director of Advocacy

Center for Public Representation

[abarkoff@cpr-us.org](mailto:abarkoff@cpr-us.org)

Image: Center for Public Representation logo

## Slide 14: What Is the Vision of People Disabilities?

* People with disabilities want to live their lives like people without disabilities(with supports as needed)
* Want opportunities for true integration, independence, choice, and self-determination in all aspects of life – where they live, spend their days, and community membership
* Want quality services and supports that meet their needs and help them achieve goals they have identified through real person-centered planning

## Slide 15: Employment is Key To This Vision

* Supporting people to work in competitive integrated employment is critical to:
  + Helping people with disabilities access the greater community;
  + Facilitating relationships with people without disabilities;
  + Building new skills and self-esteem;
  + Helping bring people with disabilities out of poverty;
  + Reducing utilization of other Medicaid services; and
  + Providing meaningful ways for people to spend their days.

## Slide 16: Critical Time for You To Advocate For Disability Employment

* Opportunities to implement in your state federal policies that advance competitive integrated employment (CIE):
  + Workforce Innovation & Opportunity Act (WIOA)
  + Home and Community Based Services (HCBS) Settings Rule
* Need to educate and engage as federal policies impacting CIE are being considered
* Chance to advocate for state and local policies to advance disability employment
  + Employment First policies
  + Policies around transition from school to work

## Slide 17: Implementing Federal Policy in Your State: Workforce Innovation and Opportunity Act

## Slide 18: WIOA: Setting the Employment Vision

* Statute prioritizes and increases employment of people with disabilities in competitive integrated employment
  + Defines CIE as work at or above minimum wage, with wages & benefits comparable to, & fully integrated with, co-workers w/o disabilities
* Clear statutory goal to limit significantly the use of 14(c) sub-minimum wage
  + Requires anyone under 24 to explore and try CIE before they can be placed in a sub-minimum wage setting; prohibits schools from contracting with sub-minimum wage providers; and requires at least annual engagement of anyone in sub-minimum wage setting
* Statute recognizes the importance of and requires cross-agency collaboration (including VR, Medicaid and IDD)

## Slide 19: WIOA Implementation: Already Making a Difference

* The impact of WIOA is starting to change state practice!
* Interagency collaboration through MOUs is starting to happen
  + More work is needed to make sure all agencies are included (particularly IDD agencies)
* Starting to impact Section 511 outreach re: interest in CIE for transition age youth & people in sheltered workshops
  + Need to ensure that there is real, experiential engagement
  + More focus needed on follow through for people who express an interest in CIE

## Slide 20: YOU Can Impact WIOA Implementation In Your State

* States must develop and submit for approval to the federal government plans for implementing WIOA
  + Plans must be updated every two years
* Commenting is a great opportunity to make your voice heard!
  + What are the areas of success? Areas of needed improvement?
  + How can the plan be aligned with other important initiatives happening in your state, including Employment First, the HCBS Settings Rule implementation and *Olmstead* planning
* Educate your state and federal representatives about the importance of WIOA and CIE
  + Critical to lift up success stories about the positive impact of the law

## Slide 21: Implementing Federal Policy in Your State: Medicaid HCBS Settings Rule

## Slide 22: HCBS Settings Rule

* In 2014, the federal government issued regulations to ensure that all people receiving home and community based services (HCBS) received the full benefits of community living
* States are in the process of developing and getting federal approval for “statewide transition plans” (STPs) to implement the rule
  + States’ STPs must be approved by March 2019
  + States have until March 2022 to fully implement
* The public must be given an opportunity to comment on STPS
  + This is a critical opportunity to make your voice heard!

## Slide 23: More on the HCBS Settings Rule

* The Rule sets requirements for all HCBS settings including that:
  + Settings are integrated in, and people have access to, the broader community
  + People have autonomy, independence, and choices in their daily lives
  + People have opportunities to seek employment and work in competitive integrated settings
  + People have choices in types of services (including non-disability specific options) and who provides them

## Slide 24: Systems Change Through the HCBS Settings Rule

* The HCBS Settings Rule can and should be a game changer for increasing opportunities for competitive integrated employment
  + Remember: This rule applies to ALL HCBS settings, both residential and non-residential
* Specific provisions of the Rule are important tools for increasing opportunities for competitive integrated employment

## Slide 25: Choice of Non-Disability Specific Setting

* Rule requires states to offer individuals a choice of a “non-disability specific setting”
  + Applies to both residential and non-residential settings
  + That means the opportunity to work in CIE
* CMS has made clear in approval letters that states should assess their current capacity of non-disability specific settings and develop a plan to increase capacity so all individuals have a real and meaningful choice
  + This means increasing capacity of CIE!

