TIER I: EMPLOYMENT SERVICES DELIVERY

T1.C1 Orientation to Employment Services

This course will lay the foundation for understanding the core concepts related to providing effective, efficient and values-driven employment services and practices. This is an introductory course to the field of employment services, with a strong emphasis on relevant history and philosophy, funding and partnerships, with definitions and descriptions of the key concepts of employment services supports and practices This one-day course is suitable for all employment services providers looking to enhance their understanding of the history of and latest research and developments in Employment Services Delivery and Practices.

Individuals participating in this course will learn:

1. The history, values and philosophy of employment services and practices
2. Definitions and descriptions of key concepts of employment services and practices
3. The steps of the employment services delivery process
4. Funding sources and models for individualized employment services
5. Ethical principles associated with effective service delivery
6. Person-centered services concepts

Individuals will be able to:

1. Begin the implementation of person-centered employment services and practices
2. Begin to identify potential partners in the employment planning process
3. Identify skills needed to provide quality employment services
4. Identify their role and responsibilities in the employment services delivery process
5. Perform initial quality assessments in their program

T1.C2 Assessment and Employment Planning (Part 1)

Too often individuals struggle with job success due to the failure to conduct appropriate and comprehensive pre-employment discovery and assessment. The key to true job matching is a full understanding of the skills, assets, challenges and ideal conditions for employment for the job seeker. The goal of this course is to return assessment to a more prominent place in the process.

Individuals participating in this course will learn:

1. The critical importance of assessment in the overall employment services planning process.
2. The role of Discovery in the employment services planning process.
3. The role of community-based assessment in the employment services planning process.
4. How to view file information with a critical and discerning eye.
5. Key information to be obtained during the assessment phase.
6. The distinction between the concepts of Notice & Wonder.
7. The benefits of assessment
8. The elements of a positive vocational profile

Individuals participating in this course will feel:

1. Confident in having a solid knowledge base in assessment and employment planning.
2. Empowered to provide thorough, quality assessment services.
3. Prepared to work with job seekers in a variety of community environments and employment settings.
4. Motivated to update their own or their organization's assessment practices.
5. Inspired to make a difference in the lives of others.

Individuals participating in this course will be able to:

1. Identify the pro/cons of their current assessment practices.
2. Identify potential partners and external natural supports, inclusive of friends, family, funders and community members.
3. Effectively utilize information from the case file during the assessment and employment planning process.

T1.C3 Foundations of Job Placement

Challenging economic times call for the mastery of creative and innovative job placement strategies. Organizations who have adopted the relationship-first approach to job development have found greater success and higher placement retention. This one-day course will focus on the strategies to maximize business partnerships and increase customized placements.

Individuals participating in this course will learn:

1. The difference between client-specific vs. relationship-building model of job development
2. Common fears and challenges facing job developers
3. Concepts of relationship marketing and networking
4. How to speak "business" language
5. How to conduct an effective job site analysis
6. The relevance of labor market trends
7. The importance of effective marketing tools
8. Customized employment placement techniques

Individuals will be able to:

1. Access and interpret local labor market information
2. Conduct and interpret a job site analysis
3. Design effective marketing tools
4. Demonstrate knowledge of work incentives
5. Demonstrate knowledge of laws and regulations relevant to employment services placement
6. Confidently function as an employment advocate and job placement specialist
7. Make the business case for hiring individuals with disabilities using language that resonates with the business world
8. Teach the job seeker the key concepts of self-advocacy during the pre- and post-job search phases

T1.C4 Business Engagement

This advanced job placement course will provide the opportunity for employment specialists to learn techniques to create business partnerships. Participants will explore best practices from throughout the country and develop strategies for implementation at their organizations.

Individuals participating in this course will learn:

1. Methods to fully participate in one's community as a strategy for business engagement
2. Proactive strategies for image marketing and enhancement
3. To create business partnership initiatives within their organization/community
4. About regional, statewide and national business leadership initiatives pertaining to employment services

Individuals will be able to:

1. Identify opportunities for community engagement
2. Expand potential business contacts in the community
3. Become involved in a variety of venues for increased exposure to the community
4. Become more visible in the community
5. Improve their professional image in the community

T1.E4 Tools to Support Enhanced Work Outcomes of Individuals Who Receive Disability Benefits

Critical to the employment success of individuals who receive public entitlements and disability benefits, is the extent to which they understand how their benefits will be impacted by earnings. This course is offered as a series of four distance learning webinars. This training program focuses on the impact of work on Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI), and how the Social Security Administration supports return to work of beneficiaries through the Ticket to Work and Self-Sufficiency Program.

Individuals participating in this course will learn:

1. How earnings impact SSI and SSDI
2. Resources available in NYS to assist in conducting benefits and work incentives planning and assistance
3. What the Ticket to Work program is, and how it can help beneficiaries return to work
4. Strategies for supporting beneficiaries in developing optimal employment plans to increase economic self-sufficiency

Individuals will be able to:

1. Calculate how earned and unearned income affect both a SSI and SSDI check
2. Explain to a beneficiary how their benefits will be impacted by work at specific levels, and create multiple work scenarios to show this impact
3. Determine the work incentives that are most advantageous to supporting a beneficiary's return-to-work
4. Develop a work incentive support plan
5. Locate and refer beneficiaries to locally-available credentialed work incentive practitioners and Employment Networks

TIER II: ADVANCED EMPLOYMENT SERVICES PRACTICE

T2.C1 Facilitating Job Coaching and Employment Supports

Success in Employment Services depends on designing effective and efficient employment supports. This one-day course will discover the role of the employment specialist and the skills needed to support learning and long-term job retention.

