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**DC AP SESSION 5 TABLE OF CONTENTS:**

**INTEGRATED EMPLOYMENT**

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**SESSION 5 AGENDA: INCLUSIVE EDUCATION**

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| Time | Topic |
| 1:00 PM – 4:00 PM | City Council Field Trip |
| 4:00 PM – 5:00 PM | Travel back to IEL |
| 5:00 PM – 6:30 PM | Speaker on Local & Federal Employment  Dinner |
| 6:30 PM – 7:00 PM | Debrief |
| 7:00 PM – 7:30 PM | Homework Review & Long-Term Project Activity / Q&A |
| 7:30 PM – 8:00 PM | Complete Evaluations & One-on-One Assistance |

**SESSION 5: COMPETENCIES & SKILL-SETS**

**Integrated Employment**

**Competencies**

Partners will begin to understand:

* Why employment is important for people with disabilities and for the community
* What accommodations, modifications/adaptations, assistive technology and natural supports are in the workplace
* What different types of employment exist for people with disabilities including: competitive, supported, customized, entrepreneurial, internships, apprenticeships, enclaves and sheltered
* The vision and mission of Employment First Policy
* What federal legislation gives people with disabilities rights in the workforce including ADA Title I, Section 503 of the Rehab Act, and WIOA
* What are several pieces of ongoing legislation within the federal government

**Skill sets**

Partners will begin to learn:

* How to advocate for policy change through congressional representation
* How to present a testimony to policy implementers
* How to evaluate other testimonies based on a rubric

**COMMUNITY INVOLVEMENT – SESSION 5**

**There are 3 sections in this assignment. Pick 1 activity from each of the sections. Section 1: Use Your Resources**

Review your resource packet and select one of the resources of interest to you. Answer the Section 1 questions about the resource on the Community Involvement Hand-in Sheet.

**Section 2: Explore the Community**

There are many events in the community that are relevant to disability advocacy. Choose one (or more!) events to attend from the event section of the packet or from below and answer the Section 2 questions about it on the Community Involvement Hand-in Sheet. You can also use one of the ongoing events from last month that you did not already attend (e.g. a State Board of Education meeting)

**Section 3: Prepare for What’s Ahead**

Pick at least **two (2)** items from this list and answer the Section 3 questions about it on the Community Involvement Hand-in Sheet.

1. Department of Health Care Financing: What do they do? How can you influence their work? [http://dds.dc.gov/book/olmstead-community-integration-initiative-](http://dds.dc.gov/book/olmstead-community-integration-initiative-one-community-all/department-health-care-finance-dhcf)  [one-community-all/department-health-care-finance-dhcf](http://dds.dc.gov/book/olmstead-community-integration-initiative-one-community-all/department-health-care-finance-dhcf)
2. DC City Council’s Committee on Health and Human Services: What are their areas of responsibility? Who is on this committee? Are any of them from your

ward? <http://dccouncil.us/committees/committe-on-health-and-human-services>

1. HSC Health Care System: What do they do? Who do they support? How would they be useful to an advocate? <http://www.hscfoundation.org/AboutUs>
2. Kaiser Family Foundation: See the research on healthcare coverage for people receiving Medicaid. Name one important fact you learned from this

site. <http://kff.org/medicaid/>

1. What is the status of DC’s action on Medicaid

expansion? [http://kff.org/medicaid/state-indicator/state-activity-around-](http://kff.org/medicaid/state-indicator/state-activity-around-expanding-medicaid-under-the-affordable-care-act/)  [expanding-medicaid-under-the-affordable-care-act/](http://kff.org/medicaid/state-indicator/state-activity-around-expanding-medicaid-under-the-affordable-care-act/)

1. Personal stories help move listeners and can influence decision makers on important issues. The Bazelon Center is in need of individual stories from people who are willing to speak to the media. Submit your

story! [http://www.bazelon.org/What-You-Can-Do/Call-for-Stories-Topics/Call-](http://www.bazelon.org/What-You-Can-Do/Call-for-Stories-Topics/Call-for-Stories-Form.aspx)  [for-Stories-Form.aspx](http://www.bazelon.org/What-You-Can-Do/Call-for-Stories-Topics/Call-for-Stories-Form.aspx)

1. Find a recreation center near you and check it out. What exercise facilities are there? Is the center accessible? Are any activities not

accessible? [http://app.dpr.dc.gov/dprmap/index.asp?group=5&query=AND{%27](http://app.dpr.dc.gov/dprmap/index.asp?group=5&amp;query=AND%7b%277%27.EX.%27Recreation%20Center%27%7d)  [7%27.EX.%27Recreation%20Center%27}](http://app.dpr.dc.gov/dprmap/index.asp?group=5&amp;query=AND%7b%277%27.EX.%27Recreation%20Center%27%7d)

1. KEEN Greater DC is a volunteer-led nonprofit providing one-to-one recreational opportunities for children and young adults with developmental and physical disabilities at no cost to their families and caregivers. June 7 is the 14th Annual KEEN Sports Festival – check it out. [http://www.keengreaterdc.org/14th-annual-](http://www.keengreaterdc.org/14th-annual-sports-festival-avenel-park)  [sports-festival-avenel-park](http://www.keengreaterdc.org/14th-annual-sports-festival-avenel-park)
2. DC Healthy Families offers special programs for newborn babies, children with disabilities or special health care needs, and people with HIV and AIDS. What are some of the services offered? <http://dhcf.dc.gov/service/dc-healthy-families>
3. Fact sheets developed by the Centers for Disease Control and Prevention (CDC), that provide state, district and territory based health indicator data to show health disparities among people with disabilities. Look at the information about DC and pick two statistics that you find

important. <http://www.cdc.gov/ncbddd/disabilityandhealth/healthstatus.html>

1. Exercise Guidelines for People with Disabilities: Try one and see what you

think [http://www.nchpad.org/14/73/Exercise~Guidelines~for~People~with~Disab](http://www.nchpad.org/14/73/Exercise%7EGuidelines%7Efor%7EPeople%7Ewith%7EDisabilities)  [ilities](http://www.nchpad.org/14/73/Exercise%7EGuidelines%7Efor%7EPeople%7Ewith%7EDisabilities)

1. Information from the National Center on Health, Physical Activity and Disability (NCHPAD). What do they do? How can you get

involved? <http://www.nchpad.org/Aboutus>

**COMMUNITY INVOLVEMENT – SESSION 5**

**Community Involvement Hand-in Sheet**

You will hand in this form at Session 5 on Friday, October 4, 2019.