## Slide 26: Tiered Standards

* States have flexibility to set different standards for existing and new settings through their statewide transition plan
  + Existing settings must meet the minimum standards set forth in the HCBS rules but states can set standards for “models of service that more fully meet the state’s standards” for HCBS and require all new settings to meet the higher standards
  + This allows states to “close the front door” to settings/services
  + Numerous states are using tiered standards to move away from facility-based day and to focus on CIE

## Slide 27: YOU Can Impact Your State’s Implementation

* States must get public input in the development of their STPs
* It is critical that stakeholders make their voices heard
* Make sure your state includes a focus on employment in its STP as required by the rule
* Encourage your state to align HCBS transition activities with their own state initiatives and other federal obligations:
  + State “Employment First” initiatives
  + State’s Workforce Innovation Opportunity Act plans
  + State’s *Olmstead* plans or settlement agreements

## Slide 28: Stay Educated and Engaged About Federal Policies Related to CIE

## Slide 29: Numerous Bills in Congress Related to Disability Employment

* Bills to move away from sheltered workshops towards CIE:
  + Transitioning to Integrated and Meaningful Employment (TIME) Act
    - * Proposes to phase out 14(c) over 3 years
  + Transitions to Independence Act
    - Pilot to provide enhanced funding to incentivize rebalancing capacity from sheltered workshops and other segregated day services to CIE
  + Raise the Wage Act
    - Would raise the national minimum wage to $15 & phase-out 14c

## Slide 30: Numerous Bills in Congress Related to Disability Employment (cont’d)

* Bill to amend WIOA’s definition of CIE:
  + Workplace Choice and Flexibility for Individuals with Disabilities Act would rewrite WIOA’s definition of CIE
  + Would change focus of “integrated” away from co-workers without disabilities to mean any interaction with any person without a disability (customers, venders, superiors, etc.)
  + Would count all AbilityOne and state-use contracts as CIE (so long as they pay minimum wage)
  + Bill only introduced in the House and no similar bill in the Senate

## Slide 31: Agency Regulations Regarding CIE

* Starting in July 2017, some members of Congress and providers advocated with the Secretary of the Department of Education to re-open the WIOA regulations defining CIE
  + Particular focus on the factors for evaluating if a setting is “integrated,” which currently focuses on interaction with co-workers without disabilities and if a setting is a typical community job
* In May 2018, the Depart. of Education listed the WIOA Regulations on the “unified agenda”
  + This is the first step for taking regulatory action
  + Relisted in October (January 2019 estimated date)

## Slide 32: Agency Regulations Regarding CIE (cont’d)

* If the Dept. of Education re-opens the WIOA regulations, there will be an opportunity for public comment on any proposed changes (typically 60 days):
  + Public comment is a critical opportunity to make your voice heard!
  + Stakeholders can comment on issues like why CIE is important in their lives, how WIOA is making a difference in CIE opportunities in their state, etc.
  + Remember – you don’t have to be a policy expert to be able to comment; your own personal experience (as a person with a disability, family member, provider) is important to share!

## Slide 33: What YOU Can Do

* Educate your members of Congress that all types of people with disabilities can and want to work
  + Educate them about how federal policies like WIOA, the HCBS Settings Rule, etc. are expanding opportunities for CIE in your state
  + Keep telling those employment success stories to show them that employment is an option for all people with disabilities
* Participate in public comment opportunities on federal policies
  + If the WIOA regulations are opened, it will be important for the Dept. of Education to hear from people with disabilities, families and employment providers about the importance of CIE

## Slide 34: State and Local Opportunities to Advance CIE

## Slide 35: State and Local Policies are Important Too!

* Employment First
  + Most states have Employment First policies, but YOU can help work to translate those into reality
  + Need to work on aligning policies & practices, ensuring CIE capacity, and working with the provider community and local businesses
* Transition age youth
  + Engagement of youth and families is critical and YOU can get involved at the local level
    - Opportunities to collaborate through school district’s special education PTAs, inclusion task forces, teacher trainings, special education advisory committees
    - Rubber hits the road in cross-agency collaboration around transition of individual students at the local level

