

GLADNET

Global Applied Disability Research & Information
Network on Employment and Training



Transforming Segregated Services: *Approaches to Support Strategic Conversion Planning of Traditional Programs*



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Overview

- **Facilitators and challenges associated with transforming segregated services**
- **Approaches to organizational change**
- **Assessment approaches to develop strategic work plans supporting transformation**
- **Review of an online organizational assessment tool and resource**



Facilitators to transformation: *The U.S.*

- Congruence with Federal policy initiative to improve labor force integration
 - ADA, Ticket to Work, Workforce Investment Act
- Congruence with Supreme Court rulings
 - 1999 Olmstead v. L.C.
- Congruence with State policies and program priorities
 - Shifting state resources and policy development
 - State savings



Why change?

- Since inception disability services have been in a constant state of evolution as we attempt to develop more customer-responsive supports that lead to full citizenship.
- In light of that presumption, the question is not “Why change?” but “What needs to change?” Several questions can assist in answering that question.



Cultivating transformation

- Do segregated services help or hinder people with disabilities from obtaining competitive employment commensurate with their skills, abilities, talents, hopes and aspirations?
- What services redesign must take place to enable more people with disabilities to choose competitive jobs or self-employment ?
- How do agencies operating segregated services need to redesign their structure, train or re-train staff and/or develop the capacity necessary to make the successful shift from segregated to integrated employment services?
- Do the dynamics of transformation allow for intermediary options for individuals; that is, creating transitional services like social enterprises or cooperatively owned business ventures that achieve integration objectives?



Challenges to transformation

- Shifting from system-centered policies and practice to citizen-centered policies and practice
- Changing longstanding attitudes and habits
- Addressing internal organizational, staffing and financing issues while maintaining morale
- Maintaining high quality services throughout transformation so as not to disadvantage workers
- Being responsive to multiple customer bases

Need to simplify



Challenges occur on three levels

- System – policy and priority level
- Agency – infrastructure level
- Personal – consumer level

Which do you address first??????



Addressing Transformation Challenges - Personal Level

Challenge	Impacts Upon Transition	Service Strategies
<p>Reluctance to leave the secure and stable workshop job and friendships</p>	<p>Employee may try to ‘sabotage’ efforts for transition. Anxiety, fear, unclear motivation or expressed preference to remain in the workshop environment</p>	<ul style="list-style-type: none"> • ‘Trial and testing’ visits to integrated work settings. • ‘Step-down’ integrated employment through reverse-integrated Affirmative Businesses. • Vocational counseling, motivational interviewing. Attend discussions led by peers who have made the transition. • Identify recreational, volunteer opportunities in the community to reduce reliance on staff support for non-work hours • Ensure that employees with disabilities have access to protection and advocacy services to minimize legal obstacles to employment and support full employment



Challenge	Impacts Upon Transition	Service Strategies
Parent and family pressure and opposition	Creates ‘negative; support system for transition. Makes it difficult for staff to help create transition strategies	<ul style="list-style-type: none"> •Convene parents and family in dialogue sessions to express fears/hear responses. •Attend discussions led by peers who have made the transition. Ask them to recommend places of work that they feel their child/sibling might wish to explore-use personal connections.
Poor self-esteem, confidence	Reluctance or fear of trying employment.	<ul style="list-style-type: none"> •Vocational counseling including use of alternative assessment methods that recognize and skills and successes, no matter how small. •Paid, time-limited work try-outs and/or volunteer work in preferred jobs



Challenge	Impacts Upon Transition	Service Strategies
Undeveloped vocational goals	“Impulse shopping for jobs,” unclear knowledge of personal skills relevant to available jobs.	<ul style="list-style-type: none"> •Re-visit and revise current vocational assessments to focus on skills instead of deficits. •Use involvement in part time, transitional or volunteer work to develop/reinforce goals. •Offer assessment and planning to support individual entrepreneurship or creation of cooperatively owned businesses. •Take advantage of the universally accessible services for job seekers at One-Stops, including job listings, workshops on developing resumes, interview skills, on-site recruitment events
Skills mismatch	Skills needed for success in a sheltered employment program not necessarily those needed for integrated competitive work.	Vocational counseling, skills identification and sorting to assess skills needed for success at a particular job. Strongly correlate to revised alternative assessment. Identify and differentiate skills that are needed for wage employment and for entrepreneurship



