

## **UPSTATE WORKFORCE BOARD DISABILITIES COMMITTEE MEETING**

**March 3, 2016**

**12:00 p.m.**

**Vocational Rehabilitation –Bryant Center**

### **Present:**

- Ms. Jennie Thomas, Committee Chair
- Ms. Jennifer Adams, Committee Member
- Ms. Lynne Bosma, Committee Member
- Ms. Dot Colson, Committee Member
- Mr. Wayne Gregory, Committee Member
- Mr. Dwayne Hatchett, UWB
- Mr. Antonio Johnson, Committee Member
- Ms. Pamela Kennedy, Committee Member
- Ms. Jennifer Pitts, Committee Member
- Ms. Vanessa Pressley, Committee Member
- Ms. Kara Tanenbaum, UWB

### **Welcome and Opening of Meeting**

The meeting was called to order at 12:07 p.m. by Ms. Jennie Thomas, Committee Chair.

### **Review of Syllabus for Disabilities Training (SC Works, YouthStop, ACHIEVE & SC DEW staff)**

The Committee reviewed the syllabus that Ms. Lynne Bosma of Able SC organized for the disabilities training, which will be scheduled on two half-days (8:30 a.m. – 1:00 p.m.). The schedule will consist of a training presentation, lunch and panel discussion. Confirmed and potential individuals for the panel were discussed. The Committee attempted to choose the training dates; however, it was agreed that Ms. Kara Tanenbaum of Upstate Workforce Board would first poll the trainers, panelists and center managers to determine their availability and after dates were narrowed down, she would poll the Committee members to finalize the dates.

### **Review of the Committee Charter**

Ms. Thomas informed the committee that the revisions recommended at the last meeting for the Charter were added. Ms. Thomas requested that the members read through the Charter and inform her if any additional revisions should be made before the Charter was finalized.

### **Adjournment**

With no further business, the meeting was adjourned at 12:59 p.m.

**Next Meeting Date: Thursday, May 5, 2016**

**Upstate Workforce Board Disabilities Committee Meeting**  
**Thursday, March 3, 2016**  
**The Bryant Center**

**Facilitated by Ms. Jennie Thomas, Committee Chair**

**12:00 PM**

Welcome

**12:05 PM**

Review of Training Program with SC Works, Achieve, YouthStop and ResCare

- Syllabus Review
- Q & A Panel
- Training day logistics: date, location, time (2 half-day sessions)
- Assign sub-committees?
- Do we need another meeting before May?

**12:45 PM**

Focus of goals for next meeting

**12:55 PM**

Other Business and Adjourn

**Next Meeting Date: Thursday, May 5, 2016**

## Draft

### Syllabus for Training SC Works, Achieve, ResCare and YouthStop

1. Able SC
  - a. Learn about Centers for Independent Living
  - b. Independent Living Philosophy
  - c. Brief overview of services we provide
2. Understanding Disability
  - a. Having a disability is only one characteristic of an individual
  - b. Disability according to the ADA
3. Disability Statistics
  - a. US Census numbers
  - b. Employment statistics and disability
  - c. Disability Rights Movement and employment
4. Americans with Disability Act overview
  - a. Overview of five titles of the ADA
  - b. Focus on Title I, Employment
    - i. Who is covered?
    - ii. What are some recent changes (ADAAA)
    - iii. Hiring/pre-employment
    - iv. Essential job functions
    - v. Medical Inquiry after job offer
    - vi. Reasonable accommodations overview
    - vii. Facts or Myth quiz
    - viii. Requesting reasonable accommodations
    - ix. Undue Hardship
5. Misconceptions/Inclusion barriers
  - a. Group activity: re stereotypes and disabilities
  - b. Inclusion obstacles
6. Interacting respectfully with people with disabilities
  - a. Empathy vs. Sympathy
  - b. Communication; person first language use
  - c. Is it OK to help? General considerations, Enabling vs. Empowering
7. Americans with Disability Act overview, Title II, Local and State Government
  - a. Providing effective communication
  - b. Enforcement and complaints
8. Strategies for Working with People with Specific Disabilities
  - a. Individuals with physical disabilities
  - b. Individuals who are blind or have low vision
  - c. Individuals who are deaf or hard of hearing
  - d. Individuals who use service animals
  - e. Individuals with speech disabilities
  - f. Individuals with Intellectual, Cognitive or Developmental Disabilities
  - g. Individuals with Psychiatric Disabilities
  - h. Individuals with Respiratory Disabilities
9. Questions



