

Employment: From Competitive to Customized

A powerful process that provides
access to employment for all students
and adults with complex lives

Customized Employment

MIG Goal #2

Improve Knowledge, Capacity and Collaborations that Enable Employment Services Providers ("Supply Side") to Increase Competitive Employment Outcomes for People with Disabilities

Customized Employment

According to US/DOL:

Customized employment means individualizing the employment relationship between employees and employers in ways that meet the needs of both.

It is based on an individualized determination of the strengths, needs, and interests of the person with a disability, and is also designed to meet the specific needs of the employer.

Features of Customized Employment

- Based on discovery of the applicant more than on evaluative/comparative processes
- Driven by a customized plan capturing the applicant's strengths, needs and interests
- Focuses on tasks rather than job titles, to negotiate essential responsibilities

Features of Customized Employment, cont.

- Occurs in regular community workplaces or in self-owned businesses
- Specific job duties are negotiated with employers, voluntarily, to customize the job
- Involves pay of at least the minimum wage up to prevailing wage

Features of Customized Employment, cont.

- Applicable to all users of workforce system
- Includes on-going supports and reasonable accommodations, as appropriate
- Starts with the individual as the source of information and direction to labor force

What the CE Pilots Intended to Accomplish

- Basing the projects with workforce system entities would promote integration of CE services into the mainstream rather than a separate system for jobseekers with disabilities. In the Mohawk Valley, the project is led by the Workforce Investment Board (Working Solutions, serving 3 counties). In Long Island, the project is led by a municipal one-stop center (HempsteadWorks, serving Nassau County).

Upstate Activity

CE Pilot Project Upstate NYMWP demonstration site: Working Solutions (as of July 2010)

Overview: 4 providers, 7 staff, 6 cases (4 active, 2 placed)

- Oneida-Lewis ARC: two staff in training, one successful CE placement, one unofficial CE case successfully placed, new case in early Discovery.
- Human Technologies Corp: one staff in training, one case completing Discovery soon.
- Working Solutions WIB: three staff in training (incl. 2 DPNs), one case completing Discovery soon.
- RCIL: one staff in training, one case completing Discovery soon.

Downstate Activity

CE Pilot Project Downstate NYMWP demonstration site:
HempsteadWORKS One Stop Center (as of July 2010)

Overview:

- 4 provider agencies, 5 cases (4 active, 1 inactive)
- Over 20 staff trained in total
- Helen Keller, Abilities, Mill Neck Services active, EAC inactive
- CBVH, VESID and OPWDD teams active, DOL-One stop team inactive
- Ongoing monthly technical assistance and case consultation provided to team

Customized Process: Self-employment

1. Discovery of the Potential Business Owner
2. Discovery Meeting and Possible Team Recruitment
3. Business Concept Plan and Team Identification
4. Research of Potential Business Concepts
5. Determination of Business Concept
6. Business Plan Development
7. Business Plan Finalization
8. Implementation of Activities Prior to Starting
9. Start Business
10. Review and, as necessary, Revise Plan

The Employment Matrix

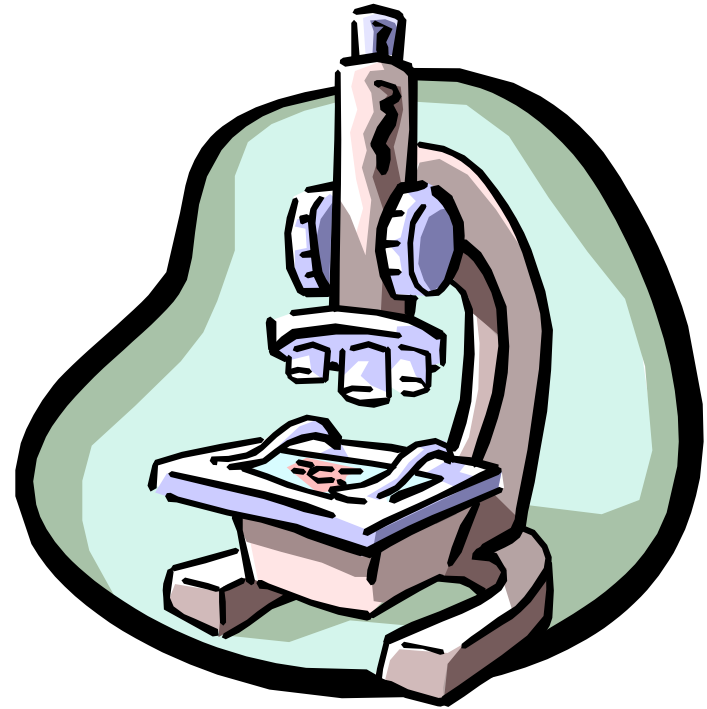
	<i>Competitive Employment</i>	<i>Customized Employment</i>
<i>Natural Supports and Reasonable Accommodation only</i>	<i>There are individuals who will need neither SE nor CE to become employed and to stay employed</i>	<i>There are individuals who will need CE to become employed but will not need SE to stay employed</i>
<i>Supported Employment and Natural Supports</i>	<i>There are individuals who will not need CE to become employed but who will need SE to stay employed</i>	<i>There are individuals who will need both CE to become employed and SE to stay employed</i>

