ENTAL

**THE EMPLOYMENT NAVIGATION
TECHNICAL ASSISTANCE LIAISON PROJECT
Understand, Plan, Succeed.**

RESOURCE GUIDE

This guide is a way to survey your area for employment supports and opportunities, to keep an ongoing record of contacts, and to provide organization and a knowledge-base for Employment Navigators throughout Ohio.

Discussion Guide

The **purpose of this discussion guide** is to gain a deeper understanding of where your county currently is, regarding Employment Navigation.

- Who at this point has been identified (and is qualified to) perform EN functions for your county? How will TCM billing fit into their model?

- How do you measure employment outcomes? Is employment addressed in your strategic planning? How do you envision EN functioning in your county?

- Number of SSAs. Case sizes. How are employment supports currently implemented?

- General overview of resources for supporting individuals on their unique Paths to Employment: OOD, Waivers/Local-funding, JFS/OMJ, transition supports…

- Current state of provider capacity to support community employment. Do you have a strong and diverse provider pool?

- Questions, concerns, other issues…

- Next steps.

 Information Gathering .

Local contact(s) at Opportunities with Ohioans with Disabilities (www.ood.ohio.gov):

School district contacts (www.education.ohio.gov/Topics/Special-Education):

Local Ohio Means Jobs contact (www.ohiomeansjobs.com):

Social Security Administration Work Incentives Liaison in your area (www.ssa.gov/ny/win-liaisons.htm):

Contact(s) at Ohio Department of Developmental Disabilities (www.dodd.ohio.gov):

Contacts at Chambers of Commerce in your area (www.uschamber.com):

Employer contacts in your area (www.ohiobln.org):

Labor Market Indicators in your area (www.ohiolmi.com):

Resources

Planning

Person Centered Planning

http://dodd.ohio.gov/IndividualFamilies/MyDODD/Pages/default.aspx

Future Planning

https://futureplanning.thearc.org/pages/learn/future-planning-101

PATH Planning

http://www.ohioemploymentfirst.org/up_doc/What_is_PATH_Strategic_Planning.pdf

IEP (Individualized Education Program: School)

http://www.parentcenterhub.org/repository/iep-overview/

IPE (Individualized Plan for Employment: OOD/BVR)

http://www.ood.ohio.gov/Core-Services/BVR/A-Plan-of-Your-Choosing

ISP (Individual Service Plan: DODD)

http://codes.ohio.gov/oac/5123:2-9-50

Employment Services

Discovery and Customized Employment
www.ocali.org/project/customized_employment_guide/page/ce_discovery

DODD Waiver Employment Services Redefinitions and Funding Rates
http://dodd.ohio.gov/Communications/Lists/Posts/Post.aspx?ID=207

United States Department of Labor Office of Disability Employment Policy
http://www.dol.gov/odep/

OOD/BVR
http://www.ood.ohio.gov/Core-Services/BVR

WIOA
http://jfs.ohio.gov/owd/wioa/index.stm

Job Development, Coaching, Retention
https://www.dol.gov/odep/ietoolkit/publications/500.pdf

Business Engagement

United States Department of Labor's New Regulations to Improve Job Opportunities for Individuals with Disabilities
http://www.dol.gov/ofccp/regs/compliance/section503.htm

The Campaign for Disability Employment
http://www.whatcanyoudocampaign.org/

Tax Benefits for Hiring People with Disabilities
http://www.irs.gov/Businesses/Small-Businesses-&-Self-Employed/Tax-Benefits-for-Businesses-Who-Have-Employees-with-Disabilities

Important Reasons for Hiring People with Disabilities
http://www.thinkbeyondthelabel.com/learning-tools/businesscase.aspx

Americans with Disabilities Act
http://www.ada.gov/

Economic Benefits for Hiring People with Disabilities (You-Tube video)
http://www.youtube.com/watch?v=CRHnlyJI0dg

Hire Beyond the Disability (You-Tube video):
http://www.youtube.com/watch?v=jdE9SmRzQZE

Best Practice

Ohio Employment First
http://www.ohioemploymentfirst.org/

ENTAL Project
http://www.livebinders.com/play/play?id=2018905&backurl=/shelf/my

Case Studies

Angela is attending a sheltered workshop and wants to get a part-time job, while maintaining her connection to the workshop for a couple days a week because she has several friends there, and she likes the staff. She lives in a supported-living home with two housemates, and has had no community-based work experience. At 36, she's worked mainly on assemblage work in the facility, making below minimum wage. She receives SSI. She's told her home manager that she wants to work with dogs and cats, but has not had any experience. When asked further, she says she doesn't know.

Troy is a recent high school graduate who has been referred to OOD. He wants to work full-time. He had major work study experiences at school in a variety of different situations, including retail, janitorial and warehouse. He wants to learn to drive, and would like to move out of his family home. He has had some difficulties in time management and hygiene. He receives SSDI (receiving benefits after his father passed away two years ago).

Beth, 29, has worked at McDonald's since graduating from high school at 22. She takes care of dining room during lunch, cleaning restrooms, taking out garbage, etc. She lives on her own, and received both SSI and SSDI. She has a bike she rides to and from work, and is able to take care of almost of her needs, except bill-paying and budgeting. She has a payee. She has told you she wants to look at a better job because she hasn't received a wage increase in three years, and she thinks she has more to offer than what she's doing. She would like to make more money and work in an office, although she hasn't had any real-world work experience outside of her job at McD's.

Kyle is 41 and attends an art-making day program 5 days a week. He says he's bored there sometimes, but he does not think he can work because he "gets mad" a lot, and he doesn't like "being bossed around." He had a part-time job 7 years ago at a steakhouse, silverware-rolling and mopping floors, but he quit after a year because he didn't like the manager and he says "people made fun of me." He wants to go to the sheltered workshop 2 days a week and attend the art program 3 days a week because he wants to make some money. He lives with his elderly mom. She thinks it would be good for him to "try the workshop." But she says that he also might have skills enough to give an actual job a try. Kyle agrees, but again states he doesn't know if he can do it because of "my temper."

Questions to think about:

1. How do you get started in addressing the individual's request?
2. What are the priorities?
3. What information/data do you already have about the person's interests/skills/needs?
4. How do you plan based on her request?
5. Who needs to be at the table?
6. What are the funding possibilities?

7. What are the possibilities outside of connecting to funded supports?