1. Individuals participating in this course will learn: How our own values and life experience impact practice
2. The significance and impact of workplace culture on employment success
3. The "art" of facilitating effective employment supports both in and out of the workplace
4. Job/Task analysis skills
5. Job site accommodation and job modification strategies
6. Theories of teaching and learning
7. Techniques to adapt practice to match learning preferences
8. Systematic/Differentiated instruction
9. Expeditionary Learning principles
10. The nuances of the fading process
11. To discover and utilize natural supports

Individuals will be able to:

1. Identify roles and responsibilities of employment specialists on the job site
2. Identify their own learning and teaching preferences
3. Adapt teaching strategies to meet the learning preferences of the supported employee
4. Work with employer to develop a comprehensive training plan
5. Demonstrate strategies and techniques in practice with both employers and supported employees
6. Maintain records of progress and strategies to address periodic performance issues
7. Conduct task and job analysis
8. Access resources to identify and facilitate workplace accommodations and modification

T2.C2 Fundamentals of Documentation and Reporting

"If it isn't written down, it didn't happen." We hear this statement frequently in the field of human services. This one-day course will explore **ACCES-VR** documentation and reporting requirements, and why developing sound documentation habits is essential for the employment services professional. This course is not meant to be an in-depth review of the ACCES-VR billing forms, but rather a broad overview of best practices in documentation and reporting in employment services, with a focus on the definitions, expectations and reporting requirements of ACCES-VR supported employment services.

Individuals participating in this course will learn:

1. ACCES-VR expectations and documentation standards.
2. To interpret the ACCES-VR Supported Employment Guidelines.
3. The correlation between effective documentation and quality service delivery.
4. Observation and interpretation skills.
5. The philosophy and rationale for maintaining accurate and timely case files.
6. The required elements for effective record keeping.

Individuals will feel:

1. Informed of ACCES-VR documentation and reporting expectations.
2. Comfortable with the ACCES-VR Supported Employment Guidelines.
3. A sense of stewardship to the financial resources available.
4. Prepared for an ACCES-VR program review.
5. Ready to implement a variety of tips, tools and strategies in practice.

Individuals will be able to:

1. Maintain up-to-date ACCES-VR case files with all required elements.
2. Meet ACCES-VR billing requirements through accurate and timely case documentation.
3. Locate pertinent information within the ACCES-VR Supported Employment Guidelines.
4. Provide verbal interpretation of written documentation.

T2.C3 Organizational Culture and Integration

Beyond the Job Match: Achieving Sustainable Person/Culture Fit

Integration of individuals with disabilities into the workplace is more than just working alongside peers without disabilities in an integrated work environment. It requires both the placement practitioner and the employee to gain a greater understanding of the culture of the business they are exploring, to ensure that the organizational culture is a good fit for the employment candidate.

Individuals participating in this course will learn:

1. A theoretical framework for understanding organizational culture
2. How assumptions, values, artifacts, and symbols form workplace culture
3. Strategies for matching employment candidates to workplace cultures that are compatible with personal preferences

Individuals will be able to:

1. Conduct an organizational culture assessment
2. Match employment candidates to compatible work cultures
3. Secure job placements with higher levels of workplace integration

T2.C4 Supporting Long Term Success

In the world of employment services, much emphasis is placed upon the job search.   Much time, effort, and energy go into the employment services process—assessment, job development, job placement and job coaching--that the concept of long-term job retention can get lost in the shuffle. The art of employment services involves striking a balance between proper stewardship of funding, and resources, with the implementation of sound, quality, evidence-based practices. This course explores techniques to address the factors that contribute to long-term employment success.

Individuals participating in this course will learn:

1. The factors that impact job retention.
2. To develop strategies and interventions to enhance employee retention.
3. Opportunities to support the employee to increase social capital in the workplace.
4. Strategies to educate co-workers to work effectively with the employee.
5. The relationship between job match, job stress and burnout in employment.

Individuals will be able to:

1. Implement creative strategies in the workplace to support employee retention.
2. Facilitate workplace inclusion.
3. Create a framework for co-worker education and disability awareness.

T2.E3 Assessment and Employment Planning (Part 2)

This advanced level course will build on the concepts from Assessment and Employment planning (part 1) to explore the skills necessary to conduct and interpret community-based discovery assessments. As the assessment and Discovery process transforms from site-based to community-based, employment support professionals must transform their strategies and approaches to learn about the job seekers in the community and natural environments. While assessment is an ongoing process, threaded into every services step, employment support professionals need many tools in their toolbox to create unique, person-centered opportunities and situational assessments. This course focuses on the principles of quality assessment and the knowledge and skill needed to create opportunities that will yield the most useful information.

Individuals participating in this course will learn:

1. How assessment is and must be a fluid and ongoing process
2. Strategies and techniques to utilize when developing and implementing assessment strategies for a job seeker
3. How circumstances are ever changing, and the impact this has on employability factors
4. Post-assessment reporting and plan development
5. Resources available to conduct assessments outside of your level of expertise

Individuals will be able to:

1. Implement a variety of assessment techniques in and out of the workplace
2. Pro-actively recognize the signs and symptoms of a changing workplace environment
3. Conduct regular and ongoing assessment and re-assessment of individuals' preferences, contributions and conditions
4. Generate documentation and service plans utilizing the assessment findings

T2.E4 Understanding Challenging Behaviors in the Workplace

Employment service professionals often list "inappropriate workplace behaviors" as a primary reason for job loss. This can result in increased stigma for individuals with disabilities in the work place as well as high frustration levels for staff charged with creating strategies to support long-term employment success. This course focuses on gaining an understanding of the factors that contribute to workplace behaviors and the skills necessary for addressing them.