Challenge	Impacts Upon Transition	Service Strategies
<p>Transportation</p>	<p>Jobs may not be easily accessible by public transportation. Lack of familiarity in using public transportation. Family unable to transport. Fear of using public transportation instead of routine bus or van pick-up and drop off at the work center/return home.</p>	<ul style="list-style-type: none"> •Car-pooling and/or each employee sharing a ride paying a weekly fee to a friend or family member with the right assurances may be an option. •Use of public transportation, with ‘transportation coaching’ included as part of the vocational counselor’s job might be considered. •Agencies operating work centers may wish to create a shuttle bus service for worker drop-off and pick-up. •Consider home based businesses and/or work center-based business incubators.
<p>Functional illiteracy and educational deficits</p>	<p>Individual cannot meet basic hiring requirements.</p>	<ul style="list-style-type: none"> •Include both formal (classroom) and informal (on-the-job) educational (reading, math, etc) opportunities as part of the employment services package.



Challenge	Impacts Upon Transition	Service Strategies
<p>Functional disabilities caused by psychiatric symptoms or other physical health conditions</p>	<p>Individual cannot meet the physical or cognitive demands of work or manage work-related interpersonal relationships, including those with supervisor.</p>	<ul style="list-style-type: none"> •Ensure access to integrated treatment and rehabilitation that includes medications, mental health counseling and support services, and case management. •Cognitive remediation services and physical therapy may also be needed. •Integrate peer support counseling and planning into job acquisition and retention plan
<p>Alcohol and drug dependency</p>	<p>Alcohol/drug use violates drug-free workplace rules, increases absences from work, impairs physical and cognitive functioning, and increases the likelihood of criminal charges, errors or injury on the job. Provides just cause for termination from employment.</p>	<ul style="list-style-type: none"> •Ensure access to alcohol/drug treatment, recovery/motivation support groups and peer and family support networks. •Include case management support as part of an integrated planning strategy that addresses an individual's needs at various stages of recovery.



Organizational Assessment

So, what role can organizational assessment play in supporting not just initial transformation but ongoing evolution of services and supports?



Organizational Assessment is...

- A comprehensive planning process – leading to strategic planning
- Ongoing – promoting continuous quality improvement
- Facilitated by a team – people intimately involved and served by the program shape its future



WORKQual is based on...

- **Baldrige Criteria for Performance Excellence**
 - Referred to as the Business/Non-profit criteria
 - International model for performance management
 - Basis for Malcolm Baldrige National Quality Award process
 - <http://www.nist.gov/baldrige/>