## Slide 36: Resources 1

* “Five Ways You Can Help Expand Opportunities for Competitive Integrated Employment in Your Community”
  + Has a list of resources on each of the topics covered today
  + Available at <http://www.leadcenter.org/resources/report-brief/five-ways-you-can-help-expand-opportunities-competitive-integrated-employment-your-community>
* HCBS Settings Rule: [www.hcbsadvocacy.org](http://www.hcbsadvocacy.org/) or [www.medicaid.gov/hcbs](http://www.medicaid.gov/hcbs)
* WIOA: <http://www.leadcenter.org/wioa-workforce-development>

Slide 37: Pathways to Employment & Successful Community Living ***Annette Shea***

Image: Older Asian man with his two grandchildren.

Image: Man sitting down outside with his arm around his adult son who is standing.

Image: Nurse sitting with a woman in a wheelchair.

All photos are black and white.

## Slide 38: Agenda

* Federal Initiatives and ACL Investments
* Medicaid Buy-In
* Individual stories
* What’s on the horizon

## Slide 39: HHS Employment Goal

***Vision****: Individuals with disabilities will not need to choose between health care supports and work to live successfully in the community*. *All individuals with disabilities will have access to competitive, integrated employment options as a pathway to achieving successful community living.*

**ACL Goal:** To improve the lives of all individuals with disabilities, ACL will pursue policies that promote improved economic status through employment. ACL will encourage systems that promote competitive integrated employment opportunities, career and skills development, and offer an array of appropriate work supports needed to achieve and maintain employment.

## Slide 40: ACL Pillars

* **Expanding employment opportunities**
* Supporting families and caregivers
* Protecting rights and preventing abuse
* Connecting people to services
* Strengthening the aging and disability networks

## Slide 41: ACL Pillars - Employment

* The purpose of the **Employment Pillar** is identify a set of short and long term activities which take bold steps to expand employment opportunities for people with disabilities of all ages. These activities will align with ACL’s mission. The Employment Pillar team’s goal is to identify innovative and possibly non-traditional strategies.

## Slide 42: National Institute on Disability, Independent Living and Rehabilitative Research

* NIDILRR is a center within the Administration for Community Living (ACL)
* Mission: To generate new knowledge and to promote its effective use to:
  + improve the abilities of individuals with disabilities to perform activities of their choice in the community;
  + and to expand society’s capacity to provide full opportunities and accommodations for its citizens with disabilities**.**
* Knowledge useful to service providers, policy makers, people with disabilities and other stakeholders.

Image: Administration for Community Living logo

## Slide 43: What Kind of Research Does NIDILRR fund?

* NIDILRR funds applied research and development from many disciplines, in three targeted outcome domains that are important in the lives of people with disabilities:
  + Health and function
  + **Employment (also one of ACL’s pillars)**
  + Community living and participation
* Many grants are cross-domain, cross-disciplinary

## Slide 44: For Further Information

* ACL’s website: <https://www.acl.gov/>
* For more information about current and past NIDILRR grants, or to sign up for announcements:
  + <http://naric.com/>
  + To learn more about NIDILRR grant mechanisms:
  + <https://www.acl.gov/programs/research-and-development/>
  + To learn about applying for grants: (note that NIDILRR grants are ‘competitive grants’):
  + <https://www.acl.gov/grants/applying-grants>
  + Contact: Leslie Caplan
  + [leslie.caplan@acl.hhs.gov](mailto:Leslie.caplan@acl.hhs.gov)
  + 202-795-7321

Image: Administration for Community Living logo

Slide 45: Projects of National Significance (PNS)Administration on Intellectual and Developmental Disabilities

**Partnerships in Employment (PIE) Grants – Systems Transformation**

* In 2010, AIDD began awarding Partnerships in Employment Systems Change (PIE) grants which prioritize employment for youth and young adults with I/DD. Since 2011 ACL has awarded **$18 million in PIE grants to 14 states**.