Individuals participating in this course will learn:

1. The importance of identifying challenging behaviors and the meanings behind them.
2. The importance of utilizing a holistic perspective in practice, and the impact of quality of life factors on employment.
3. Strategies to do more than "manage" challenging behaviors in order to effectively resolve them.
4. The important distinction between managing vs. understanding challenging behaviors in the workplace.
5. Strategies for crisis management.

Individuals will be able to:

1. Implement holistic approaches to avoid, minimize or eliminate the impact of challenging behaviors in the workplace
2. Provide sensitive, person-centered employment services, in order to reduce behaviors both in and out of the workplace.
3. View "challenging behaviors" from a different perspective
4. Recognize the factors leading up to a crisis

TIER III: EMPLOYMENT SERVICES ADMINISTRATION

T3.C1 Program Management

Providing program management in an evolving service and funding system can seem like a daunting task. Through strategy discussions participants will begin the transformation necessary to survive in the new business environment. In this course, Managers will generate a plan for "covering all of the bases" while supporting program growth.

Individuals participating in this course will learn:

1. How to operate employment services programs within the context of a larger human services setting
2. To Create and maintain a positive reputation in the community
3. The nuances of providing business services in a nonprofit environment
4. The relationship of Quality (of services) vs. Quantity (caseload size) in the context of employment services program management
5. The ethical principles and strategies for processing and training staff on managing ethical dilemmas
6. The service outcomes and expectations of the funding partner
7. Strategies to balance the philosophy behind proving employment supports with the realities of service delivery

Individuals will be able to:

1. Demonstrate a clear understanding of the funding sources available in employment services
2. Demonstrate the ability to share with staff and colleagues the expectations of respective funders
3. Be involved and visible in one's community through a variety of forums, meetings and venues
4. Serve as a bridge between the nonprofit and business worlds
5. Be viewed as a valued and trusted "expert" in the field of employment services
6. Demonstrate open and positive relationships with ACCES-VR Counselors
7. Know the rules and regulations that drive employment services

T3.C2 Program Evaluation and Using Data to Influence Performance (Four Part Training Series)

Increasingly, businesses, organizations and agencies are being evaluated based on their performance and outcomes they obtain, and extent to which they hold to certain standards in the delivery of their services and products. Research has been conducted to identify evidence-based practices that lead to greater employment outcomes, when certain programmatic standards, features and indicators are achieved and evident. Subsequently, program data is a critical management tool that is often under-utilized in administration and evaluation of employment and employment support programs. It can inform us on the customers being served, services provided, outcomes achieved, customer satisfaction, and provide an important foundation for strategic planning and continuous quality improvement. While state vocational rehabilitation agencies are held to specific key performance indicators related to programmatic and individual consumer outcomes, often individual employment and employment support programs do not trend how their data can contribute to greater statewide performance.

Individuals participating in this course will learn:

1. Principles for conducting program evaluation
2. Strategies for ensuring supported employment program quality
3. Types of data which are essential to effective program evaluation
4. Strategies for designing a program evaluation model
5. Approaches for benchmarking performance and establishing performance goals and objectives contributing to both enhanced local performance and greater statewide outcomes

Individuals will be able to:

1. Design and implement a program evaluation model—including strategies for tracking progress
2. Evaluate the effectiveness of their current data management information system
3. Map how local data can contribute to statewide performance indicator data
4. Create a continuous quality improvement plans which includes performance goals and objectives, using the BenchmarkEMPLOY online organizational assessment tool

T3.C3 Staff Supervision Skills

The key to long term success is cultivating long term employees. This course will explore the tools and foundational skills for effective and efficient supervision of employment support professional. Participants in this course will leave with an increased sense of purpose and direction for their own role, which in turn will influence growth for their team.

Individuals participating in this course will learn:

1. Strategies for assessing departmental needs for skill, knowledge and talent and how to interview and identify these qualities in prospective applicants.
2. The ideal qualities of the employment services professional and how to foster these qualities in staff
3. The unique nature of supervising staff in programs providing employment supports
4. Methods for fostering personal and professional growth and independence in employment support professionals

Individuals will be able to:

1. Maintain positive and respectful relationships with program staff
2. Be seen as an open, trusting and safe option for staff to vent and share ideas and concerns
3. Serve as a role model for the employment support professional
4. Foster and develop staff who reflect positively on the organization and upon the overall field of providing employment supports

T3.E1 Advanced Management Practices (4 part series)

High fidelity employment services programs maintain a commitment to staff development by expanding the knowledge and skills of their teams. The Advanced Management Practice webinar series will explore contemporary topics and provide participants with the tools for creating effective and strategic action plans.

T3.E1.01 Advanced Management Practices: Staff Development Planning Practices

Human capital is one of the most valuable assets of successful employment services programs. Leaders who are able to create a culture of staff engagement, experience increased buy-in for strategic planning and continuous performance advancement.

High fidelity employment services programs equip, manage, retain, and advance their human capital with the industry-driven skills, and tools needed to realize their full potential in alignment with their program mission, strategy action, and succession plans. In this webinar we will highlight several key leadership practices and strategies to improve not only workforce development strategies, but also how to ensure succession planning is a critical part of the strategic planning in your employment services program.

Staff development is more than the annual performance review; the creation and implementation of individualized staff development planning can create skills and knowledge advantages for the entire team. Development plans can be multi-faceted and include professional goals, and tracking of internal and external educational opportunities. Staff should be given the opportunity to initiate the planning with input from leadership to identify opportunities for mentoring and coaching. Participants will explore the NYS CASE Staff Development tool and engage in examples of creative development planning which includes opportunities for staff to teach their peers, resulting in a transfer of knowledge within the program.