**NAME:**

**DATE:**

There are 3 sections in this assignment. Please write up your answers on the Community Involvement Hand-In Sheet and be prepared to turn it in at our next session on October 4th.If you have any questions or need any assistance, call or email Carly Fahey (202-822-8405 x122) [faheyc@iel.org](mailto:faheyc@iel.org) or Jessica Fuentes-Diaz (202-822-8405 x144) [fuentesdiazj@iel.org](mailto:fuentesdiazj@iel.org).

**Section 1.** Choose one of the items and answer these questions.

1. Which resource did you select?
2. How did the information in this resource add to what you learned in class?
3. How will you use this information in your advocacy work?

**Section 2**

1. Which event did you attend?
2. What did you learn at this event?
3. Did you testify, ask questions, or talk to anyone at the event? If yes, what did you talk about?
4. Would you be interested in going to another event similar to this one?

**Section 3**

1. Which two items did you explore?
2. Answer the question(s) asked in the first item you explored.
3. Answer the question(s) asked in the second item you explored.

**SESSION 5: LONG-TERM PROJECT HAND-IN-SHEET**

**This is must be handed in by October 4th**

NAME

This is a report on your progress with your long-term project. We are over halfway through the course and by now your topic should have been approved. If not, speak immediately with either Carly or Jessica. As you work on this, there will be things that need to change in some way. That is okay. If these are major changes, talk with us. We are here to help.

Each Long-term project should be completed by the end of November and a presentation prepared for the December graduation session.

**Here are some guidelines for you to monitor your progress and plan next steps.**

1. Are you getting work done as planned? Yes or No.

If no, why not?

1. Has your project changed in any way? Yes or No.

If yes, how has it changed?

List the activities or work you will do between now and the end of November to accomplish the goal(s) of your project. List dates you plan to do each activity even if it is an estimate.

Activity 1:

Date by which it will be completed:

Any changes made:

Activity 2:

Date by which it will be completed:

Any changes made:

Activity 3:

Date by which it will be completed:

Any changes made:

Activity 4:

Date by which it will be completed:

Any changes made:

**SESSION 5: LIST OF RESOURCES**

**D.C. Government Offices and Resources**

**DC. Department on Disability Services (DDS)**

DDS provides innovative high quality services that enable people with disabilities to lead meaningful and productive lives as vital members of their families, schools, workplaces and communities in every neighborhood in the District of Columbia. DDS is the lead District agency assisting residents with disabilities, including people with Intellectual and Developmental Disabilities and their families. DDS has two administrations: the Developmental Disabilities Administration (DDA) and the Rehabilitation Services Administration (RSA).

Address: 1125 15th Street, NW, Washington, DC 20005

Website: <http://dds.dc.gov> Email: [dds@dc.gov](mailto:dds@dc.gov)

Phone: 202-730-1700

**Developmental Disabilities Administration (DDA)**

The Developmental Disabilities Administration (DDA) is the public agency responsible for the oversight and coordination of all services and supports provided to qualified persons with intellectual disabilities in the District of Columbia. DDA coordinates home and community services for over 2,000 individuals so each person can live and work in the neighborhood of his or her choosing, and promotes health, wellness and a high quality of life through service coordination and monitoring, clinical supports, and a robust quality management program.

Address: 1125 15th Street, NW, Washington, DC 20005

Phone: 202-730-1700 (voice); 202-730-1516 (TTY)

E-mail: [dds@dc.gov](mailto:dds@dc.gov) Website: <http://dds.dc.gov/service/services-people-idd>

**D.C. Rehabilitation Services Administration (RSA)**

RSA provides quality comprehensive vocational rehabilitation (VR) and independent living services to eligible individuals with disabilities. RSA services, which include job counseling, development, placement, and retention, assist consumers to prepare for, obtain, and maintain competitive employment.

Address: 810 First Street, NE, 10th Floor, Washington, DC 20002

Phone: 202-442-8663; 202-442-8400 (Intake Services); 202-442-8600 (TTY/TDD)

Email: [dds@dc.gov](mailto:dds@dc.gov)

Website: <http://dds.dc.gov/service/vocational-rehabilitation-services-rsa>

**DC American Job Center (Formerly DC Works! One-Stop)**

The American Job Center, formerly the DC Works! One-Stop Center, offers job-seekers, students, businesses and career professionals access to a comprehensive array of employment-related services and tools in one convenient location. Whether looking for a job, facing a career transition, seeking new skills, or you just want a new start, visit the District of Columbia American Job Center, your workforce connection for the following services:

* Career counseling
* Job search assistance
* Connections to employers with current job openings
* Workshops on topics such as:
* Resume Building
* Job search strategies
* Interviewing skills
* Computer Basics
* Navigating DCNetworks
* Referrals to education and training programs (see attachments below)
* Apprenticeship information
* Labor Market Information and various career ladders
* Access to computers, fax machines, telephones and copiers
* General information about Unemployment Insurance

To be eligible for programs you must be at least 18 years of age, a District resident and meet Workforce Investment Act income requirements. All residents will be required to submit proof of the following:

* Proof of Birth
* Proof of Social Security Number
* Proof of DC Residency
* Proof of Family Incom

Address: 4058 Minnesota Avenue, NE, Washington, DC 20019

E-mail: [does@dc.gov](mailto:does@dc.gov)

Phone: (202) 724-7000

Website: <http://does.dc.gov/service/american-job-center>

**DOES Mayor Marion S. Barry Summer Youth Employment Program**

Summer Youth Employment Program (SYEP) is a locally funded initiative sponsored by the Department of Employment Services that provides District youth ages 14-21 with enriching and constructive summer work experiences through subsidized placements in the private and government sectors. This year, Mayor Bowser expanded the 2015 SYEP to include youth ages 22-24 years old to provide them with meaningful work experience and individualized support that will help them identify a career pathway.