Customized Employment Process Highlights

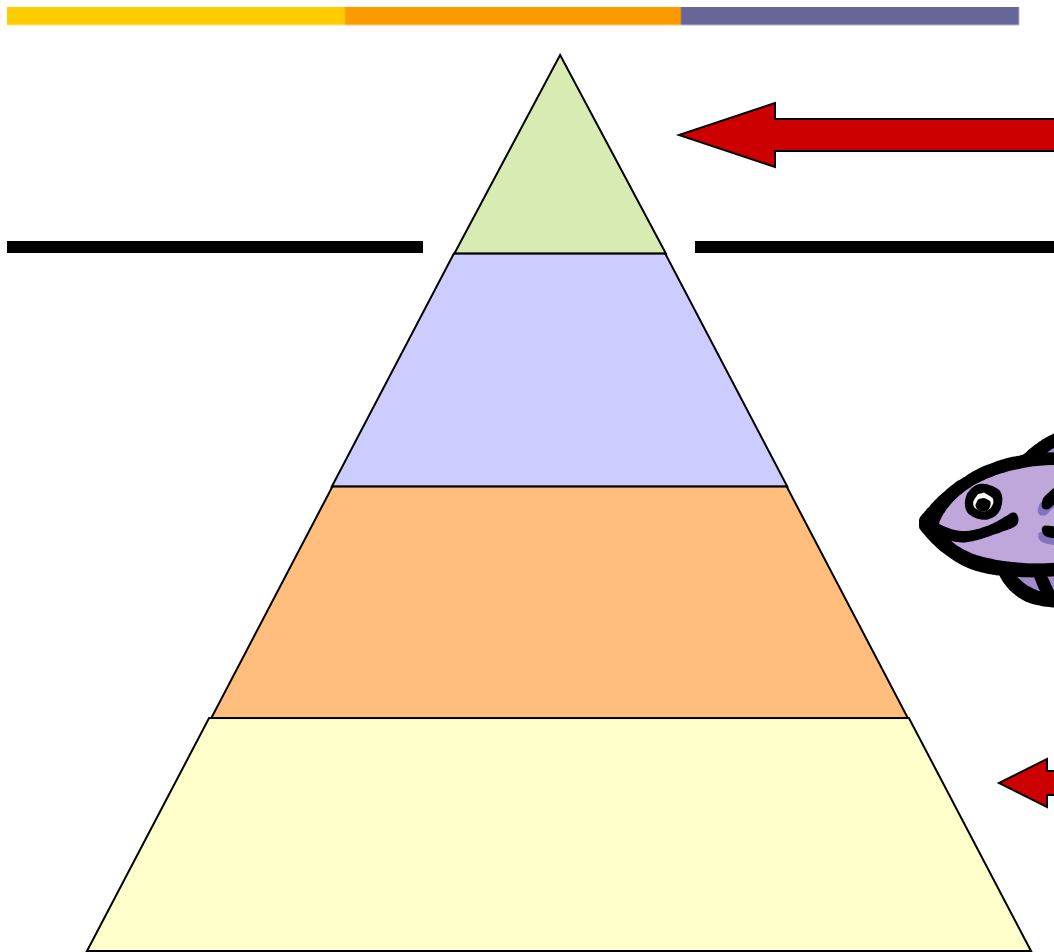
- DISCOVERY
- PROFILE
- EMPLOYMENT PLAN
- PORTFOLIOS
- EMPLOYER NEEDS ANALYSIS
- JOB DEVELOPMENT

CE Process: DISCOVERY

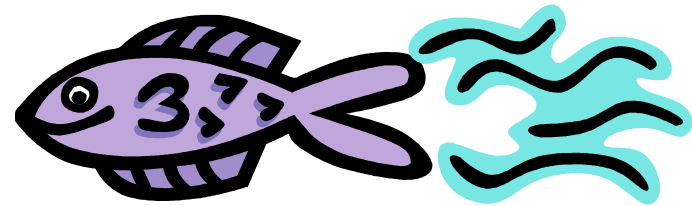
Definition: to gain insight or knowledge of something previously unseen or unknown; to notice or realize; to make known, reveal, disclose



The Iceberg Analogy of Discovery



What we usually know about the people we try to assist – just the tip of the iceberg



We need to know much more

The role of discovery

Discovery provides, in a non-traditional, common-sense form, the information needed to determine *the strengths, needs, and interests** of any person with complex life issues.

This is accomplished by simply addressing the question, "Who is this person?"