T3.E1.02 Advanced Management Practices: Understanding Fair Labor Standards Act Compliance

With the implementation of the transition requirements of the Individuals with Disabilities Education Act (IDEA), recent transition provisions of the Workforce Innovations and Opportunity Act (WIOA), and emerging research over the past two decades demonstrating that youth employment experiences lead to more successful adult outcomes, community-based assessment, career development and youth employment have become a central element of a youth's transition preparation. Central to implementing high quality and effective evidence-based transition practices in the area of employment is understanding the intersection of IDEA

and WIOA with the Fair Labor Standards Act (FLSA). The distance learning program will equip employment services practitioners and managers to understand both general child labor rules for employing youth between the ages of 14-18, as well as specific Department of Labor Wage and Hour policy guidance pertaining to non-assertion of an employment relationship in regard to unpaid vocational assessment and unpaid community-based training for youth and adults with disabilities. In addition, participants will gain an understanding of the Work Experience and Career Exploration Program (WECEP) as well as the Work Study Program (WSP). These critical provisions have been enacted to ensure that when young people work, the work does not jeopardize their health, well-being, or educational opportunities. Participants will be able to evaluate the degree to which their programs maintain high fidelity in regard to FLSA compliance, as well as measures they can take to improve current FLSA practices.

T3.E1.03 Advanced Management Practices: Satisfaction Surveying and Environmental Scanning

High fidelity employment service programs maintain a commitment to gathering, analyzing and incorporate customer satisfaction and environmental scanning data into their strategic and continuous quality improvement processes. This webinar will springboard off from those quality and fidelity indicators of the NYS CASE BenchmarkSE online tool and explore practical strategies, approaches and instruments that can assist employment service programs in enhancing their customer satisfaction and environmental scanning practices. Often employment service programs take a one dimensional approach to customer satisfaction surveys—focusing on the individual with a disability to the exclusion of the other constituents like community partners, business, and internal stakeholders.   Similarly, when engaging in environmental scanning, employment service program vision can become myopic—focusing only on what is in front of them instead of looking up at what might be in the distance or coming at them from the side. These can both be detriments to the effectiveness of the employment service program and overall fidelity of the program. Participants will understand the importance of improving their program fidelity in these two important areas and be equipped with tools and resources they can operationalize in their own settings.

T3.E1.04 Advanced Management Practices: Designing Criteria for Assessing Person-Centered Services

By design, supported and competitive employment, customized employment, and other individualized employment services are a "model of person centered services." Yet, we often grapple with balancing the competing values of being person centered with job driven demand resulting in the possibility of mixed messaging. High fidelity employment services programs foster an environment of obtaining feedback and adopting a culture of aligning services with quality indicators and evidence-based person centered practices.

In this webinar we will highlight several key leadership practices and strategies to design conversations, tools, and methods to assess the degree to which person centered practices are taking place in your employment services program. We will explore existing quality indicator tools and resources available to guide our personnel and program development. Participants will leave this webinar inspired to: design strategies to bridge the knowing-doing gap, increase person-centered services in their programs, and explore methods of deepening program-wide discussions in this topic area.

T3.E2 Providing Leadership in Complex Systems

Over the past 100 years, leadership theory has evolved considerably—from the notion that we were brought into this world as great leaders, to leadership as developed traits, skills, and behaviors, to recognizing that complex adaptive systems require a different theory of leadership. Human service organizations are complex adaptive systems—organizations that are constantly evolving, being responsive to their environments, and often on what feels like the edge of chaos.

Individuals participating in this course will learn:

1. What a complex adaptive system is
2. How complex adaptive systems operate in a constellation of other complex adaptive systems
3. How leadership in these systems requires new thinking
4. Strategies for managing and leading these types of organizations

Individuals will be able to:

1. Assess their effectiveness in leading a complex adaptive organization
2. Manage the dynamic tension between the need to foster innovation and manage its emergence
3. Foster leadership at all levels of the organization

TIER IV: STUDENT AND YOUTH TRANSITION SERVICES

T4.C1 Student and Youth Transition Services in NYS

Part 1: Introduction to Transition

Part 2: WIOA and ACCES-VR Statewide Rollout of New Services

Part 3: The NYS Framework for Success-Partnerships and Collaboration

Part 4: Avenues to Graduation

Individuals with disabilities face many opportunities for transition in their lives, one of the most influential ones being the transition from school to adult supports and services. This four-part webinar series will support participants in understanding components of transition planning and their role in supporting the process.

Individuals participating in this course will learn:

1. The three domains of transition to adulthood
2. The importance of utilizing a holistic approach during the transition process
3. The role of school throughout the school-to-work transition process
4. Strategies to work effectively with students in transition
5. The importance of developing partnerships with schools, families and the community to the transition process

Individuals will be able to:

1. Create engagement and assessment opportunities for students transitioning from school to work
2. Apply strategies to better engage with students, schools, families and the community throughout the transition process
3. Put into practice a holistic approach to working with students and stakeholders during transition

T4.C2 Working with Students and Youth: Authentic Engagement

This full-day course will focus on understanding the nuances of working with youthful job seekers. Expanding our services requires a new set of skills, resources, methods, and tools. As you plan to broaden your constituency to include youth, authentic engagement is a must!

Individuals participating in this course will learn:

1. How to identify methods to create authentic partnerships with youth.
2. Key concepts of youth development and Generation X nuances.
3. The guideposts of effective youth services, focusing on vocational and career development.
4. To create opportunities for youth to be fully engaged and included in their community and workplace.
5. The role of family, peers, and support-team members in youth employment services.

Individuals participating in this course will be able to:

1. Articulate the shift in practices necessary to move from the adult services model to a youth services focus.
2. Recognize opportunities to apply new skills such as Trauma Informed Practices and Motivational Interviewing.
3. Partner with youth to identify and develop skills for competitive integrated employment options.
4. Identify resources to design youth employment services that engage natural and peer mentors.
5. Create an environment where youth/adult partnerships are present.