Through SYEP, the Department of Employment Services strives to provide young people with the opportunity to do the following:

* Earn money and gain meaningful work experience
* Learn and develop the skills, attitudes and commitment necessary to succeed in today’s world of work
* Gain exposure to various exciting career industries
* Interact with dynamic working professionals in a positive work environment
* Though SYEP is a short-term employment and training program, the goal is to introduce the youth to employers who will positively impact their futures.

Address: Office of Youth Services, 4058 Minnesota Avenue, NE, 2nd Floor, Washington, DC 20019

Phone: 202-698-3492 Email: [Summerjobs@dc.gov](mailto:Summerjobs@dc.gov)

Website: <http://does.dc.gov/service/summer-youth-employment-program>

**D.C. Community Organizations**

**DC Partners in Transition**

DC Partners in Transition is a group of DC stakeholders who are committed to improving the ability of DC youth with special needs and disabilities to successfully transition into education, employment, and independence.

E-mail: [info@dctransition.org](mailto:info@dctransition.org) Website: <http://www.dctransition.org>

**Job Corps**

Job Corps is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a good job. For eligible youth at least 16 years of age, Job Corps provides the all-around skills needed to succeed in a career and in life.

Address: 200 Constitution Ave, NW, Suite N4463, Washington, DC 20210

Phone: 202-693-3000 (voice) | 877-889-JOBS (TTY)

E-mail: [national\_office@jobcorps.gov](mailto:national_office@jobcorps.gov) Website: <http://www.jobcorps.gov>

**National Youth Transitions Center (NYTC)**

National Youth Transitions Center (NYTC) is a collaborative learning community to benefit youth and young veterans with disabilities. The NYTC assists youth and young veterans with disabilities in creating and living a self-directed path to adulthood and employment. Programming within the Center focuses on the following five areas: youth development and leadership, career exploration and development, family supports and advocacy, research and evaluation, and inclusion.

Address: 2013 H Street NW., Washington, DC 20006

Phone: 202-454-1220 Website: <http://www.thenytc.org>

**Art Enables**

Art Enables is an arts-and-enterprise program for teens and young adults with developmental and/or mental disabilities from throughout DC. If you become an Art Enables participant: You come to the studio on scheduled days to create and market your own art under the guidance of professional artist-instructors. Your artwork is exhibited and sold in shows at the studio via retailers around the city and at galleries, markets, and special events throughout the region.

Website: <http://www.art-enables.org>

**Columbia Lighthouse for the Blind**

Helps the blind or visually impaired population of the greater Washington region overcome the challenges of vision loss, enabling them to remain independent, active, and productive. Programs and services include training and consultation in assistive technology, employment marketing skills training, career placement services, comprehensive low-vision care, and a wide range of counseling and rehabilitation services.

Address: 1825 K St, NW, Suite 1103, Washington, DC 20006

Phone: 202-454-6400 (voice); 202-454-6401 (fax)

Website: <http://www.clb.org>

**Kennedy Center**

The Kennedy Center offers several types of internships and fellowships for individuals at varying stages in their arts administration careers. Programs specifically for individuals with disabilities are listed below. Information about other opportunities at the Center that are open to everyone, with or without disabilities, is available under the Kennedy Center's Arts Management programs.

Address: 2700 F St, NW, Washington, DC 20566

Phone for the Office for Accessibility: 202-416-8727 (voice); 202- 416-8728 (fax)

Website: <http://www.kennedy-center.org/accessibility/career.cfm>

**Lt. Joseph P. Kennedy Institute/Developmental Disabilities Services**

The Kennedy Institute works with teens and young adults with developmental disabilities to provide a broad array of education, therapeutic, employment, and community living programs.

Address: 801 Buchanan St, NE, Washington, DC 20017

Phone: 202-281-2700 (voice); 202-529-2028 (fax)

Website: <http://www.catholiccharitiesdc.org/page.aspx?pid=362>

**Marriott Foundation – Bridges from School to Work**

Bridges from School to Work develops and supports mutually beneficial job placements to meet the workforce needs of local employers and the vocational goal of young people. The Foundation was established to enhance employment opportunities for young people with disabilities. It also supports to distribute goods and services to transitioning youth through the LEAP Awards program.

Address: 10400 Fernwood Road, Bethesda, MD 20817

Phone: (301) 380-7771 (voice); (301) 380-8973 (fax); (301) 380-6600 (TTY)

E-mail: [Shelby.Hill@marriott.com](mailto:Shelby.Hill@marriott.com) Website: <http://www.bridgestowork.org>

**Montgomery Works**

Offers a variety of job-search tools and services: resource room, workshops, trained staff, information about jobs in demand, access to job openings through Maryland Workforce Exchange, an internet-based program and other job databases.

Address: 11002 Veirs Mill Rd, South Office Bldg, 1st Floor, Wheaton, MD 20902

Phone: 301-946-1806 (voice) | 301-933-4427 (fax); 301-962-4083 (TTY)

Website: <http://www.montgomeryworks.com>

**National Children's Center**

Provides comprehensive and innovative services for children and adults with developmental disabilities in the District of Columbia and Maryland, including early intervention, schools, employment, adult day and residential programs.