**Training and Technical Assistance**

* To supplement the work of the current PIE states, TASH was awarded a five-year Cooperative Agreement to provide training and technical assistance to the PIE states.
* The Lewin Group was awarded a five-year contract to conduct the evaluation for the Partnerships in Employment Systems Change grants.

**Communities of Practice (COP) – Employment**

* AIDD has also funded Communities of Practice in Employment which provided technical assistance to states as they moved forward with their employment first agenda.

## Slide 46: Impact of PNS Initiatives - Employment

**Education of Legislators**

* PIE states facilitated **Take Your Legislator to Work Day**, where state legislators attended the workplace of a youth employee with I/DD to learn about the youths’ employment experiences firsthand.

**Improved Support to Families**

* To dispel misunderstandings about youths’ desires for employment, support families to help youth reach their employment goals, and expose families to new opportunities and expectations around youth employment, PIE states engaged parents and families of youth with I/DD through various methods, including through surveys, trainings, and Parent and Family Coalitions.

**Change Employers Attitudes**

* PIE consortia recognized that engaging businesses, changing businesses’ expectations and attitudes about hiring youth with I/DD, and forming relationships with businesses are important to finding and creating job opportunities for youth with I/DD. As a result, grantees employed a variety of methods to engage businesses.

**Support for Employers**

* PIE states created resources and trainings to help employers better support and provide reasonable accommodations for employees with I/DD.

## Slide 47: ACL Employment Investments and Priorities

* The Workforce Innovation and Opportunity Act and ACL **(WIOA) and Centers for Independent Living (CIL) New Core Service -** Support the successful implementation of the new core service and promote promising practices within CILs.
  + (iii) facilitate the transition of youth who are individuals with significant disabilities, who were eligible for individualized education programs under section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)), and who have completed their secondary education or otherwise left school, to postsecondary life.
* **Medicaid** policy subject matter expertise and liaison for states, federal and advocacy groups with CMS, including **Medicaid Buy-In program**, disability policy matters. Promote the enhancement of the Medicaid Buy-in program. Identify states in which there could be opportunities for policy and programmatic improvement.
* Support CMS with the successful implementation of the Home and Community Based Service **(HCBS) settings rule**.

## Slide 48: Centers for Independent Living

**Centers for Independent Living Core Services**

* Information and referral, IL skills training, Peer counseling, Individual and systems advocacy
* Services that facilitate transition from nursing homes and other institutions to the community, provide assistance to those at risk of entering institutions, and facilitate transition of youth to postsecondary life.
* Centers also may provide, among other services: psychological counseling, assistance in securing housing or shelter, personal assistance services, transportation referral and assistance, physical therapy, mobility training, rehabilitation technology, recreation, and other services necessary to improve the ability of individuals with significant disabilities to function independently in the family or community and/or to continue in employment.

**Model Employer:**

* CILs assist individuals with significant disabilities of all age maintain employment.
* About two thirds of CIL staff, including executive directors have disabilities.  Thus many are model employers of and for people with disabilities as well as other employers. CILs serve as spring boards and potential feeder systems for career path employment.

## Slide 49: Medicaid Buy-In

* The Medicaid Buy-In is an optional Medicaid program for workers with disabilities.
* The vast majority of states cover at least one of the “buy in” groups. Premiums are not mandatory. Not all states require Medicaid Buy-In beneficiaries pay premiums.
* The few states that do not presently cover one of the “buy-in” eligibility groups may adopt one of them at any time. State Medicaid agencies work with the Centers for Medicare and Medicaid Services (CMS) to add or make changes to their Medicaid program.
* States that presently have a Medicaid Buy-In can make changes to their income and asset rules to promote employment *and* earnings by submitting a request to the Centers for Medicare & Medicaid Services (CMS). Like other proposed Medicaid changes, CMS reviews State requests for approval.

\* Income and asset rules cannot be below federal minimum standards.