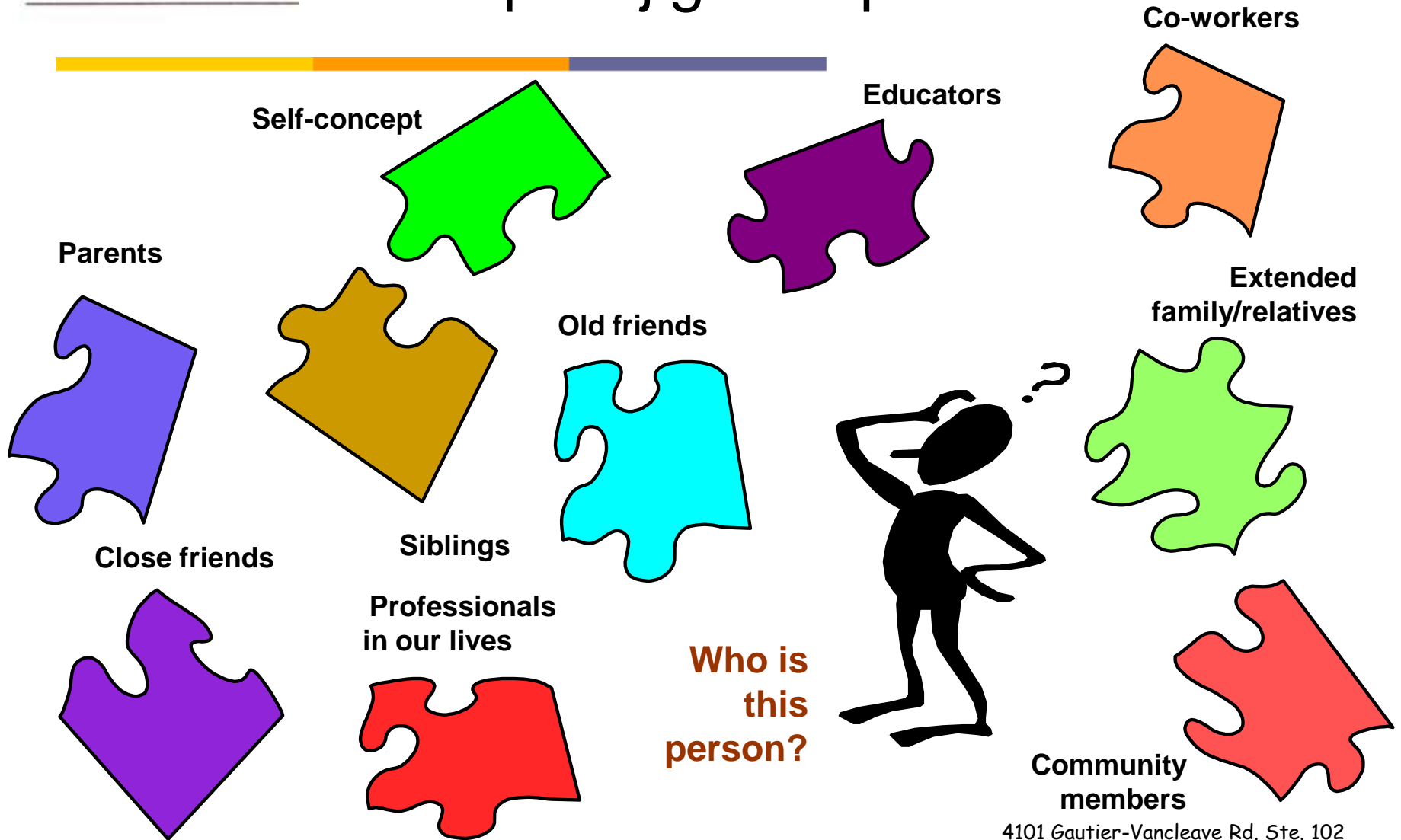
* From DOL/ODEP definition

The focus of discovery

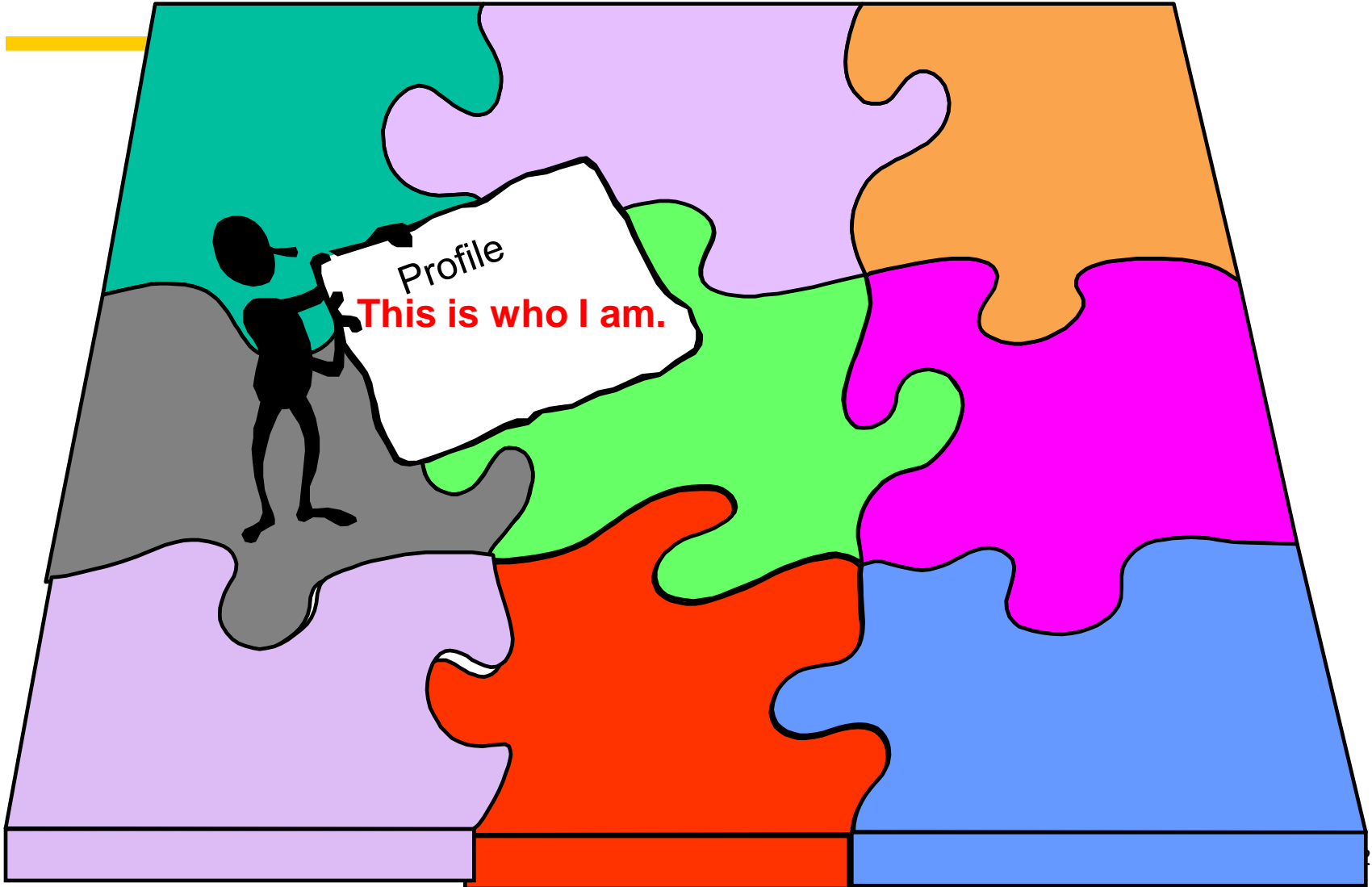


- Conditions for Success (Needs)