Address: 6200 Second St, NW, Washington, DC 20011

Phone: 202-722-2300 (voice); 202-722-2383 (fax) Website: <http://www.nccinc.org>

**National Children's Center SE Campus**

Address: 3400 Martin Luther King Jr. Ave, SE, Washington, DC 20032

Phone: 202-279-4945 (voice) Website: <http://www.nccinc.org>

**New View, LLC**

New View, LLC establishes relationships with children, young adults, adults, and their families and/or educational support team to determine relevant, individualized, and client-centered recommendations related to education, work, self-care, and leisure. It provides therapeutic services across the lifespan to create meaningful life experiences that help to improve independence and confidence in education, work, self-care, and leisure activities. It also provides occupational therapy treatment and evaluation in addition to vocational, career guidance, and assessment.

Address: 932 Hungerford Dr, Suite 9B, Rockville, MD 20850

Phone: 240-535-4036 (voice)

E-mail: [contact@newviewot.com](mailto:contact@newviewot.com) Website: <http://www.newviewot.com>

**St. John's Community Services**

The mission of SJCS-DC is "Advancing community supports and opportunities for people living with disabilities". SJCS-DC is predicated on the tenets that all individuals have the inalienable rights and abilities to be viable, participating, economically and socially empowered members of society. To this end the services and operations of SJCS-DC are designed to promote the full community inclusion of individuals with disabilities through a process that is person centered and demonstrates the utmost respect, dignity and value for individuals with disabilities and their families. SJCS-DC seeks to empower individuals with disabilities and their families through the provision of training, information, experiences, and support that further their capabilities and independence. To this end SJCS-DC stresses choices and meaningful decision making by individuals with disabilities throughout service delivery planning and implementation.

Address: 2201 Wisconsin Ave, NW, Suite 120, Washington, DC 20007

Phone: 202-274-3460 (voice); 202-337-5459 (fax)

Website: <http://www.sjcs.org>

**ART Options**

ART Options is an arts-infused program designed to support the development of vocational, social and life management skills for people with disabilities ages 16 and older in Washington, DC. Consistent with other St. John’s Community Services’ programs, ART Options operates in community settings in which participants enhance their personal and professional skills and prepare for and attain careers in the art field. ART Options focuses on applied, fine arts and digital design instruction, internships and jobs, public programming, museum and gallery visits, and the development of salesmanship and communications skills guided by the participant’s goals.

Website: <http://www.sjcs.org/services/art-options>

**Seeds of Tomorrow**

This is a transitional school that offers academic remediation, life skills classes, and a summer program. Job coaches, therapists, and teachers are available to work on social skills in the workplace and to supervise job experiences for resume building.

Address: 1501 Half Street, SW, Third Floor, Washington, DC 20024

Phone: 202-630-8807 (voice); 202-618-6320 (fax)

Email: [info@theseedsoftomorrow.org](mailto:info@theseedsoftomorrow.org) Website: <http://www.theseedsoftomorrow.org>

**Federal Legislation and Resources**

**Americans with Disabilities Act (ADA)**

The ADA makes it unlawful to discriminate in employment against a qualified individual with a disability. The ADA also outlaws discrimination against individuals with disabilities in State and local government services, public accommodations, transportation and telecommunications.

Website: <http://www.ada.gov>

**Title I of the ADA**

Title I focuses on employment. Employers must provide reasonable accommodations to protect the rights of individuals with disabilities in all aspects of employment. Possible accommodations may include restructuring jobs, altering the layout of workstations, or modifying equipment. Employers may not discriminate in the application process, hiring, wages, benefits, and all other aspects of employment.

Website: <http://adata.org/taxonomy/term/114>

**Title II of the ADA**

Title II focuses on public services. Public services, which include state and local government instrumentalities, the National Railroad Passenger Corporation (AMTRAK), and other commuter authorities, cannot deny services to people with disabilities or deny participation in programs or activities that are available to people without disabilities. In addition, public transportation systems, such as public transit buses, must be accessible to individuals with disabilities.

Website: <http://adata.org/taxonomy/term/115>

**The ADA: Your Employment Rights as an Individual with a Disability**

This booklet explains the part of the ADA that prohibits job discrimination. This part of the law is enforced by the U.S. Equal Employment Opportunity Commission and State and local civil rights enforcement agencies that work with the Commission.

Website: <http://www.eeoc.gov/facts/ada18.html>

**ADA National Network**

The ADA National Network provides information, guidance and training on the Americans with Disabilities Act (ADA), tailored to meet the needs of business, government and individuals at local, regional and national levels. The ADA National Network consists of ten Regional ADA National Network Centers located throughout the United States that provides personalized, local assistance to ensure that the ADA is implemented wherever possible. The Mid-Atlantic Region (DC, DE, MD, PA, VA, and WV) office is hosted at TransCen in Rockville, MD.

Address: 401 N. Washington Street, Suite 450, Rockville, MD 20850

Phone: 800-949-4232 (V/TTY); 301-217-0124 (V/TTY); 301-251-3762

(fax)

Email: [adainfo@transcen.org](mailto:adainfo@transcen.org) Website: <http://adata.org>

**Workforce Innovation and Opportunity Act of 2014**

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the Act by a wide bipartisan majority; it is the first legislative reform in 15 years of the public workforce system.

Every year the key programs that form the pillars of WIOA help tens of millions of job seekers and workers to connect to good jobs and acquire the skills and credentials needed to obtain them. The enactment of WIOA provides opportunity for reforms to ensure the American Job Center system is job-driven—responding to the needs of employers and preparing workers for jobs that are available now and in the future.

WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. The U.S. Department of Labor (DOL) will issue further guidance on the timeframes for implementation of these changes and proposed regulations reflecting the changes in WIOA soon after enactment. The new law will take effect on July 1, 2015 except for amendments to the Rehabilitation Act which have already taken effect.

Website: <http://www.doleta.gov/wioa/>

The Act consists of Title I (adults, dislocated workers, and youth), Title II (adult education and literacy), Title III (workforce investment-related activities), Title IV (vocational rehabilitation), and Title V (general provisions). WIA Title I includes three main funding streams distributed to states: adult, dislocated worker, and youth. For specifics on each of these titles and the changes to them, see the enclosed resources from the LEAD Center.

**Sections 501 and 505 of the Rehabilitation Act of 1973**

Sections 501 and 505 of the Rehabilitation Act make it illegal to discriminate against a qualified person with a disability in the federal government. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless doing so would impose an undue hardship on the operation of the employer's business.

Website: <http://www.eeoc.gov/laws/statutes/rehab.cfm>

**Section 503 of the Rehabilitation Act**

Section 503 requires affirmative action and prohibits employment discrimination by Federal government contractors and subcontractors with contracts of more than $10,000.

Website: <http://www.dol.gov/compliance/laws/comp-rehab.htm>

**Section 504 of the Rehabilitation Act**

Section 504 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service. Each Federal agency has its own set of section 504 regulations that apply to its own programs.

Website: <http://www.dol.gov/oasam/regs/statutes/sec504.htm>

**Section 508 of the Rehabilitation Act**

Section 508 of the Rehabilitation Act was enacted to eliminate barriers in information technology, to make new opportunities available for people with disabilities, and to encourage development of technologies that will help achieve these goals. This website lets you read Section 508 of the Rehabilitation Act.

Website: <https://www.section508.gov/about-us>

**Fair Labor Standards Act**

There is a provision in the Fair Labor Standards Act which allows employers to pay workers with disabilities less than the minimum wage for work performed. It is section 14(C). Find out about it here:

Website: <http://www.dol.gov/elaws/esa/flsa/14c/18.htm>

**Social Security Act**

The Social Security Act and related laws establish a number of programs that to provide for the material needs of individuals and families; to protect aged and disabled persons against the expenses of illnesses that may otherwise use up their savings; to keep families together; and to give children the chance to grow up healthy and secure.

Compilation of the Social Security Laws

Website: <http://www.ssa.gov/OP_Home/ssact/comp-ssa.htm>

**The Social Security Handbook**

The Social Security Handbook includes the provisions of the Social Security Act (the Act), regulations issued under the Act, and precedential case decisions (rulings). It is one of numerous publications about the Social Security programs. It is a readable, easy to understand resource for the very complex Social Security programs and services.

Website: <http://www.ssa.gov/OP_Home/handbook/handbook.html>

**The Red Book**

This publication is a general reference guide for Social Security Administration beneficiaries and employment. It explains Work Incentives, State Vocational Rehabilitation providers, Protection and Advocacy for Beneficiaries of SSA, the Disability Program Navigator, the Employer Assistance and Recruiting Network, Individual Development Account, Temporary Assistance to Needy Families, and Assets for Independent Act Grants. The menu is easy to navigate, and the book has a lot of useful information in English and in Spanish.

Website: <http://www.socialsecurity.gov/redbook/index.html>

**PASS Cadre Locator (Plan for Achieving Self Support)**

Plan for Achieving Self-Support (PASS) lets you spend or save income (other than SSI income) and/or resources for employability investments and work expenses that SSA agrees will help you move toward a goal that will make you financially more self-supporting. (SSA calls such a goal an "occupational goal.")

Phone: 866-667-7698 ext. 12639 or 12640

Website: <http://www.ssa.gov/disabilityresearch/wi/passcadre.htm>

**Ticket to Work Employment Network Directory**

The Ticket to Work and Self-Sufficiency Program is the centerpiece of the Ticket to Work and Work Incentives Improvement Act of 1999. This program provides Social Security beneficiaries with disabilities more choices for receiving employment services. Under this program, Social Security issues symbolic Tickets to eligible beneficiaries who, in turn, may assign those Tickets to an Employment Network (EN) of their choice to obtain employment services, vocational rehabilitation services, or other support services necessary to maximize their economic self-sufficiency through work opportunities. An EN can help you with free career counseling, job placement, and then ongoing support once you have started working.

Phone: 1-866-949-3687 (voice); 1-866-833-2967 (TDD)

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

**Social Security Online - Work Incentives - General Information**

From Social Security Administration, this web page explains what a social security work incentive is and who qualifies for it.

Website: <http://www.ssa.gov/disabilityresearch/wi/generalinfo.htm>

**The Veterans Education and Employment Program Amendments of 1991**

This act requires expanded job opportunities for veterans and disabled veterans through the (VRA), 38 U.S.C. Section 4314.

**The Civil Service Reform Act of 1978**

This act requires "fair and equitable" treatment in all aspects of personnel management without regard to political affiliation, race, color, religion, national origin, sex, marital status, age, or disabling condition.

**5 U.S.C. Sections 3312 and 3318**

These sections require any disqualification, non-selection, or passing over of a veterans' preference eligible applicant for medical reasons be approved by the Office of Personnel Management before the position can be filled. This includes an agency medical disqualification of a 30 percent or more disabled veteran for assignment to another position in a reduction in force. A non-preference eligible who is disqualified for medical reasons also has the right to a higher level review of the determination in the agency as stated in OPM regulation Code of Federal Regulations (CFR) Title 5, Section 339.306.