## Slide 50: Medicaid Buy-In

* **Why do States need a Medicaid Buy-In?**
  + Medicaid offers critical services not offered by Medicare or private/employer sponsored insurance such as personal attendant services, extended therapies, durable medical equipment.
* **Challenges:**
  + Not every state has a Medicaid Buy-In.
  + Many states have low enrollment due to income limits and low expectations with regards to earnings.
  + Not everyone is familiar with Medicaid Buy-In.
  + Some individuals fear loss of benefits with increased income
  + Some individuals suppress their income due to cost-sharing requirements tied to earnings.
  + Lack of more current Medicaid Buy-In data across states

## Slide 51: Medicaid Buy-In Policies Promoting Earnings and Employment

**Critical policy drivers which promote Employment *and* Earnings:**

* + No income limit – 4 states have no income limit
  + No asset limit – 5 states have no asset limit
  + Higher income and/or asset limits (450% FPL or higher) – Of the states with income limits 4 have set them at 450% FPL or higher
  + Financial eligibility methodology includes only enrollees income and does not include spousal income where applicable – 5 states have this policy
  + No premiums or if sliding scale premiums are used, the methodology does not include spousal income
    - 12 states do not include spousal income in premium methodology
  + Inclusion of a Grace period as a programmatic feature

## Slide 52: Medicaid Buy-In – What’s next?

* Opportunities for change:
  + Promote Medicaid Buy-In for all states
  + Promote Medicaid Buy-In programmatic features with earnings friendly policies.
* ACL and Labor’s Office of Disability and Employment Policy (ODEP) with support from the LEAD Center will release 2 documents:
  + Medicaid Buy-In Q & A
  + Policy brief featuring Employment and Earnings promoting policies within Medicaid Buy-In programs

## Slide 53: Steve’s Story

* 65-year-old man with a spinal cord injury
* Achieved a degree in Journalism but struggled to find a job. Went on Supplemental Security Income (SSI).
* He contacted his state’s Vocational Rehabilitation (VR) agency. He became a peer counselor for the VR agency at age 23. Married in 1977.
* Utilized Personal Attendant Services to hire a driver. Wrote a SSA PASS plan. Purchased a accessible van.
* Became active in national disability rights. Big motivator: Wanted to work. He knew he had to work in order to achieve “the American Dream.” His own home, family.

## Slide 54: Steve’s Story (cont’d)

* Independent Living Centers were emerging. Received support from the Spinal Cord Association. Started an Independent Living Center in his community
* Bought his first home in 1982. He and his wife adopted 2 children in 1996. They now has a granddaughter.
* Played a major role in designing and developing his state’s Medicaid Buy-In program pre-TWWIIA. He has been enrolled in his state’s Medicaid Buy-In program for more than 20 years.
* “It’s all about leveling the playing field. Just because I have a disability doesn’t mean I should be excluded from the American Dream. Work is part of the American Dream.”

## Slide 55: David’s Story

* Working older adult with a physical disability
* Key factors to successful Employment:
  + Centers for Independent Living
  + Medicaid Buy-In
    - * David’s state Medicaid Buy-In program has no income or asset limit and allows working individuals with disabilities to remain on the program at age 65 and older

* According to David, working with access to Medicaid through the Buy-In allowed him to stay in the community and out of facilities.

## Slide 56: David’s Story (cont’d)

* ‘Services through Medicaid are not available through other payer sources including personal care attendant services and durable medical equipment.’
* “With (Medicaid Buy-In), it became possible for me to complete graduate school, through a doctorate, and have a successful career in neuropsychology. Health insurance, not available to the disabled due to their high medical expenses, was always the great impenetrable barrier to gainful employment for the disabled, and with the Medicaid Buy-In Programs that final barrier to gainful employment and a meaningful and normal life in the community was finally possible for all of us.”
* David reflects how happy he feels “When I wake up in the morning in my own home, rather than in a hope-extinguishing nursing home.”
* “The Medicaid Buy-In Program has been and continues to be a lifesaver, and I trust every effort will be made to maintain and even expand it, so that even more of us can be income-producing taxpaying citizens living in the community, rather than vegetating in chronic care facilities at great cost to other taxpayers!”

## Slide 57: Mary’s Story

* 51-year-old woman with a progressive neuromuscular disease
* When she was a teenager she met a lead advocate in the disability community when she attended a peer group for youth with disabilities. That individual continues to be her mentor.
* After high school met a positive female role model with a disability who worked at the Disabled Student Services office within her university who made a huge difference.
* Years later after graduating college went to work for an Independent Living Center (CIL) and worked there for 16 years.