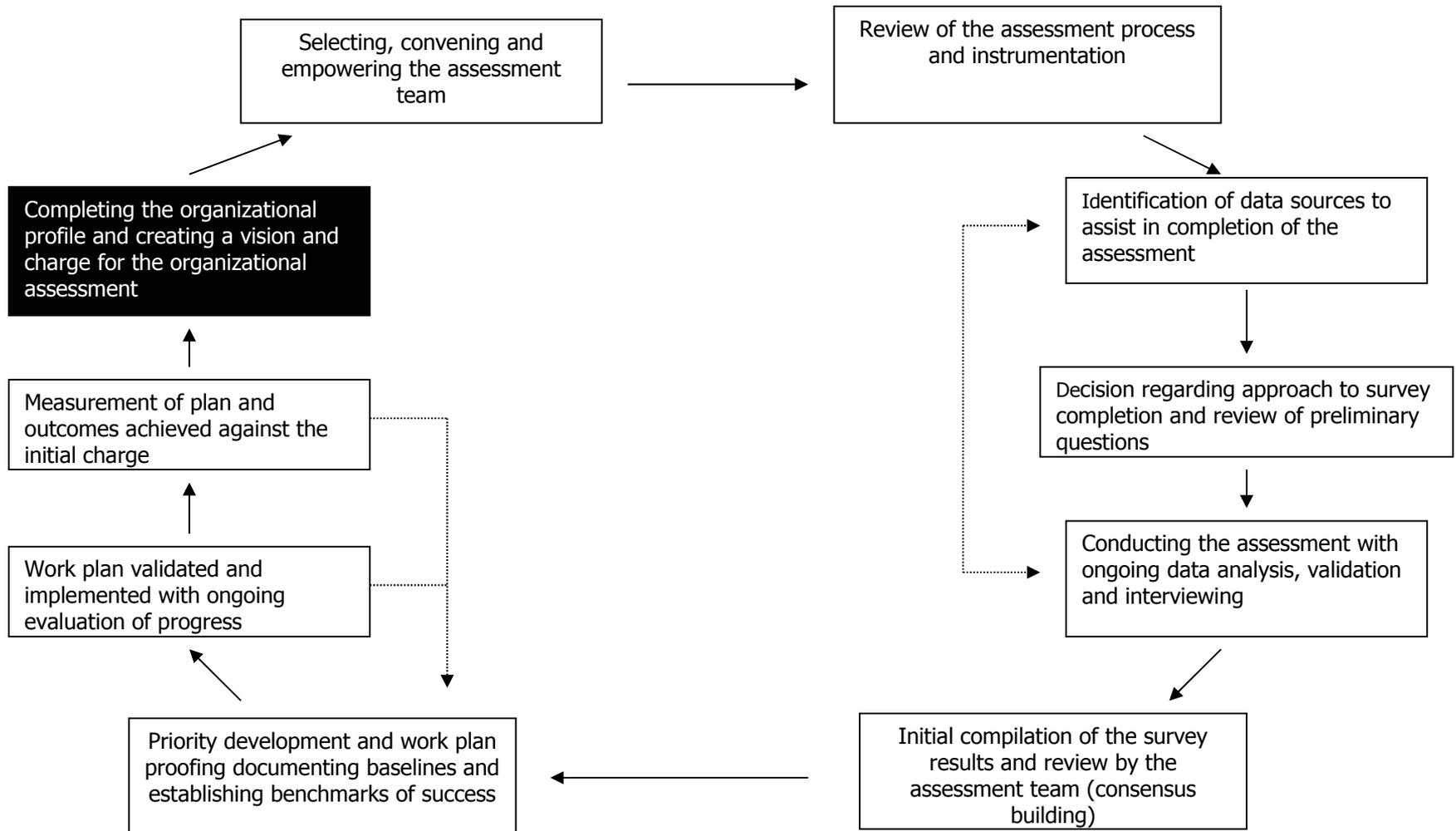
The assessment looks at...

- a. Leadership**
- b. Strategic Planning**
- c. Customer Focus**
- d. Measurement, Analysis & Knowledge Management**
- e. Workforce Focus**
- f. Process Management**
- g. Results**



The WORKqual Organizational Assessment Process & Plan

- Seven Broad Categories/Preliminary Questions
- Performance Indicators for Each Category
- Work Plan Selection
- Work Plan Development
- Progress Reporting





The Timeline

Step One:

- ✓ Introduction and orientation to organizational assessment
- ✓ Team Facilitator selection
- ✓ Facilitator training (distance learning)

Step Two:

- ✓ Assessment Team selection
- ✓ Assessment Team orientation
- ✓ Organizational/Program
Profile development –
share with team



Timeline Continued

Step Three:

Assessment implementation

- ✧ Review of Broad Categories/Preliminary Questions – identify area(s) of focus
- ✧ Rating of performance indicators
- ✧ Select indicators to address
- ✧ Develop work plan to address improvement needed



Paper or web-based

- Paper copy of tool - Field Guide available on www.WORKqual.org
- Online version – Assessment Tool
 - Field Guide explains how to use the online tool



Start with Self Analysis

Developing an Organizational Profile:

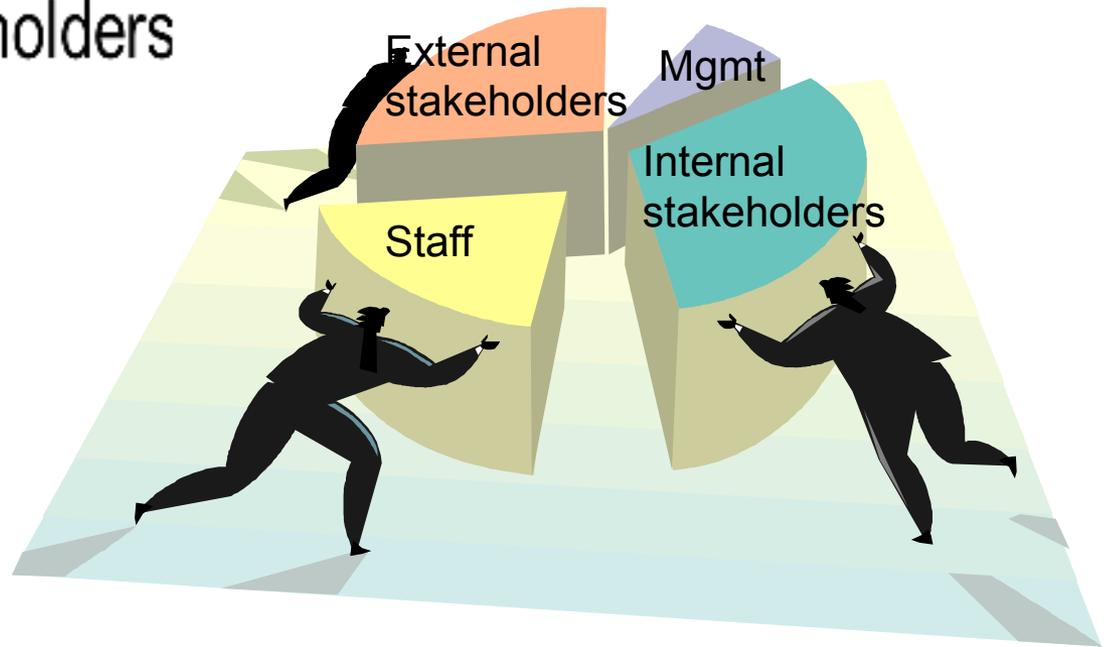
- Organizational Environment
- Resource Environment
- Market Environment





Next step: put together a team

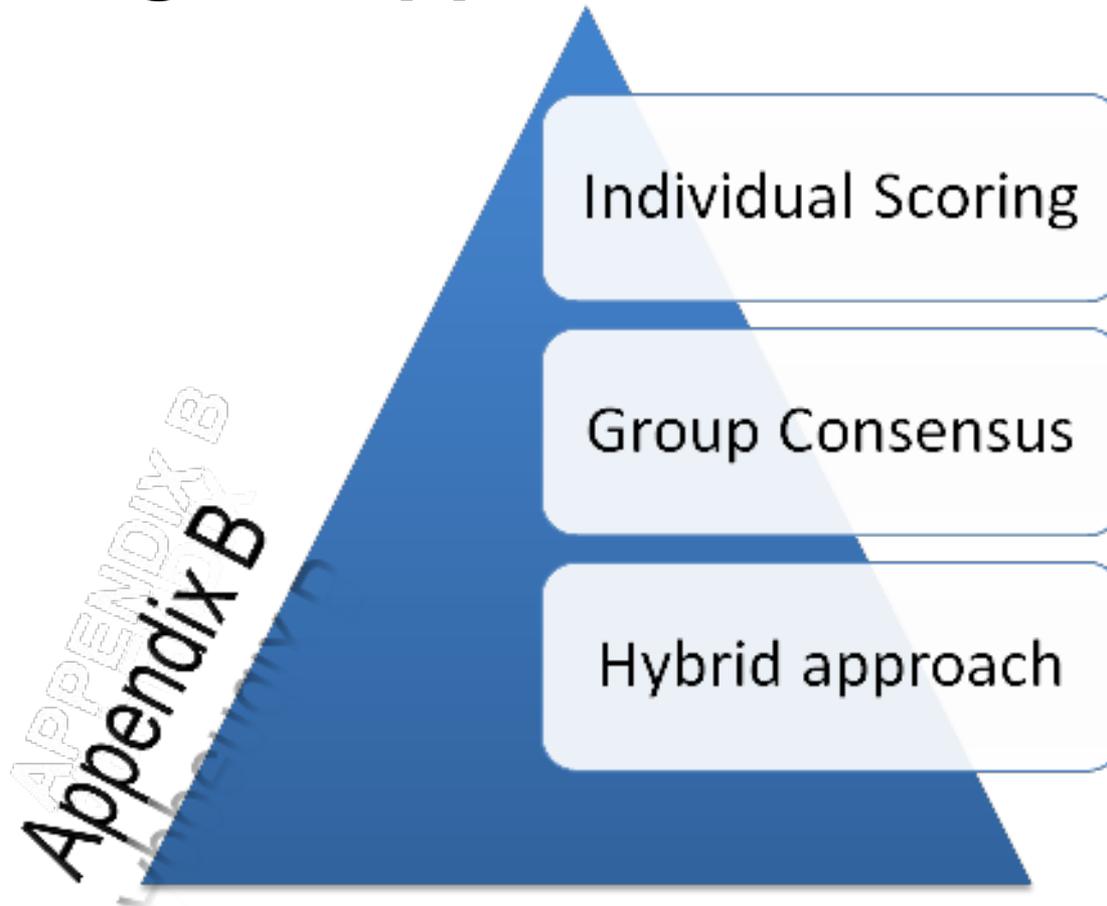
Diverse group of stakeholders



- 1. Establish team meeting times and locations*
- 2. Provide evidence and other documentation to team members*
- 3. Determine best approach to rating indicators*