**The Architectural Barriers Act**

This act is enforced by the Access Board, and requires buildings and facilities be accessible to people with disabilities if they were constructed or altered by, or on behalf of, the Federal Government or with certain Federal funds, or leased for occupancy by Federal agencies, after 1968. When individuals with disabilities are unable to use a building because there are no accessible parking spaces, no curb ramps, no ramps at the entrance, no accessible rest rooms, no accessible drinking fountains, no raised lettering on signs, or other barriers exist, they may file a complaint with the Access Board.

**The Pregnancy Discrimination Act**

This act amended Title VII of the Civil Rights Act of 1964 to prohibit sex discrimination on the basis of pregnancy, childbirth, or related medical conditions. This amendment requires employers treat pregnancy and related conditions in the same manner as any other short-term disability.

**The Family and Medical Leave Act of 1993 (5 U.S.C. Section 6382)**

This act requires Federal agencies and departments to allow employees to take up to twelve weeks of leave without pay, provided the employee or a member of his or her immediate family (spouse, son, daughter, or parent) has a serious health condition and the employee meets several other statutory criteria. The leave may be taken intermittently or on a reduced leave schedule when medically necessary. Agencies may require the employee to transfer temporarily to another position under certain circumstances.

Website: <http://www.dol.gov/dol/topic/benefits-leave/fmla.htm>

**Equal Opportunity Employment Commission**

The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Most employers with at least 15 employees are covered by EEOC laws (20 employees in age discrimination cases). Most labor unions and employment agencies are also covered. The laws apply to all types of work situations, including hiring, firing, promotions, harassment, training, wages, and benefits.

Phone: 1-800-669-4000 (voice); 1-800-669-6820 (TTY)

E-mail: [info@eeoc.gov](mailto:info@eeoc.gov) Website: <http://www.eeoc.gov>

**Frequently Asked Questions about Employment Discrimination (from the OPM)**

This is a list of frequently asked questions about discrimination of individuals with disabilities in the workforce.

Website: <http://www.opm.gov/DISABILITY/FAQs.asp>

This is information about disability employment.

Website: <http://www.opm.gov/policy-data-oversight/disability-employment/>

**Questions & Answers about Persons with Intellectual Disabilities in the Workplace and the Americans with Disabilities Act**

Website: <http://www.eeoc.gov/laws/types/intellectual_disabilities.cfm>

Office of Disability Employment Policy (ODEP)

ODEP is a sub-cabinet level policy agency in the Department of Labor. It provides national leadership by developing and influencing disability employment-related policies and practices affecting an increase in the employment of people with disabilities.

Address: 200 Constitution Ave., NW Washington DC 20210

Phone: Voice 1-866-ODEP-DOL (633-7365); TTY 1-877-889-5627

Website: <http://www.dol.gov/odep>

Email: [odep@dol.gov](mailto:odep@dol.gov)

**E-laws: Disability Non-Discrimination Law Advisor**

The US Department of Labor has a great new tool to help employees and employers understand which non-discrimination laws may apply to their business or organization. It also provides links to detailed information on the requirements of the laws.

Website: <http://www.dol.gov/elaws/odep.htm>

**ODEP’s Integrated Employment Toolkit**

ODEP has developed this Integrated Employment Toolkit to provide valuable information as individuals, community employment agencies, policymakers and others pursue integrated employment as the desired employment goal for youth and adults with disabilities. The Toolkit includes practical and, in some cases, adaptable information and documents to facilitate the movement of states, organizations and, most importantly, youth and adults to integrated employment as their primary option for employment.

Website: <http://www.dol.gov/odep/ietoolkit>

**ODEP Research and Technical Assistance Centers**

To develop and influence disability employment-related policies and practices, ODEP sponsors the four research and technical assistance resources that follow:

**National Collaborative on Workforce and Disability for Youth (NCWD- Youth)**

The National Collaborative on Workforce and Disability for Youth assists state and local workforce development systems to better serve youth with disabilities.

Address: 4301 Connecticut Avenue NW, Suite 100, Washington, DC 20008

Phone: 877-871-0744 (voice); 877-871-0665 (TTY)

Website: <http://www.ncwd-youth.info>

**Employer Assistance and Resource Network (EARN)**

The Employer Assistance and Resource Network (EARN) is a resource for employers seeking to recruit, hire, and retain qualified employees with disabilities.

Website: <http://askearn.org>

**Job Accommodation Network (JAN)**

The Job Accommodation Network (JAN) is the leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues. Working toward practical solutions that benefit both employer and employee, JAN helps people with disabilities enhance their employability, and shows employers how to capitalize on the value and talent that people with disabilities add to the workplace.

Phone: (800) 526-7234 (Voice); (877) 781-9403 (TTY)

Website: <http://askjan.org/index.html> Email: [jan@askjan.org](mailto:jan@askjan.org)

**Disability.gov**

Disability.gov is the federal government website for comprehensive information on disability programs and services in communities nationwide. The site links to more than 14,000 resources from federal, state and local government agencies; academic institutions; and nonprofit organizations. You can find answers to questions about everything from Social Security benefits to employment to affordable and accessible housing.

Website: <https://www.disability.gov>

**National Centers and Organizations**

**TransCen, Inc.**

From the individual workplace to statewide and national systems, TransCen is dedicated to improving career development and community participation of all people with disabilities. This organization operates local employment service programs as well as develops, implements, and researches initiatives that have national impact. Its principals conduct training, provide technical assistance, and conduct research on special education, disability employment, career and workforce development, and the Americans with Disabilities Act. It has been and continues to be affiliated with a broad range of national career development and employment initiatives, while regularly designing and coordinating improved local implementation of career preparation programs for youth and adults with disabilities.

Address: 401 N. Washington Street, Suite 450, Rockville, MD 20850

Phone: 301-424-2002(voice); 301-217-0124 (TTY); 301-251-3762 (fax)

Website: <http://www.transcen.org>

**AbilityOne Program (Employment Opportunities for People with Blindness and Severe Disabilities)**

The AbilityOne Program is a Federal initiative to help people who are blind or have other significant disabilities find employment by working within a national network of over 600 Nonprofit Agencies that sell products and services to the U.S. government. The Committee for Purchase From People Who Are Blind or Severely Disabled is the Federal agency authorized to administer the AbilityOne Program.