## Slide 58: Mary’s Story (cont’d)

* She learned about the Medicaid Buy-In working at the CIL. She continued her education and earned a Masters level certificate in Human Services Management while managing the Personal Care Attendant program for the CIL.
  + - Mary’s state Medicaid Buy-In has no income or asset limit
* She was planning on working for many years but health issues have forced her to cut back her hours to part time. She just celebrated her 51st birthday and says that’s “pretty remarkable for someone with IFSHD.”
* “I am able to afford a small home and remain in the community in part because of (Medicaid Buy-In). I definitely would not be able to work without it! As a woman with a progressive neuromuscular disease I have been able to work while having continuous medical issues.”
* According to Mary, Medicaid Buy-In has helped her to maintain employment out of her home and independent in the community. She currently works part time as a Marketing/Scheduler for a small nonprofit thrift store.

## Slide 59: Resources 2

* Partnerships in Employment (PIE) Grants: <https://www.acl.gov/programs/youth-transitions/partnerships-integrated-employment-system-change-grants>
* ACL AIDD Employment First Initiatives: <https://www.acl.gov/programs/youth-transitions/aidd-employment-first-initiatives>
* Changing Lives for Youth with Disabilities by Supporting Employment and Strengthening Partnerships: <https://www.acl.gov/news-and-events/acl-blog/changing-lives-youth-disabilities-supporting-employment-and-strengthening>
* ACL Blogs featuring Employment Providers Promising Practices: <https://www.acl.gov/index.php/news-and-events/acl-blog/workshops-workforce-tips-providers-transitioning-integrated-employment>
* ACL TWWIIA blog Incentivizing Employment with Medicaid and Medicare: <https://www.acl.gov/news-and-events/acl-blog/ticket-work-and-healthcare-incentivizing-employment-medicaid-and-medicare>
* ACL blog highlighting features and business case for Medicaid Buy-In: <https://www.acl.gov/news-and-events/acl-blog/medicaid-buy-opens-doors-employment-people-disabilities>
* Celebrating 53 years of the Developmental Disabilities Act <https://www.acl.gov/index.php/news-and-events/acl-blog/celebrating-53-years-developmental-disabilities-act>
* Implementing WIOA with link to the IL final rule <https://www.acl.gov/news-and-events/announcements/acl-releases-independent-living-final-rule>

## Slide 60: Resources 3

* The Rehabilitation Act of 1973: Independence Bound <https://www.acl.gov/index.php/news-and-events/acl-blog/rehabilitation-act-1973-independence-bound>
* The Workforce Innovation and Opportunity Act and ACL: <https://www.acl.gov/about-acl/authorizing-statutes/workforce-innovation-and-opportunity-act>
* Federal Partners in Transition (FPT) 2020 Strategic Plan: <https://youth.gov/feature-article/federal-partners-transition>
* Medicaid.gov Employment page: <https://www.medicaid.gov/medicaid/ltss/employmment/index.html>
* Mathematica Policy Research MIG products: <https://www.mathematica-mpr.com/our-publications-and-findings/projects/medicaid-buy-in-program>
* Mathematica Policy Research Top Outcomes of MIG Grants: <https://www.mathematica-mpr.com/our-publications-and-findings/publications/what-were-the-top-outcomes-of-state-medicaid-infrastructure-mig-grants>

## Slide 61: ACL Contact Information

**Annette Shea**

[**Annette.Shea@acl.hhs.gov**](mailto:Annette.Shea@acl.hhs.gov)

**617 565-1164**

## Slide 62: Workforce Essentials – Clarksville, TN - Sharyn Hancock

Image: Workforce Essentials map covering 9 regions of Tennessee: Northwest, Northern Middle, Upper Cumberland, Northeast, East, Southeast, Southern Middle, Southwest, Greater Memphis.

## Slide 63: 5 Ways We Have Expanded Opportunities for Competitive Integrated Employment

**1. WIOA IMPLEMENTATION**

* Adults and youth with disabilities; Veterans with disabilities; Ticket to Work; Training (WIOA); Guided Group Discovery for Youth, Adults, Veterans; Adult Education; Competitive Integrated Employment, etc.