- Interests toward an aspect of the Labor Market (Interests)
- Potential Contributions to Employers (Strengths)

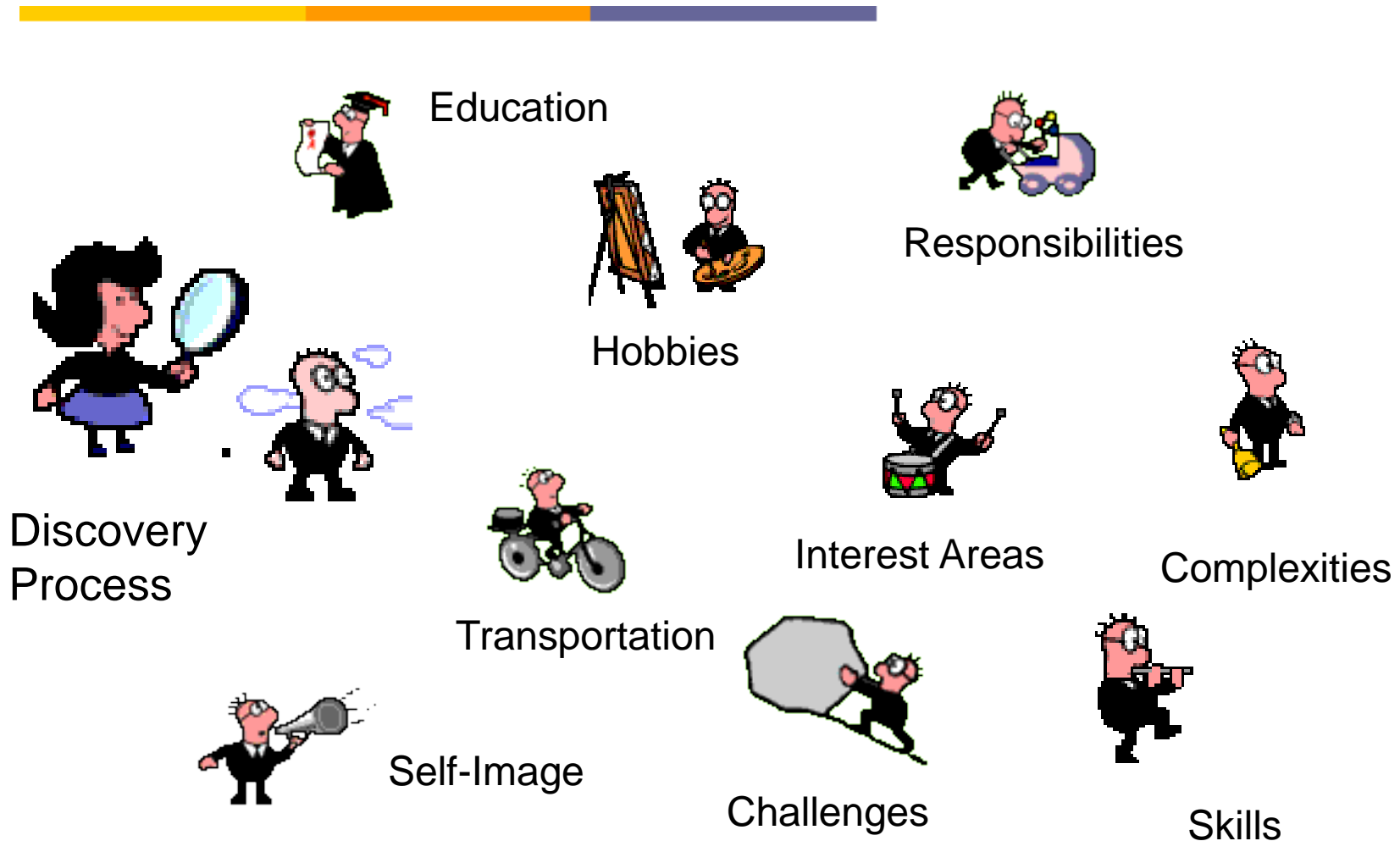
We are all like pieces in a complex jig-saw puzzle