Phone: (800) 999-5963

E-mail: [customerservice@abilityone.org](mailto:customerservice@abilityone.org) Website: <http://www.abilityone.org>

**Employment and Disability Institute at Cornell University**

Since 1968, researchers and practitioners at the Cornell ILR School with expertise in disability have helped companies, labor organizations, government agencies, schools, and communities throughout the United States and abroad to accommodate and integrate individuals with disabilities. The EDI team engages in research and produces scholarly articles, develops training materials, conducts training sessions domestically and internationally, and offers technical assistance on a wide array of disability-related matters.

Address: 201 Dolgen Hall, Ithaca, New York 14853-3201

Phone: 607-255-7727 (Voice); 607-255-2891 (TTY); 607-255-2763

(Fax)

Website: <http://www.ilr.cornell.edu/edi>

**Additional Resources**

**Congressional Internship Program for Individuals with Intellectual Disabilities**

This is a program through George Mason LIFE that brings students and coaches to a House office for 2 hours a week.

**Ability Jobs**

The goal of ABILITYJobs and JobAccess is to enable people with disabilities to enhance their professional lives by providing a dedicated system for finding employment. By posting job opportunities, or searching resumes, employers can find qualified persons with disabilities as well as demonstrate their affirmative action and open door policies.

Website: <http://www.jobaccess.org>

**Job Fairs Live!**

This is an online career fair where local job seekers and employers can interact with each other in a live, 3-D virtual environment.

Website: <http://washingtondc.employmentguide.com/browse_jobfairs.html>

**Partners in Employment**

This course created by Partners in Policymaking to give you the practical skills you need to find real, competitive employment in your community. Throughout the site, you'll learn how other people with disabilities have overcome common obstacles to find jobs and succeed in the workplace.

Website: <http://www.partnersinpolicymaking.com/employment-ez>

**Skills to Pay the Bills**

"Skills to Pay the Bills: Mastering Soft Skills for Workplace Success," is a curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. Created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14 to 21 in both in-school and out-of-school environments. The basic structure of the program is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.

Website: <http://www.dol.gov/odep/topics/youth/softskills>

**Career Exploration in Action: An Innovative Strategies Practice Brief**

This Innovative Strategies Practice Brief provides practical examples and resources used by promising and exemplary youth programs to engage youth in career exploration. The youth programs and school systems featured in this brief have been recognized by NCWD/Youth as Innovative Strategies.

Website: <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/career-exploration-in-action>

**Helping Youth Build Work Skills for Job Success: Tips for Parents and Families**

This NCWD/Youth InfoBrief addresses the need for youth to acquire work skills and offers strategies parents and families can use to work with their youth to develop skills that lead to success on the job. This InfoBrief also includes information on how to incorporate work skill development into school documents, such as the Individualized Education Program and the Summary of Performance.

Website: <http://www.ncwd-youth.info/information-brief-34>

**Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in Job Search and Retention**

This InfoBrief explores the important role families and other caring adults play in the career planning, job search, and job retention of youth with disabilities.

Website: <http://www.ncwd-youth.info/infobrief/tapping-into-the-power-of-families>

**Understanding the New Vision for Career Development: The Role of Family**

This InfoBrief introduces families, including families of youth with disabilities, to a new way of looking at career development for youth. This brief discusses the three phases of career development, highlights Individualized Learning Plans as a tool for facilitating the career development process, and offers strategies on how families can be involved.

Website: <http://www.ncwd-youth.info/node/1463>

**SESSION 5 – RSA SERVICES RESOURCES**

Adopted from: <http://dds.dc.gov/service/vocational-rehabilitation-services-rsa>

**Vocational Rehabilitation**

The Vocational Rehabilitation Program helps individuals with physical, psychiatric and/or learning disabilities face the challenges of the modern workplace. This may include identifying job goals based on individual interests and aptitudes, providing funds for college and vocational training, assessing work site accommodations, educating an employer about the Americans with Disabilities Act, or assisting an individual returning to work after adjusting to a new disabling condition. Vocational rehabilitation services can often reduce or remove barriers to employment. Priority is given to those individuals who have the most severe disabilities in areas such as communication, mobility, work tolerance and work skills.

To be eligible for VR services from RSA, a person must have a physical or mental impairment that is a substantial impediment to employment; be able to benefit from VR services in terms of employment; and require VR services to prepare for, enter, engage in, or retain employment. Eligibility is determined through the use of existing information and obtained assessments, which document the existence of a mental or physical disability.

Once eligibility is established, the customer, along with the assigned rehabilitation counselor, will develop an Individualized Plan for Employment (IPE). The plan identifies the vocational goal and the services that will be provided in order to achieve that goal. To help the population of unemployed persons with disabilities join the workforce, RSA must provide comprehensive rehabilitation services that go way beyond those found in routine job training programs. These services may include: information and referral, assessment services, counseling and guidance, physical restoration, vocational training, maintenance in support of their IPE, job orientation, job search, job placement and job retention services. An IPE is usually completed within 120 days of application. RSA will assist persons with disabilities to locate employment by developing and maintaining close relationships with local businesses. Furthermore, they assist persons served to become tax paying citizens and to reduce their reliance on entitlement programs.

**Supported Employment**

The Supported Employment (SE) program is a service that is integrated into the Vocational Rehabilitation Program. The SE program services provide on-going supports to assist individuals with significant disabilities in maintaining competitive employment in an integrated work setting.