Choosing an Approach





Evidence supports ratings

- Indicators are rated based on evidence
- Team discusses the evidence leading to ratings



- Indicators are rated using predetermined approach
- Team decides if improvement is needed
- Work plan is developed for each indicator needing improvement



WORKQual online tool

www.WORKqual.org



WorkQual

Transforming the World of Work

Log in:

Username:

Password:

Login

Don't have an account? Go to

[Registration](#).

Welcome to WorkQual

WorkQual is an organizational assessment tool designed to assist community rehabilitation programs, work centers and affirmative businesses serving individuals with disabilities, evaluate the quality of their vocational rehabilitation services, and their effectiveness in facilitating integrated employment outcomes for the consumers they serve.

Based on internationally recognized quality management principles, WorkQual will help users assess their current performance, establish baselines, identify areas for enhancement, and develop strategic transformation plans and evaluate outcomes.



WorkQual

Transforming the World of Work

HOME

ASSESSMENT TOOL

OUR ACCOUNT

RESOURCES

LOG OUT

Assessment Status

Open Record

[January, 2010](#)

Previous Records

November, 2010

Account Info

Account Information

User:

Account Links

[Account Info](#)

[Account Status](#)

[Contact List](#)

Resources

Resource Links

[Field Guide](#)

[Links](#)

[Shared Work Plans](#)

Need help?

Assessment Assistance
Technical Support

Thomas Golden
Camille Lee

(607) 255-2731
(607) 255-0780



WorkQual

Transforming the World of Work

HOME

ASSESSMENT TOOL

OUR ACCOUNT

LOG OUT

Assessment Tool

1 Date

2 Team

3 Prelim
Questions

4 Indicators

5 Work
Plan(s)

6 Close

7 Progress
Report(s)

Step 1: Enter record date

All Records: Oct 2010 (OPEN)

Directions: Enter the month and year.

Record Date

Month:

Year:



WorkQual

Transforming the World of Work

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Step 2: Enter team members

All Records: Oct 2010 (OPEN)

Directions: Identify the names of your team members and their roles (e.g. teacher, parent, student, agency, etc.)

October 2010

Team Members

Name

Role

Other:

[Delete member](#)



Assessment Tool

1 Core

2 Team

3 **Review Questions**

4 Indicators

5 Multi-Phase

6 Close

7 Progress Reports

Step 3: Discuss Preliminary Questions

All Records:

Directions: Discuss each question, then check boxes next to topics for focused team assessment and planning. Select one or more Preliminary Questions.

October 2010

Preliminary Questions

Topic	Question	Focus Areas
1.0 Leadership	Does your organization, agency and program leadership communicate and promote a mission, clear values, performance excellence and sustainable strategies to advance the benefits of fully integrated community-based employment including self-employment?	<input type="checkbox"/>
2.0 Strategic Planning	Does your program have a process for developing, implementing, reviewing and measuring strategic objectives and action plans to expand all types of community-based employment including self-employment?	<input type="checkbox"/>
3.0 Customer Focus	Does your program foster customer-focused and person-centered culture, have a process for continuous feedback from customers, and engage customer groups for program innovation and improvement?	<input type="checkbox"/>
4.0 Measurement, Analysis & Knowledge Management	Does your program assess its pursuit of excellence through the use of data and information from all levels and parts of the program which promote full, integrated, community-based employment, including self-employment?	<input type="checkbox"/>
5.0 Workforce Focus	Does your program engage, manage and develop your workforce to utilize its full potential in alignment with your overall mission, strategy and action plans to expand evidence-based employment practices?	<input type="checkbox"/>
6.0 Process Management	Are work systems and key processes designed to achieve programmatic success, sustainability and quality person-centered customer service?	<input type="checkbox"/>
7.0 Results	Does your program identify and measure both programmatic and individual customer outcomes?	<input type="checkbox"/>
8.0 Partnership	Does your program engage in strategic partnerships with schools, workforce, economic development, business development or other community stakeholders to leverage resources or support for competitive employment, including self-employment?	<input type="checkbox"/>