## South Carolina Vocational Rehabilitation

- I. Assisting individuals with cognitive disorders / learning disabilities with the pre-hire process
  - A. Identifying the needs of consumers
    1. Discuss differences between Intellectual Disabilities, Learning Disabilities, and other disorders impacting cognition.
      - a. I.D. diagnosis is based on IQ testing. L.D. diagnosis reflects a significant discrepancy between aptitude and achievement, and does not necessarily indicate a low IQ.
  - B. Materials needed
    1. Assist consumers with creating a personal data sheet or portfolio, to include personal contact information, work history, education history, references, and other information required for completing a job application.
    2. Discuss accommodations that may (or may not) be requested for completion of applications and pre-employment assessments, under the ADA.
  - C. Scenarios and solutions
    1. *(brief Power Point with some examples of requests for pre-employment accommodations that may be allowable under the ADA vs. those that are not)*
2. Preparing individuals with social skills deficits for job interviews and appropriate workplace communication
  - A. Demonstrate the appropriate social skills and desired behaviors
    1. Present instruction in multiple formats – visual, auditory, experiential. Utilize techniques such as modeling, video scenarios, and role plays to reinforce these concepts.
  - B. Teaching others
3. Differences between high school diplomas and alternative credentials, and how this impacts employability
  - A. State Diploma
    1. Must complete at least 24 units as specifically outlined by the State of SC.
  - B. Occupational Credential
    1. This is a district-issued credential and varies from one district to another. Typical requirements include an occupational course of study, career preparation curriculum, the development of a career portfolio, and the completion of a set number of unpaid and paid work hours in the community.
    2. Does not meet the requirements for entry into a degree-seeking post-secondary education program.
  - C. Attendance Certificate / Special Education Certificate
    1. Must attend high school for a minimum of four years and master the goals indicated in the student's Individualized Education Program (IEP).

2. Does not meet the requirements for entry into a degree-seeking post-secondary education program.
  3. Unlike the Occupational Credential, community-based work experience hours are not required.
4. Supported Employment / Job Coaching (*the VR referral process for clients needing those extra supports*)
- A. Role of Job Coach and Accessing SE Services
    1. Supported Employment is designed to put supports in place in the work setting to enhance the client's ability to become competitively employed
      1. This differs from enclave employment, sheltered employment, and job carving, in that the role of the job coach is to support the individual in working alongside individuals without disabilities to perform the same duties, at equal pay.
  - B. Who benefits from SE services?
    1. Wide range of individuals who may benefit, including clients with limited work history, poor social skills, physical impairments, cognitive impairments, learning disabilities, auditory processing disorders, autism, among others.
    2. Employer benefits by having professional assistance with training the new staff member in a way that promotes his/her success in the position.
  - D. OJT's, Job Tryouts, Swats, Internships
    1. Discuss differences between these services and how they may have a positive impact on both the client and the employer.

#### Veterans Affairs

5.

The Ticket to Work Program: [www.YourTicketToWork.com](http://www.YourTicketToWork.com)

A free and voluntary program to help Social Security Beneficiaries

Who can use this program and how it benefits individuals receiving Medicare or Medicaid.

What are Employment Networks

<http://www.chooseworkttw.net/>

Vocational Rehabilitation: State Vocational Rehabilitation agencies across the country were serving Social Security disability beneficiaries for years before the Ticket To Work program was implemented. In acknowledgement of this, the legislation authorizing the Ticket to Work program and the governing regulations include numerous provisions addressing the participation of State VR agencies in the Ticket program and the interconnections between the Ticket program and the traditional VR Cost Reimbursement program.

## 6. OFCCP Office of Federal Contract Compliance Programs

- A. The purpose of the Office of Federal Contract Compliance Programs is to enforce, for the benefit of job seekers and wage earners, the contractual promise of affirmative action and equal employment opportunity required of those who do business with the Federal government.
- B. The ADA and ADAAA 2008 broadens the meaning of disability and who is impacted.

### **C. Synopsis of the Law**

Title I of the ADA prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment. The ADA was amended on September 25, 2008, to clarify and reiterate who is covered by the law. The ADA Amendments Act of 2008 (ADAAA), Pub. L. 110-325, made significant changes to the ADA's definition of "disability" that broadens the scope of coverage under both the ADA and Section 503 of the Rehabilitation Act.

OFCCP shares ADA enforcement authority with the U. S. Equal Employment Opportunity Commission (EEOC).

Impact for employers and job seekers and employers