To be eligible for SE services from RSA, you must:

* Be eligible for VR services
* Be determined to have significant disabilities
* Have a comprehensive assessment of rehabilitative needs that identifies supported employment as the appropriate rehabilitation or vocational goal.

Once eligibility is established, you and your assigned rehabilitation counselor will develop a SE Individualized Plan for Employment (IPE). The plan identifies the vocational goal and the services that will be provided in order to achieve that goal. Following determination of eligibility and plan development, you may be referred to a community-based supported employment service provider. The service provider will work with you to achieve the desired vocational goals.

**SESSION 5 – WIOA**

**The Work Option for Individuals with Intellectual Disabilities: The Obstacles and the Possibilities**

Click the link for full WIOA Report: <http://www.uls-dc.org/Employment%20Report_FINAL.pdf>

**Executive Summary**

For many people, a job is something that defines who we are. It gives us a meaningful place to go every day, a way to explore our interests, a means of earning money, and a way to be a part of our community. Yet too often, people with intellectual disabilities are not given this opportunity.

In response to this problem, ULS researched the laws and policies relating to employment opportunities for individuals with intellectual disabilities, requested statics and information via a Freedom of Information Act (FOIA) request to the Department on Disability Services (DDS), visited day, prevocational, and supported employment programs for individuals with disabilities, and met with the leaders of DDS. In the course of this project, ULS met with many people and heard many stories about what was and was not working in D.C. Sally G., a fictional person, illustrates the complex myriad of barriers that can make it difficult for individuals in her position to find employment. The following is her story.

Sally G. has an intellectual disability that was diagnosed at any early age. As a child, she attended Mamie D. Lee where she had an Individual Education Plan (IEP). Yet as Sally G. grew older and her graduation date drew closer, no one helped her develop a transition plan. Sally G. recalled that while someone from Rehabilitation Services Administration (RSA) may have attended an IEP meeting, she never heard back from them. As such, Sally G. graduated, and someone directed her to the Developmental Disability Administration (DDA). Her DDA service coordinator determined that she would do best in a day program – painting pictures and doing crafts – and so she began attending.

Years later, Sally G. was still at her day program and had no work experience. She was tired of doing the same thing day after day; she wanted to make choices for herself and earn some money. Her day program was located in a big building that had few windows. She rarely left the building except for occasional outings, and she only went with people from the program. She rarely saw people without disabilities except for staff. Though most of the staff members were nice, they treated her like a child. She felt dissatisfied and frustrated. She wanted to live and be treated like an adult.

Sally G. was told by DDA that if she really wanted a job, she would need to go to RSA for assistance. With the help of her family, Sally G. contacted RSA and scheduled an intake meeting. At the intake meeting, the Vocational Rehabilitation (VR) Specialist thought that Sally G.’s disability might be so severe that she could not benefit from RSA services. Weeks went by and Sally G. never heard from anyone. She tried to call the VR specialist multiple times, but no one ever returned her call. Months went by.

Eventually, someone – a different VR specialist – contacted Sally G. and notified her that she was ineligible for RSA services. She had never had a vocational assessment or a trial work evaluation. By this time, Sally G. was discouraged and was not sure what to do next. She felt as though she were right back where she started. Her service coordinator explained, however, that she could try a prevocational program or a supported employment program through DDA. Sally G. chose a program and is currently learning job skills and looking for integrated work in the community. Unfortunately, she is finding that it is hard to find a job and that potential employers lack incentives to hire people with disabilities.

Sally G.’s experience is similar to that of many individuals who attempt to find employment. In the fiscal year 2011, according to a recent Freedom of Information Act (FOIA) request, only ten individuals receiving DDA services were found eligible for RSA services.1 In contrast, 102 individuals already receiving DDA services were found not eligible for RSA services.2 Only five individuals received a vocational assessment3 and only ten individuals were given a trial work experience.4 Meanwhile, DDA served 567 individuals through day habilitation services,5 406 individuals through prevocational services,6 but only 265 individuals through supported employment services from DDA providers.7 Of these 265 individuals, many do not have jobs in the community. Rather, they spend their day at a segregated facility working on “job development” and “training.”

In examining the DDS system as it currently exists and speaking with individuals like Sally G., ULS identified the following of problems:

1. Too many individuals who receive services from DDA are served in a segregated environment and are never provided with the opportunity to work or learn about work in a natural environment.
2. RSA is difficult for individuals to navigate due to its lack of a formal application and long wait times for eligibility determinations, vocational assessments, and other services.
3. RSA and DDA do not communicate or collaborate effectively.
4. RSA does not provide adequate services to individuals with intellectual disabilities.
5. There is limited use of assistive technology by individuals with intellectual disabilities.
6. There are few incentives or supports to encourage employers to hire individuals with intellectual disabilities.

ULS would like to draw attention to these issues and see them addressed at the policy- level. Specifically, ULS would recommend the following:

1. Develop policies that promote “Employment First” and require day programs, prevocational programs, and supported employment programs to take an individualized, job-oriented approach to providing these services in an integrated setting.
2. Develop and publish an application for RSA services that gives notice to the individual of the 60-day period and reduce wait times at RSA for eligibility determinations, vocational assessments, and other services.
3. Improve communication and teamwork between RSA and DDA, so that individuals are better served according to their individual needs.
4. Improve employment outcomes for individuals receiving services from RSA by increasing the use of customized employment and developing close ties to the business community.
5. Encourage and fund the use of assistive technology that is available for individuals with intellectual disabilities.
6. Provide businesses with tax incentives, grants, training, and opportunities for collaboration with providers and state agencies to encourage them to hire individuals with disabilities.

ULS has created this report for advocacy groups, government agencies, service providers, family members, and individuals with disabilities alike. It is meant to serve as a resource for future advocacy work and to spur change. D.C. must improve employment opportunities and outcomes for individuals with intellectual disabilities. To do that, it must change.