Discovery finds the pieces and puts them together



Discovery allows us to determine who the applicant is, their complexities, and potential contributions to employers.



Discovery = Translation

The finesse of discovery is to identify typical aspects of life and to translate those activities into:

Conditions for success

Interests toward employment and potential

Contributions to be offered to employers.

Discovery is essentially an activity of *translation*.

Discovery facts

- Average hours required for Discovery = 20 hours (range 16-24 hrs)
- Average time frame for Discovery = 4 weeks (range 3 - 6 wks)
- We recommend a team effort of 2 - 3 members while learning discovery

The "Who" of Discovery

- The person of concern
- Their family and loved ones
- Close and trusted friends
- Neighbors with good relationships
- Professionals who care
 - Counselors
 - Teachers
 - Case managers
 - Service providers

The "Where" of Discovery

- Home/Living
Context: Discovery starts where relationships start - where we live
- Neighborhood
- Local Community
- Ethnic group/peer group
- School
- One-stop center
- Church
- Places where the person is "most who they are"

The "What" of Discovery:

Identifying the best aspects of the person

- Routines
- Relationships
- Responsibilities
- Challenges
- Associations
- Friendships
- Shops and Services
- Tasks
- Solutions
- Connections
- Education
- Location
- Life performance
- Community inventory

CE Process: PROFILE

- Capturing discovery through the use of a written or visual profile
- "*Positive paper* for persons with significant complexities"

Discovery leads to a Profile document which is:

- **Narrative:** *It uses complete sentences to describe the person.*
- **Comprehensive:** *It covers all relevant areas of the person's life relating to employment.*
- **Robust:** *It fully develops aspects of the person's life so that contributions and qualities can be translated to employers.*

Discovery leads to a Profile document which is:

- **Respectful:** *It belongs to the individual and therefore treats carefully the intimate information which is developed.*
- **Non-Competitive:** *It does not require comparison against any arbitrary norm, skill or other person.*
- **Optimistic:** *It focuses on the best of who people are rather than on difficulties or shortcomings.*

Discovery leads to a Profile document which is:

- **Descriptive:** *It describes the individual and carefully avoids any evaluative or opinion-based statements.*

This is perhaps the most important characteristic of the profile in that all persons can be described, regardless of the significance of their disability.

Descriptiveness ► Competence

By focusing on a description of the performance of the individual, without the evaluative lens of ourselves and others, we have a chance to begin to see possibilities for competence and skills that might be offered to employers.

This is made possible due to the fact that descriptiveness gets at the concrete actions of the individual. These actions have a direct connection to tasks needed by employer.

Focus on performance

The best way to write descriptively is to focus on observable behavior of the individual - the person's performance. Since the profile is by nature an optimistic document, the focus should be on competence rather than on deficits.

When an individual's challenges threaten to compromise the chance for competent behavior, describe the actual behavior and the solutions that work.

Developing the Profile Documents

The Profile consists of three distinct parts that are developed at different times during discovery:

- Part I: The Interview Intake Form
- Part II: The Discovery Profile
- Part III: The Plan Preparation Summary

Each Part plays a unique role in capturing the information of discovery.

Part I: The Intake Interview Form

This form is filled in during or just following Steps 1 - 4 of the 20 Steps to Customization and Discovery. The information contained in this component is factual and can be obtained through interviews with the job seeker and family and/or by scanning existing documentation. This is general information written in a typical professional style.

Part II: The Discovery Profile

This component of the profile form contains the description of life domains that provides the necessary information for the translation and summarization aspects of Part III. Facilitators are encouraged to provide a descriptive picture of the individual free of personal opinions, presumptions and evaluations .

Profile Part III. Plan Preparation Summary

The third part of the Profile is the place at which *summarization* and *translation* occur. This section *must* be completed prior to the Customized Plan and *may* be completed as an aspect of a Discovery Meeting (optional) held toward the end of discovery. Summary statements, likelihood of occurrence and translations are acceptable.

CE Process: EMPLOYMENT PLANNING

A Strategy for Individualizing Job
Development by...

Creating a *Blueprint* to be used by
the Job Developer

The Customized Employment Planning Meeting

This meeting identifies an individual's conditions for employment, individual interests and potential contributions such as personality characteristics and tasks to be performed and then directs job development to meet those characteristics.