**3. WORK IN YOUR COMMUNITY TO IMPROVE THE TRANSITION OF STUDENTS WITH DISABILITIES TO EMPLOYMENT.**

* We have contracted with our Vocational Rehabilitation (VR) partners to provide Pre-Employment Transition Services (Pre-ETS) to students with disabilities age 14-22 (in school)
* <http://www.wintac.org/topic-areas/pre-employment-transition-services>

## Slide 64: 5 ways we have expanded opportunities for competitive integrated employment (continued)

**2. GET INVOLVED IN YOUR STATES IMPLEMENTATION OF THE HCBS SETTINGS RULE**

**4. ADVOCATE FOR STATE POLICIES TO INCREASE CIE AND MAKE EMPLOYMENT FIRST A REALITY**

* Tennessee Employment & Community First Choices (ECF Choices)

<https://www.tn.gov/tenncare/long-term-services-supports/employment-and-community-first-choices.html> (TENNCARE) - Medicaid

* Employment First <https://www.tn.gov/didd/for-consumers/employment--first.html>
* Partnering with other state agencies
  + - * Employment Roundtable <https://www.tn.gov/cdd/projects-and-initiatives/employment-and-transition/employment-roundtable.html>
      * Tennessee Works <http://www.tennesseeworks.org/>
* Tennessee Council on Developmental Disabilities <https://www.tn.gov/cdd/about-the-council.html>

## Slide 65: 5 Ways we have expanded opportunities for competitive integrated employment (cont.)

**5. KEEPING UPDATED ON FEDERAL LEGISTLATION AND REGULATIONS IMPACTING CIE.**

* Read up on Federal Legislation, and regulations
* Participate and get involved
* Share success stories
* Partner with State and Local Agencies
* Share information about your services to other agencies, partners, employees in your organization, employers etc.

## Slide 66: Competitive Integrated Employment Karen Lee - SEEC

The Practice

## Slide 67: Components for facilitating competitive integrated employment

Image: Components For Facilitating Competitive Integrated Employment pie chart. Clockwise from top: High performing workforce, one person at a time, Infrastructure, modalities, wrap around supports, "everyone works" philosophy.

## Slide 68: Modalities

Graphic: 5-pointec star with “CIE” in the middle. Arrows pointing to the middle include Supported Employment, Project Search, Customized Employment, Wage Job, and Small Business.

## Slide 69: One Person at A Time

Image: A man stands in front of an illustration. An example of person-centered planning.

Image: Cover of "Essential Lifestyle Planning."

Image: Life course guiding principles: Catalysts, infrastructure, innovations, outcome.

Image: Two hands, each holding a mug.

Image: Jim stands in front of an illustration called "Jim's story." An example of person-centered planning.

## Slide 70: Wrap Around Supports

Image: The silhouette of a person with the word "work" in front and the words "ways we belong" overhead. The silhouette is surrounded by 11 circles. Clockwise: gardening, going on vacation, cooking classes, going to a concert, making dinner, playing basketball, working out, college courses, art class, lunch with friends, swimming.

## Slide 71: Jeff

Image: Jeff feeding a horse.

Image: Jeff swimming.

Image: Jeff working in woodshop.

Image: Jeff cheering, standing next to a woman.

Image: Jeff on a boat, standing next to a woman.

Image: Jeff in art class.

Image: Jeff standing next to another man.

Image: Jeff singing at Allstar Karaoke.

Image: A picture of Jeff.

Image: Jeff on a small train.

## Slide 72: Highly Performing Staff

Image: Association of Community Rehabilitation Educators (ACRE) approved logo

Image: Certified Employment Support Professional (CESP) logo

Image: A group of people.

Image: Customized employment competencies/components.

Image: Making a world of difference in people's lives: NADSP logo

## Slide 73: Resources 4

* [Certified Employment Support Professional](https://apse.org/cesp-central/) (CESP)
* [Association of Community Rehabilitation Educators](http://www.acreducators.org/sites/default/files/acre-CE-comps-July2-2018.pdf)(ACRE)
* [National Alliance of Direct Support Professionals](https://www.nadsp.org/) (NADSP)
* [Office Of Disability Employment Policy (ODEP) Customized Employment Competency Model](https://www.dol.gov/odep/pdf/2011cecm.pdf)
* [Person Centered Planning](https://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp)
  + [Path and Maps](https://www.youtube.com/watch?v=6hrrRFgrTRE)
  + [Life Course Framework](https://www.lifecoursetools.com/)
  + [Essential Life Planning](https://www.hft.org.uk/blog/glossary/essential-lifestyle-planning-elp/)