T4.C3 Creating a Framework of Services for Students and Youth

Transition from youth to adulthood is critical for every young person. The Workforce Innovation and Opportunity Act expands services to better support students and youth with disabilities in career development and transition planning. For many providers in NYS, this will mean a shift from adult employment services to Pre-Employment Transition Services (Pre-ETS) for students, and providing youth transition services using the adult service codes. This course is designed to assist providers in understanding their professional development needs as well as adapting their current adult model of services to a model that will meet the expected Pre-ETS and youth outcomes of ACCES-VR as well as the unique needs of young people.

Individuals participating in the course will learn:

1. The skills, resources, techniques, and methods to provide effective Pre-ETS and youth services.
2. How the Workforce Innovations Opportunity Act (WIOA) has expanded the scope of services and supports available to job seekers who are classified as student and youth.
3. How to adapt services and supports to meet the unique needs of students and youth.
4. The language and communication practices of Generation Z.
5. The guideposts for an impactful Youth Employment Program.

Individuals participating in this course will be able to:

1. Define the deliverables and quality standards for each ACCES-VR youth and student services.
2. Articulate the nuances of supporting Generation Z in their employment pursuits.
3. Navigate the convergence of education and employment in the job seeker's life.
4. Create action plans for delivering youth transition and Pre-ETS services within their organization.
5. Identify clear and influential roles of the family and peers in the job preparation and job seeking processes.

T4.E1 Developing and Delivering Pre-Employment Transition Services

Transition services are a set of coordinated activities designed to be a results-oriented process that facilitates the successful movement from high school to postsecondary living. The ACCES-VR, Pre-Employment Transition Services, offer a foundational set of skills and understanding that will empower students as they navigate live after high school. This day will be spent exploring transition services including instruction, related services, community experiences, the development of employment and other post-school living objectives, and how to most effectively instruct in these areas. This course will build on the concepts learned in "Creating a Framework of Services for Students and Youth," and is targeted for professionals delivering Pre-Employment Transition Services for Students.

Individuals participating in the course will learn:

1. A foundational understanding of the Pre-Employment Transition Services as prescribes by ACCES-VR for students with disabilities.
2. The importance of quality transition services for students with disabilities and the positive impact on adult success in post-secondary education and employment.
3. Strategies and techniques for delivering Pre-Employment Transition Services using multiple resources and tools.
4. How to synthesize assessment information into ACCES-VR reports.
5. How to analyze performance problems and identify supports and solutions.

Individuals participating in this course will be able to:

1. Define the deliverables and quality standards for each ACCES-VR Pre-Employment Transition Service.
2. Identify and utilize a variety of teaching and learning tools to deliver effective Pre-Employment Transition Services.
3. Develop action plans for delivering Pre-Employment Transitions services to students with disabilities.
4. Analyze performance problems and following a clear process, identify solutions and supports to achieve success.

T4.E2 Developing and Delivering Youth Transition Services

Transition services are a set of coordinated activities designed to be a results-oriented process that facilitates the successful movement from high school to postsecondary living. Youth with disabilities may not be eligible for Pre-Employment Transition Services and will need to access transition services utilizing adult services. This course will offer a foundational set of skills and understanding that will empower students as they navigate live after high school. This day will be spent exploring transition services including instruction, related services, community experiences, the development of employment and other post-school living objectives, and how to most effectively instruct in these areas. This course will build on the concepts learned in "Creating a Framework of Services for Students and Youth," and is targeted for professionals delivering transition services for **Youth with Disabilities**.

*Please note that under the Workforce Innovation and Opportunity Act (WIOA), "Students" and "Youth" are defined differently and while both groups are eligible for the transition services, students will access these services through Pre-Employment Transition Services (Pre-ETS) and youth will utilize adult service codes. This course is identical in most content area to **Developing and Delivering Pre-Employment Transition Services**, and thus providers should only take the course that applies to the young people you will be serving.*

Individuals participating in the course will learn:

1. A foundational understanding of the Transition Services as prescribes by ACCES-VR for youth with disabilities.
2. The importance of quality transition services for youth with disabilities and the positive impact on adult success in post-secondary education and employment.
3. Strategies and techniques for delivering transition services using multiple resources and tools.
4. How to synthesize assessment information into ACCES-VR reports.
5. How to analyze performance problems and identify supports and solutions.

Individuals participating in this course will be able to:

1. Define the deliverables and quality standards for each ACCES-VR transition services.
2. Identify and utilize a variety of teaching and learning tools to deliver effective transition services.
3. Develop action plans for delivering transition services to youth with disabilities.
4. Analyze performance problems and following a clear process, identify solutions and supports to achieve success.

T4.E3 Coaching and Communication Supports for Post-Secondary and Employment Settings

Part 1: Facilitating Hiring Youth with Autism

Part 2: Facilitating Retention and Career Development for Youth with Autism

Part 3: Coaching and Communication Supports in Post-Secondary Settings

Part 4: Coaching and Communication Supports in Employment Settings

This 4-part webinar series will prepare employment supports professionals who are partnering with youth job seekers with Autism in their pursuit of employment and post-secondary opportunities

Individuals participating in this webinar series will learn:

1. Strategies for providing vocational services to youth with Autism.
2. Examples of corporate and localized business partnerships and initiatives that have been developed to hire job seekers with Autism.
3. The description and purpose of the new ACCES-VR services providing coaching and communication supports for youth in employment and post-secondary settings.
4. Strategies for creating effective coaching and communication supports and services.