Introducing Sadie

- Sadie is an 21 year old 2007 graduate of Natchez High School.
- She is looking forward to going to work.



Sadie has a full life in the Natchez Community



Her home

Sadie's Dad



A people person . . .



Sadie's colleagues on the yearbook staff at school.

Sadie's best friend, boyfriend and teacher



Sadie has skills related to office work



The Customized Employment Planning Meeting Flow

Section 1: What Does/Doesn't Work

To get the meeting started, begin with a *What Works/What doesn't Work* activity, charting responses from the group.

This activity serves to break the ice, to welcome input from members and to set the tone that *the meeting belongs to the individual.*

What Works/What Doesn't -examples-

What Works

Being organized

Helping in child care class

Doing tasks the same way each time

Following written or visual schedule

Reading

Lists, following directions

What Doesn't

Unorganized situations

Being touched by others

Having people stand behind her

Working in hot settings

Taking stern correction

"Moody" days

Losing games

Stormy weather

The Customized Employment Planning Meeting Flow, cont.

Section 2: Characteristics of an Ideal Job

Ask the individual, with assistance as necessary from family members and educational personnel, to describe characteristics of his/her ideal job. Write on the flip chart the key information that is given. Define the ideal job in terms of the applicant's:

Conditions

Interests

Contributions

Conditions for Employment -examples-

- Morning hours*
- No later than 4:00 PM*
- 4 - 5 hours per day*
- 3 days/week during school*
- 5 days/week after school*
- Mon. - Fri. / 1 Sat. and Sun. per month*
- 15 mile radius from home*
- Inside, air conditioned*
- Job has routines*
- Natural supports available*
- Sitting for most of work*
- Organized workplace that uses lists for duties*

Interest Areas -examples-

- Office Work*
- Food Services*
- Retail Services*

This area will typically be the smallest in terms of number of characteristics listed.

Contributions: Personality Characteristics -examples-

- ❑ *Very organized (Sadie takes care of all her clothes, ironing and laundry)*
- ❑ *Great memory (Sadie remembers the birthdays, meeting times and license plate renewal for all family members)*
- ❑ *Dry, sharp sense of humor*
- ❑ *Fun loving person*

Contributions -examples-

Contributions: Skills

- Use Profile of Discovery, Part 5*

Contributions: Experiences

- Worked on Senior yearbook staff, NHS*
- Volunteered at church child care center*
- Sorts mail for all teachers at NHS*

Contributions: Recommendations

- Mr. Gibson, school principal*

The Customized Employment Planning Meeting Flow, cont.

Section 3: Development of a Task List

Use this activity to identify the types of job tasks that can be performed by the individual and that are felt to be needed in the local area, that meet the ideal characteristics. This list will become the Task List in the applicant's portfolio. List these tasks on a flip chart.

The task list from the profile is a useful resource in identifying tasks the individual wants to do.

Task List - examples -

(if possible, customize to various Interest areas)

Office

- Shredding*
- Running errands*
- Delivery*
- Running copier*
- Filing*
- Sorting, collating*
- Matching checks with invoices*
- Stapling*
- Folding, stuffing, sealing, labeling*
- Light data entry*
- Faxing*
- Backing up files to CD*

Task List - examples, cont. -

(if possible, customize to various Interest areas)

Food Service

- Cold food prep*
- Cutting*
- Portioning*
- Arrangement, layout*
- Serving in cafeteria line*
- Stocking salad bar*
- Cleaning salad bar*
- Condiment replenishment*

Task List - examples, cont. - (if possible, customize to various Interest areas)

Retail Services

- Folding, straightening,*
- Facing Stock*
- Unboxing,*
- Shelving*
- Hanging*
- Tagging*
- Installing/removing detection sensors*
- Restocking of returned stock*
- Inventory scanning, pricing*
- Light data entry*

The Customized Employment Planning Meeting Flow, cont.

Section 4: Specific Employer List

Identify specific employers in the area who might need those types of job tasks. Be specific, naming businesses in the area. Be sure all of these businesses meet the key information identified in the applicant's ideal characteristics and task list.

Try to identify from 15 to 25 employers at this meeting.

Employers

Tasks/Int. Contacts

- | | | |
|--------------------------------------|--------------|-----------|
| <i>1. Natchez Public Schools</i> | <i>O</i> | <i>EJ</i> |
| <i>2. Natchez Regional Hospital</i> | <i>O/F/R</i> | |
| <i>3. Adams County Sheriff</i> | <i>O</i> | <i>FJ</i> |
| <i>4. St. Mary's Catholic School</i> | <i>O/F</i> | <i>MW</i> |
| <i>5. Circuit Clerk's office</i> | <i>O</i> | <i>EJ</i> |
| <i>6. Tax Collector's office</i> | <i>O</i> | <i>EJ</i> |
| <i>7. Natchez Democrat paper</i> | <i>O</i> | <i>FJ</i> |
| <i>8. Bluffs & Bayous paper</i> | <i>O</i> | |
| <i>9. 95.1 Radio</i> | <i>O</i> | <i>EJ</i> |
| <i>10. B&K Bank</i> | <i>O</i> | <i>FJ</i> |
| <i>11. United Mississippi Bank</i> | <i>O</i> | <i>EJ</i> |

Employers

Tasks/Int.