## Slide 74: Next Steps: To Increase CIE

* Join professional organizations that promote CIE, join their state chapters and read their publications (e.g., APSE, TASH, etc.)
* Collaborate with your colleagues on practice and policy
* Seek out [Transformation resources](https://www.dol.gov/odep/topics/EmploymentFirst.htm) on ODEP Website
* Visit These Websites:
  + [Workforce Innovation Technical Assistance Center](http://www.wintac.org/) (WINTAC)
  + [LEAD Center](http://www.leadcenter.org/)
  + [ODEP-Customized Employment](https://www.dol.gov/odep/topics/CustomizedEmployment.htm)
  + [Marc Gold and Associates](http://www.marcgold.com/)
  + [Griffin-Hammis and Associates](http://www.griffinhammis.com/)
  + [Institute on Community Inclusion](https://www.communityinclusion.org/) (ICI)

## Slide 75: Questions?

**QUESTIONS**

**???**

## Slide 76: UPCOMING WEBINAR

**Get Empowered — Make the Most of Your Job and Improve Your Financial Security: Building Financial Solutions for People with Disabilities**

**TUESDAY, OCTOBER 30, 2018  3:30 - 5:00 pm ET**

**To register: click or copy and paste the following link:**[**http://bit.ly/EBSA\_ODEPWebinar**](https://leadcenter.us6.list-manage.com/track/click?u=bb0c478f9803ed67c40eec568&id=56889422a5&e=815badd563)

## Slide 77: Connect with the LEAD Center

* Website: [www.leadcenter.org](http://www.leadcenter.org/)
  + DRIVE Website: <http://drivedisabilityemployment.org/>
  + Sign up for LEAD Center News: <http://eepurl.com/sQiHr>
* Follow the LEAD Center on…
  + Facebook: [www.facebook.com/LEADCtr](http://www.facebook.com/LEADCtr)
  + Twitter: [@LEADCtr](https://twitter.com/LEADCtr)
  + LinkedIn: [linkedin.com/groups/LEAD-Center-4828089](http://www.linkedin.com/groups/LEAD-Center-4828089)
  + YouTube: <https://www.youtube.com/user/LEADCtr>
  + Contact us:
  + Rebecca Salon, Project Director, [rsalon@ndi-inc.org](mailto:rsalon@ndi-inc.org)
  + Elizabeth Jennings, Assistant Project Director, [ejennings@ndi-inc.org](mailto:ejennings@ndi-inc.org)
  + Al Milioto, Project Coordinator, [amilioto@ndi-inc.org](mailto:amilioto@ndi-inc.org)

## Slide 78: EFSLMP: Provider VOICE (Visionary Opportunities to Increase Competitive-Integrated Employment)

* New Application Period is Open until November 16, 2018
* Application Link:  [https://apps.econsys.com/ta-planner/users/sign\_up](https://econsys.us6.list-manage.com/track/click?u=29aa515bd6e4d1a3e196930b4&id=691d09cd25&e=80a409b584).
* Through an application process, prospective states will request technical assistance. Depending on their need, states will be able to apply for Core State, Vision Quest, or both.
* In FY 2019, we will recruit eight (8) Core States, and eight (8) Vision Quest (VQ) Policy Working Group states that will be offered intensive policy consulting, technical support and ongoing mentoring through onsite, telecommunications and virtual mediums to support the strategic aims of their efforts to increase competitive integrated employment for individuals in the targeted populations through provider transformation in their state.

## Slide 79: EFSLMP: Provider VOICE (Visionary Opportunities to Increase Competitive-Integrated Employment) 2

* States will have the option to apply for either Core State T/TA, Vision Quest (VQ), or both.
* Each Core State will be eligible for up to 200 hours of training/technical assistance.
* Each VQ State will be eligible for up to 100 hours of technical support to develop policy guidance.
* To apply for Core State T/TA, there must be buy-in from the following six agencies: Vocational Rehabilitation, Intellectual and Developmental Disabilities, Mental Health, Workforce Investment, Education, and Medicaid.
* In FY 2019, the state Mental Health agency must also agree to either be the lead agency, or participate as a Co-State Lead with the agency that will primarily lead the state’s Provider VOICE implementation.