Individuals participating in this webinar series will be able to:

1. Understand the vocational nuances of working with youth with Autism.
2. Identify and access resources in order to adapt current employment services practices.
3. Cite examples of business initiatives as a method to inspire the creation of localized business partnerships.
4. Initiate the design of Coaching and Communication supports that align with ACCES-VR standard for the deliverables and quality.

T4.E4 Self-Advocacy Skills for Employment and Post-Secondary Education

As a result of WIOA the expansion to include youth employment services we may be challenged as traditional adult vocational services providers to shift the focus to a youth empowered, youth led, employment preparation and job seeking process. As we embark on new service models, methods, and concepts of self-advocacy, youth leadership development and mentoring become an essential knowledge and skills expansion area for many providers in New York State.

Individuals participating in this course will learn:

1. How self-advocacy and self-determination fits into youth employment services.
2. The deliverables and quality standards for ACCES-VR Self Advocacy services.
3. How to support job seekers to actively participate in opportunities for personalized goal planning.
4. Key concepts in disclosure and informed choice.
5. How to support youth to identify and engage natural mentors and peers.

Individuals participating in this course will be able to:

1. Work in partnership with referred youth to produce a summary report that aligns with the quality standards aligned to ACCES-VR requirements.
2. Support job seekers in their exposure to evidenced-based best practices in Self-Advocacy.
3. Support job seekers in understanding their rights under ADA in regards to disclosure and negotiating workplace supports.
4. Create youth/adult partnerships to promote the demonstration of self-directed, self-determined employment services for youth.

TIER V: EMPLOYER ENGAGEMENT

T5.C1 Career Development in the 21st Century

Employment services professionals find themselves in the position of balancing philosophy with outcomes. In our job placement roles we are measured by outcomes (# of placements and job retention). However, as the field progresses with a broadened constituency we are challenged to design and offer services and supports that promote whole-career planning. Partnerships for supporting vocational development at a younger age and wider vocational planning have become essential. This course will offer the opportunity for employment support professionals to equip themselves with the knowledge and skills to support job seekers with disabilities to reach their highest potential in today's workforce.

Individuals participating in this course will learn:

1. How career development theories and models can fit into their existing vocational services program design.
2. How the changing face of the 21st-century workplace affects their work.
3. Business partnership opportunities to promote exposure to an expanding labor market and the demand-side needs of employers.
4. Skills to align work-based learning, assessment, and labor market information to create individualized career plans.
5. Resources available to explore occupational trends, requirements and forecasts.

Individuals participating in this course will be able to:

1. Apply career development theories to the re-design of their practice models.
2. Access labor market information and interpret findings to influence career plan development.
3. Create business partnerships to promote workplace learning and demand-side opportunities that lead to earlier exposure and experiences for youth seeking to design their career plans.
4. Apply key concepts of the ADA to support their work with job seekers/workers with disabilities and employers.
5. Expand their vision to align initial job placement strategies to fit into a longer-term career plan.
6. Complete a career plan for themselves to demonstrate the techniques learned.

T5.C2 Effective Practices for Employer Engagement

Effective employer engagement is a critical element of achieving improved opportunities for competitive integrated employment of people with disabilities. This course, which is offered as two 1.5 hour webinars, also requires completion of assigned modules on the Diversity Partners website http://www.buildingdiversitypartners.org/ for course credit.

T5.C2.01 Lessons Learned from the Diversity Partner Project

What does effective engagement look like, and how is it achieved? The Diversity Partners Project, funded to Cornell University by the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), engaged in a two-year effort to uncover effective employer engagement practices for employment service professionals and organizations. This course shares information gathered by the Diversity Partners Team that became the basis for web-based Frontline and Leadership Toolboxes, which participants will have access to, supporting their field-based work.

Individuals participating in the webinar will learn:

1. What the literature tells us about effective employer engagement, and where evidence may be lacking.
2. The results of more than 30 interviews about employer relationships from professionals in community-based disability agencies, vocational rehabilitation, and workforce development in four states.
3. Employer perspectives on effective employer engagement; gleaned from in-person convening, surveys, and employers who served in an ongoing advisory capacity to the project.

T5.C2.02 Setting the Stage for Effective Employer Engagement

In order for employer engagement to be effective, organizational structures and processes must be in place to support it. This webinar will explore the ways in which both individual and organizational actions may limit the effectiveness of current business outreach practices, and how to identify and implement new strategies. We will explore the impact of messaging to include all external communications, and take a closer look at how planning for adaptive and technical challenges related to employer engagement can activate change leaders within organizations.

Individuals participating in this webinar will learn:

1. How implicit and explicit messaging impacts employer perceptions of the business value of employees with disabilities.
2. Supporting and training staff for effective employer engagement.
3. Communicating intent and sustaining organizational efforts to direct time and resources toward employer engagement.
4. The role of strategic planning.

T5.C3 Partnerships and Sustainability

This course explores the importance of building and sustaining partnerships with employers for the benefit of increased employment opportunities for people with disabilities. This course, which is offered as two 1.5 hour webinars, also requires completion of assigned modules on the Diversity Partners website http://www.buildingdiversitypartners.org/ for course credit.

T5.C3.01 Leveraging Systems to Improve Employer Engagement

There are many employer-led efforts designed to increase the employment of people with disabilities. Those employers have identified the business value of an underutilized workforce. This, combined with recent policy changes and incentives has improved the willingness of employers to partner with public and non-profit organizations to train and refer qualified candidates. This webinar will explore the nature of both public-private partnerships, and cross-systems efforts between VR, education, nonprofit organizations, and the workforce development system.

Individuals participating in this webinar will learn:

1. Information about policy actions that incentivize cross-sector partnerships for employment.
2. Strategies for forming or participating in cross-sector and business-led partnerships.
3. How to connect organizational goals to regional workforce and economic development initiatives.
4. How to navigate complex systems and relationships – breaking down silos.