Contacts

<i>12. Co-Lin Community Co.</i>	<i>O</i>	<i>MW</i>
<i>13. Entergy - Callon Oil</i>	<i>O</i>	<i>FJ</i>
<i>14. Isle of Capri</i>	<i>O/F/R</i>	
<i>15. Caters Dept. Store</i>	<i>R/O</i>	<i>EJ</i>
<i>16. Belks Dept. Store</i>	<i>R/O</i>	
<i>17. JC Penny</i>	<i>R/O</i>	
<i>18. Stage</i>	<i>R</i>	
<i>19. Shoe Dept.</i>	<i>R</i>	
<i>20. Payless Shoes</i>	<i>R</i>	
<i>21. Diane's Frame Shop</i>	<i>?</i>	<i>NT</i>
<i>22. Bookland</i>	<i>R/O</i>	

CE Process: PORTFOLIOS

Developing Representational Portfolios for Presenting Job Seekers to Employers

Developing and using *presentational
portfolios* to negotiate customized jobs

Two distinct portfolios

Organization Portfolio

- Communicates concept of CE
- Gives visual examples of CE and persons with disab.
- Outlines essential selling points
- Describes supports

Individual Portfolio

- Introduces, visually, job seeker
- Shows competent performance
- Shows unique features of job seeker
- Presents Task List

CE Process: PORTFOLIOS



Sample *Organization* Portfolio

MG&A: Twenty five years of serving employers and persons with disabilities





We match job seeker skills With employer needs.....

The people we represent have unique skills to contribute to your business.

Our job is to determine whether you have specific needs which match these skills.

If a match is identified, a job description is customized to suit both you and the applicant with a disability.



Customized Employment

The US Department of Labor is encouraging employers and applicants to consider negotiating an employment relationship when current job descriptions and other expectations create a barrier.

This concept is known as *customized employment*.

Stocking check-out islands, assisting advertising, un-boxing electronic equipment, etc.



Mailroom assistance and inter-office delivery



Updating a customer database



*Inventory
Control tasks*



Targeted maintenance and cleaning



Sorting and filing of excess paperwork



Spot cleaning to reduce “slip and falls”





Tour and Needs Analysis

Before any agreement is made, we offer a free needs assessment.

We can either observe your various business procedures, or we can assist you to do so, to identify potential needs within your company.



Customized Employment targets specific worksite issues:

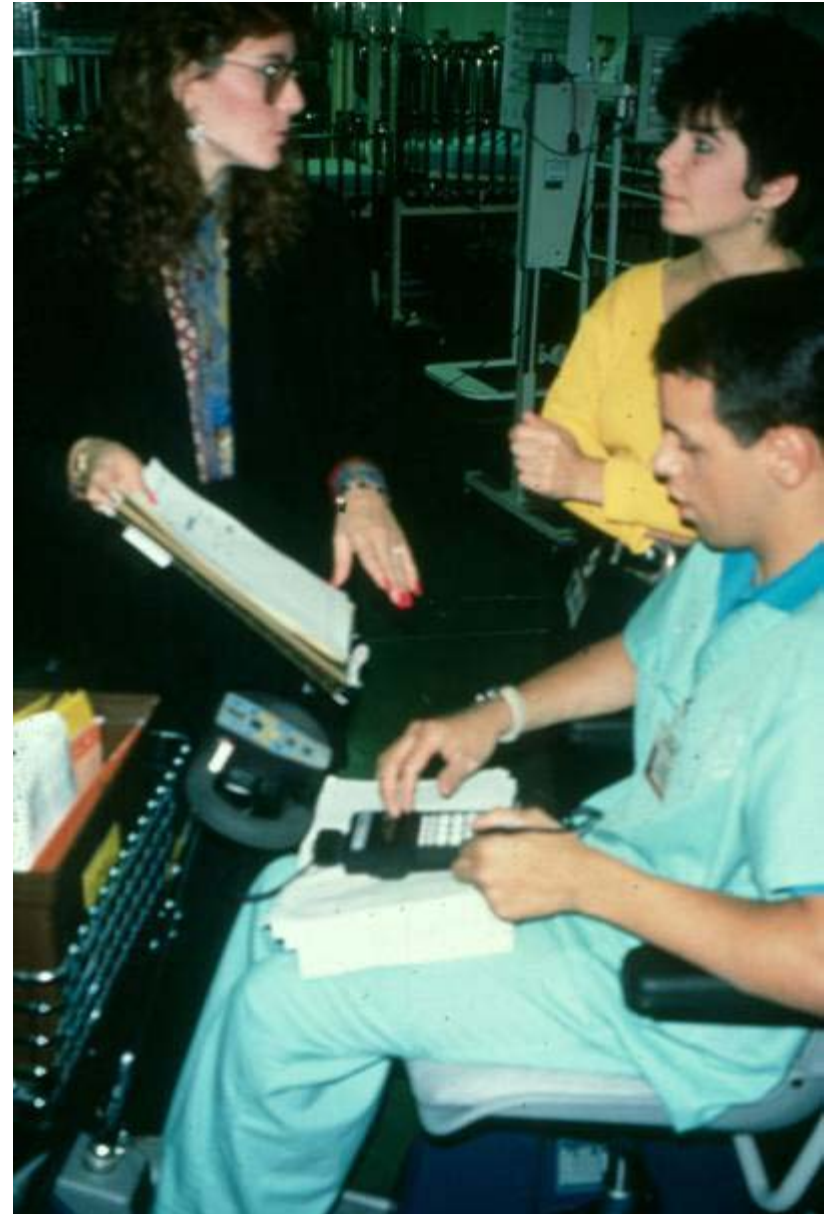
- Episodic duties
- Slower components of tasks
- Back-ups/Bottlenecks
- Material/tool supply
- Interruptions
- Additional assistance to meet high work demands
- Unattended materials/products
- Waste/scrap materials
- Misplaced materials/goods
- Dusty, broken, dirty goods/materials
- Unsafe or unsightly conditions
- Inconvenient location of materials