[Save & Go to Next Step](#)



WorkQual

Work Quality Assessment Tool

HOME KNOWLEDGE TOOL QUAL REPORT

2010-01-07

Assessment Tool

- 1 Home
- 2 Knowledge
- 3 Quality
- 4 **Assessment**
- 5 Job Profile
- 6 Job
- 7 Progress

Step 4: Complete Assessment

Print and take off the tool, and check 'Take a Print' box, if you wish to print the WorkQual assessment.

Assessment:

Days Left: 00:00

Warning

- 1 - If you are not logged in, you cannot save forms submitted.
- 2 - If you are not logged in, you cannot save data.
- 3 - If you are not logged in, you cannot save data for a job profile.
- 4 - If you are not logged in, you cannot save data for a job.
- 5 - If you are not logged in, you cannot save data for a job.

Tool Overview

1.0 Introduction

Good work is important to a good quality of life, and good work is important to the well-being of the community. Good work is important to the well-being of the community. Good work is important to the well-being of the community. Good work is important to the well-being of the community.

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All indicators must be scored and all boxes checked in order to continue to next step.

2.0 Workforce Planning

Employers should use the information provided for developing, maintaining, and improving the workforce. The information provided is intended to help employers develop a workforce plan that is based on the needs of the organization and the community.

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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All indicators must be scored and all boxes checked in order to continue to next step.



WorkQual

Transforming the World of Work

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ASSESSMENT TOOL

YOUR ACCOUNT

LOG OUT

Assessment Tool

1 Date

2 Items

3 Pairs Questions

4 Indicators

5 Work Plans

6 Close

7 Progress Reports

Step 5a: Select Work Plan

All Records: Oct 2010 (OPEN)

Directions: Select indicators for work plan development by clicking the "Create New Strategic Work Plan" link.

October 2010

1.0 Leadership

Rating Change
Desired?

Question: Does your organization, agency and program leadership communicate and promote a mission, clear values, performance excellence and sustainable strategies to advance the benefits of fully integrated community-based employment including self-employment?

1.1 Quality	The organization/agency has a vision, mission and values that promote and advance the benefits of fully integrated, community-based employment (hereafter referred to as "community-based employment") based on individual preferences.	1	Yes	Create New Strategic Work Plan for 1.1
1.11 Quality	The program identifies, communicates and actively collaborates with key community stakeholders, including disability customer and advocacy groups.	1	Yes	Create New Strategic Work Plan for 1.11
1.6 Quality	Senior leadership and management include employees who self-identify as people with (?) disabilities.	1	Yes	Create New Strategic Work Plan for 1.6



WorkQual

HOME | **ASSESSMENT TOOL** | OUR HISTORY

LOG OUT

Assessment Tool

1. **1. User** | 2. **2. Job** | 3. **3. Job Analysis** | 4. **4. Job Description** | **5. 5. Work Plan** | 6. **6. Job** | 7. **7. Summary**

Step 5: Complete Work Plan

Directions: List the tasks of the job and the sequence of the tasks.

DATE: _____

Job Title: _____

Job Code: _____

1. _____
2. _____
3. _____
4. _____
5. _____

Job Title: _____

Job Code: _____

Job Description: _____

Job Title: _____

Job Code: _____

Job Title: _____

Job Title: _____

1. _____

Job Code: _____

Job Title: _____

Job Code: _____

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Job Description: _____

Job Code: _____

Job Title: _____

Job Code: _____

Job Description: _____

Job Code: _____

Job Title: _____

Next Page >

Next Page >

WorkQual: The Work Analysis System



WorkQual

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OUR ACCOUNT

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Assessment Tool

1 Date

2 Team

3 Prelim
Questions

4 Indicators

5 Work
Plan(s)

6 Close

7 Progress
Report(s)

Close Record

All Records: Nov 2010 (OPEN)

Directions: After a record is closed, you may complete progress reports on any work plans you have created.

November 2010

► warning:

Once you close this record, you can no longer edit the information you have entered. Are you sure you want to close the record?

GLADNET

Global Applied Disability Research & Information
Network on Employment and Training



Questions



For more information, contact



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