T5.C3.02 Strategies for Sustaining Business Relationships

Sustained partnerships exist when there is ongoing value to all of the partners involved. This webinar will present information on sustaining relationships with the business community – even when job "placements" are few and far between. The concept of employer-first job development strategies and the opportunity to develop and provide enhanced services to employers will be explored. Information will be shared on using relationships and labor market information (LMI) to develop and leverage industry expertise, and the development of job-driven training for people with disabilities that is connected to local and regional industry clusters.

Individuals participating in this webinar will learn:

1. The importance of "employer-first" activities.
2. To move beyond one-off placements, and sustaining pipeline via collaborative efforts.
3. To create enhanced services and advanced engagement tactics.
4. How to use LMI to create 21st century job development strategies.
5. About developing job-driven training opportunities for people with disabilities.

CROSS-TIER OFFERINGS (CTO)

CTO.E1 Contemporary Ethics for Employment Support Professionals

Employment Support Professionals experience ever-changing and unpredictable issues in the workforce that impact job-seekers and employees receiving supports. Employment Support professionals sometimes are challenged by competing viewpoints and influences, such as those from the worker, business, family or the program manager. Without a solid foundation in the ethics of our profession, there can be a great temptation to rationalize ethical decisions in ways that lead to unintended, negative consequences.

This one-day training program will apply the APSE Ethical Guidelines and the Code of Professional Ethics for Rehabilitation Counselors to the difficult decision-making processes that Employment Support professionals often face. Topics include cultivating business relationships while supporting the worker, offering accommodations with little-to-no experience with the disability, cutting corners to save time, navigating relationship boundaries, and confidentiality on social media. Strategies to manage common ethical dilemmas will be practiced using current case examples.

CTO.E2 Tools for Making Employment First a Reality
Part 1: Career Zone & Job Zone: Career Discovery Tools that Make Sense

The Governor's goal under New York's Employment First Executive Order aims to increase the employment rate of individuals with disabilities by 5%. This aggressive goal will require strong partnerships and the use of all tools available to New Yorkers who are seeking employment for it to be realized. The JobZone and CareerZone websites developed by the New York State Department of Labor have a myriad of tools to assist individuals in their career development and job search, but are vastly underutilized by community based organizations who support individuals with disabilities. The time to begin using these tools is now!

Individuals participating in this webinar will:

1. Learn the power of the JobZone and CareerZone tools.
2. Develop an understanding on how to integrate the use of these tools into billable/allowable services.
3. Learn how to connect people to job opportunities through these tools integration with NYESS, and the NYS Job Bank.

Part 2: The Overlooked Benefits of Work: 1619 B, Medicaid Buy-in, ABLE

Despite years of providing robust training to professionals on the intricacies of public benefits, there are still various myths that infiltrate our culture regarding individual's ability to work, and the impact of income on public benefits. The New York Employment Services System (NYESS), under the goals of the Governor's Employment First Commission, is developing new tools to assist individuals with disabilities and the organizations who support them, to successfully navigate the world of benefits. Participate in a webinar to learn about how to partner with NYESS to close the important information gap!

Individuals participating in this webinar will:

1. Learn about the eligibility requirements for the 1619 B program, Medicaid Buy-In for Working People with Disabilities, and ABLE Accounts.
2. Discover that NYESS can notify individuals and support staff at key points in time to be applying for these programs.
3. Learn about upcoming tools that are being created to facilitate this process.

Part 3: Economic Development Strategies for Transformation

New York State Office of Mental Health and Office for People with Developmental Disabilities are committed to support individuals with behavioral health challenges and developmental disabilities to pursue meaningful employment opportunities within their communities. To that end, community rehabilitation agencies are challenged to build new options through partnerships with community businesses, to develop sustainable business models, and to implement innovative approaches to employment support services. Within the new employment landscape, Work Centers are no longer viewed as a preferred employment option, but rather demonstrate enormous potential to become the foundation of a true employment transformation.

In the webinar Economic Development Strategies for Transformation, we will examine the growing collaboration between Work Centers and Manufacturing Extension Partnerships (MEPs) which is enhancing employment options across New York State. Under the guidance of the umbrella MEP, FuzeHub, MEPs are offering individual Work Centers training in sustainable business practices and matching Work Centers' unique capabilities with the real needs of local and regional manufacturing businesses. As Work Centers transform business practices and consider employment supports in new ways, career pathways are created that offer people the opportunity to manage their personal challenges and enjoy meaningful employment within their communities.

Individuals participating in this webinar will learn to:

1. Match the skills of the work center workforce to the needs of local and regional manufacturing businesses.
2. Re-imagine the capacity of NYS Work Centers as integral partners with local and regional manufacturing businesses that can collaborate to develop and attain mutual goals for economic sustainability.
3. Develop mechanisms for cross-walking employee training approaches that simultaneously attain the goals associated with rehabilitation while teaching the skills associated with specific manufacturing jobs.
4. Develop and implement ongoing processes for measuring, monitoring, and sustaining efficient, effective, and profitable business practices.
5. Access comprehensive resources for implementing new employment approaches through the newly-developed website Employment Supports Transformation (www.esta-ny.com).

CTO.E3 CRS 2.0: New Regulations, New Priorities, New Opportunities

In response to the needs of individuals served by the state vocational rehabilitation system, as well as the implementation of the Workforce Innovation Opportunity Act (WIOA), ACCES-VR has enhanced the array of community rehabilitation services (CRS) available in New York State. These enhanced services have been influenced by the new youth priorities framed in WIOA, as well as the emerging needs of New Yorkers with disabilities. This course will be offered as a one day in-person training, as well as a three-part webinar series. The training will focus on: providing an orientation to ACCES-VR and WIOA; highlights of new services; Pre-Employment Transition Services (Pre-ETS); and, 21st century supported employment services. This course will offer the opportunity for employment support professionals to equip themselves with the knowledge and skills to implement community rehabilitation services to support job seekers with disabilities to reach their highest potential in today's workforce.