Job Analysis: The foundation of success

Once a customized job description has been negotiated and approved by you, we spend time in your business looking at the *way* you do things, the *means* you use to train and support employees and the *people* you assign for supervision. This information, along with your unique culture, becomes the basis of our support plan.

We listen to
your ideas



We discover the means you use to teach new employees



We provide support staff when needed to support your people



We help your employees to feel competent supporting your new employee



A Recap of Customized Employment...

- Targeting specific unmet needs with an employee who is matched to the job tasks
- Negotiating of a customized job description
- Analyzing on your company's culture and needs
- Supporting both you and your new employee, as needed
- Committing to do things your way with open communication

CE Process: PORTFOLIOS



Sample *Individual Portfolio*

The Individual Portfolio

The Individual Portfolio offers an alternative when applicants do not have persuasive resumes and experiences.

This portfolio is a form of a "visual resume" that introduces job seekers who need customized employment to potential employers.



Jenni Guthrie

Jenni is a recent graduate of Ocean Springs High School...



She has a strong work ethic that started with performing family chores...



In school she helped out in the cafeteria...



And in the local library...



She was also employed at VL Logistics for a year and a half...




Her job involved preparation of US Navy baseball caps for an embroidery machine...





Jenni Guthrie is:

- The daughter of Foley and Sheree Ransom.
- A 1999 graduate of Ocean Springs High School with a Special Education diploma.
- A member of St. John's Episcopal Church
- A life-long resident of Ocean Springs.
- A young woman who wants to stay and work in her local community.



Jenni is looking for an employer who has needs in the following areas:

1. Material/product delivery
2. Envelope stuffing
3. Stapling/stamping
4. Production tasks
5. Packing, unpacking, labeling
6. Sorting/folding
7. Putting things up/straightening
8. Material sorting
9. Recycling
10. Assisting/helping

CE Process: EMPLOYER NEEDS ANALYSIS

Conducting an Employer Needs Analysis

Developing the Employer's side of the
"needs template" for customizing job
descriptions

From the employer's side

Unmet workplace needs

CE provides a strategy for employers to focus on the unmet needs that inevitably occur in a time of multi-tasking, high expectation demand.

Tasks better performed by others

CE can focus on the discrete tasks of job descriptions relating to highly skilled and credentialed positions in workplaces.

Specific employee competencies

CE can utilize specific job seeker competencies based on discovering their "strengths, needs and interests" and matches and negotiates with existing employer needs.

Job based on an Informational Interview

Identified
general
needs in:

- Reception
- DJs area
- Advertising
- Station manager's office



Episodic task: Setting up a drum set



Slower component/Task better performed by others: Inserting background greenery



Negotiating a Needs Analysis

Job developers can offer three options for conducting a Needs Analysis:

1. Conduct the Analysis at no charge to the employer
2. Conduct the Analysis in a partnership between employer representative and provider
3. If desired, have the employer conduct the Analysis without assistance

CE Process: JOB DEVELOPMENT

Customized Employment: Engaging
and Negotiating with Employers

Engaging Employers from the Applicant's
side of the Equation

The sales aspect of job development

Customized job development is primarily *a negotiation interaction with employers* that seeks to find an intersection between employer needs and job seeker contribution.

Successful Job Development

Sales focused steps...

- PROSPECTING: RESEARCH AND PLANNING
- MAKING EMPLOYER CONTACTS: GETTING IN THE DOOR
- HOLDING THE INITIAL MEETING: MAKING YOUR PITCH TO EXPLAIN CE
- FOLLOW-UP NEGOTIATIONS - MAKING THE FINAL MATCH: EMPLOYER/JOB SEEKER
- CLOSING THE DEAL

In Conclusion: Customized Employment Values

- All individuals are considered to be employable, no evals necessary
- This is a person-centered, person-driven process
- For wage employment: No job openings, only customized, negotiated relationships
- The need for support is assumed but only offered as necessary

For additional information:

Customized Employment

- onestops.info
- dol.gov/odep
- marcgold.com

New York Makes Work Pay

- Nicole LaCorte-Klein nllacort@law.syr.edu
315.480.9153 Downstate
- Deborah Greene dlgreene@law.syr.edu 315.560.6348