Individuals participating in this course will learn:

1.   Who ACCES-VR is and how they accomplish their mission.

2.   Changes brought about in CRS services in NYS through WIOA.

3.   Provisions and priorities of WIOA.

4.   The array of employment services authorized under CRS 2.0.

5.   Resources available to explore occupational trends, requirements and forecasts.

Individuals participating in this course will be able to:

1.   Articulate staffing standards, service definitions and reporting responsibilities under each CRS 2.0 service;
2.   Correlate CRS 2.0 services to specific individualized needs of people served;
3.   Measure fidelity of CRS 2.0 services provided under contract with ACCES-VR expectations;
4.   Understand the provisions of WIOA and their implications for service delivery.

CTO.E4 Disability 101: An Orientation to the Lived Experience of Disability

Critical to the effectiveness of employment service practitioners is not just their ability to provide high fidelity and quality employment services, but to also have a keen understanding of both the lived experience of disability and solid theoretical foundation if disability. This four-part webinar series explores what is means to have a disability, how over time disability has been defined, and functional implications of disability. Further it explores the evolution of disability rights and civil rights protections, ableism, as well as how disability as a paradigm has been institutionalized over time. Finally the series culminates is a review of disability identity and language.

Individuals participating in this course will learn:

1. What a disability is and its relationship to environment and context.
2. Functional implications of types of disabilities.
3. Evolution of disability as a paradigm, language, policy and practice.
4. Growth of disability nondiscrimination and disability rights.
5. Person-first language and its relationship to identity.

Individuals participating in this course will be able to:

1. Use the International Classification of Functioning as a tool to aid in identifying needs for support and accommodation.
2. Develop a capacity-based lens of function.
3. Describe the evolution of disability rights, policy and practice.
4. Explore approaches to communicating and identifying disability.

CTO-COP1.01-04 Advanced Social Security Issues (4 Part Series - Community of Practice)

To receive certificate credit, you must attend all four webinar events

Description: This four-part event has been designed to equip the employment services practitioner in dealing with advanced issues pertaining to public disability benefits, and navigating the employment process. It is recommended that individuals considering participating in this series have completed some basic training in utilization of work incentives as a tool to promoting more effective employment outcomes. Each webinar will be 90 minutes in duration, and will provide opportunity for applied learning. The NYS CASE will continue to cultivate the skills and development of employment services practitioners in working more effectively with individuals who receive disability benefits through this distance-based Community of Practice.

Individuals participating in this series will learn:

1. How work incentive support plans can increase earnings potential
2. How the Medicaid Buy-In Program for Working People with Disabilities (MBI-WPD) can provide a health care safety net
3. What causes overpayments, how to support individuals who have them
4. How the Ticket to Work Partnership Plus can create a viable, long-term, sustainable source of new income to support long-term employment outcomes

Individuals will be able to:

1. Develop, implement, and evaluate the efficacy of work incentive support plans
2. Provide supported employees with information and supports needed to access the MBI-WPD program
3. Take proactive measures to help individuals avoid overpayments, and refer those with active overpayments for appeals support
4. Braid resources currently available for employment services with Ticket to Work, by participating in Partnership Plus through NYESS

CTO.COP1.01 Advanced Social Security Issues (Part 1 of 4): Using Work Incentive Support Plans to Enhance Earning Potential

Understanding how best to support an individual who receives disability benefits in decision-making leading to full employment is challenging. Individuals' needs for support vary; as do the

stages they are at in the employment decision-making process. Understanding the employment decision-making continuum, and diagnosing individual needs for support is the first step in creating an effective work incentive utilization plan. Learn how to develop work incentive plans that bridge the knowing/doing gap for individuals who receive disability benefits, and begin moving them toward financial independence and economic self-sufficiency.

CTO.COP1.02 Advanced Social Security Issues (Part 2 of 4): Assisting Supported Employees who Receive Disability Benefits in Managing Overpayments

Overpayments are an inevitable result of a return to work effort. Allowing individuals who receive disability benefits who chose to work know that an overpayment will likely occur and that there are things that can be done to minimize, eliminate, or prevent recoupment of that overpayment which will greatly assist in preventing the shock and negative impact of an Overpayment Notice. Learn what an overpayment is, the two options for dealing with overpayments, how to reduce recoupment to a minimum, and what happens when these notices are ignored.

CTO.COP1.03 Advanced Social Security Issues (Part 3 of 4): Creating Long-term Sustainable Funding through NYS' Partnership Plus

Dwindling and time-limited financial resources can often pose a barrier to the sustainable, long-term employment and career advancement of individuals with disabilities. The Ticket to Work Partnership Plus provides an important tool for advancing the employment outcomes of individuals who receive SSI/DI—braiding resources available through ACCES-VR and the Ticket. Learn about the New York Employment Support System (NYESS), and how being a part of the NYS Partnership Plus model can advantage both your organization and individuals you serve.

CTO.COP1.04 Advanced Social Security Issues (Part 4 of 4): Advancing Use of the Medicaid Buy-In for Working People with Disabilities

Description: The NYS Medicaid Buy-In for Working Persons with Disabilities (MBI-WPD) is still one of the "best kept secrets" in the public benefits world. Learn how this valuable program can continue to provide full Medicaid benefits to workers with disabilities whether or not they have previously been recipients of SSI/DI. This impressive program can often mean the

difference between continuing work and not working at all, and provide a critical health care safety net for individuals engaged in employment.