

# Perspectives from Employers, Employees, Career Specialists

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# Purpose

This session highlights the benefits of using a collaborative, partnership approach to equitably involve community members, organizational representatives, and researchers to build employment opportunities for students ID/DD enrolled in a post-secondary educational program while providing a high quality, diverse work force to organizations.

# Agenda

- Background and conceptual framework for this case study
- Critical examination of the evolution of the partnership
- Research, policy goals, and activities
- Evidence of sustainable change due to the partnership.

# Measurable Outcomes

- Identify key principals of CBPR
- Understand how the CBPR framework was used to meet the needs of the 3 organizations involved
- Recognize the potential of adults with I/DD as capable employees
- Identify effective, collaborative practices in inclusive employment settings

# ATS Programs

## ★ Collaboration for Employment and Education Synergy (CEES)

- ✓ high school students with disabilities
- ✓ 12-week program
- ✓ **vocational exploration** and social skills instruction.

## ★ Transition & Access Program (TAP)

- ✓ Individuals with IDD
- ✓ **4-year certificate** program at UC
- ✓ academic classes, residential living, active social life, and **vocational internships**.

## ★ IMPACT Innovation (IMPACT)

- ✓ Service provider for state of Ohio, Monday-Friday 9a-3p, Year-round
- ✓ **adults significantly affected by ASD**
- ✓ lifelong learning, healthy living, and individualized **vocational training experiences**

# About UC

- ✧ **Public Research University**
- ✧ **42,000 students**
- ✧ **308 Programs of study**
- ✧ **15 to 1 Student/faculty ratio**
- ✧ **117 Buildings on 473 acres**
- ✧ **Tuition/Housing/Fees ~ \$29000**



# Need: Improved Employment Outcomes for Individuals with Disabilities

- ✧ **Only 41% of individuals age 21 to 64 with any disability were employed, compared with 79% of those with no disability.** 2012 U.S., Census Bureau Reports
- ✧ **65-70% of adults with I/DD are unemployed or underemployed in jobs making minimum wage or less** (Erickson, Lee, & von Schrader, 2010; Siperstein, Heyman, & Stokes, 2014; Test, Smith, & Carter, 2014)

# Need: Improved Employment Outcomes for Individuals with Disabilities

- ✧ Workforce Innovation and Opportunity Act of 2014 (WIOA) emphasized the need for community-based, integrated, competitive employment for youth and adults with significant disabilities (US Department of Labor, 2014)
- ✧ Employment First Initiative recognized and established a systems change centered on the premise that individuals with DD are presumed able to work in “real” jobs in the community



# CBPR

- CBPR acknowledges a complex set of contextual factors (social, economic, and physical) play a significant role in the success of partnerships.
- Using such an approach equitably involves community members, organizational representatives, and researchers in shared responsibility to build employment opportunities.
- Such partnerships are critical as inclusive PSE programs strive to develop vocational skills and secure employment outcomes

# ATS Philosophy of Employment

- ✧ All individuals possess unique power, value, and potential.
- ✧ All individuals have a right to employment to discover and fulfill their purpose.
- ✧ With the right supports and training, all individuals will contribute to the community, gain life skills, work skills, and ultimately improved quality of life.

# ATS Employment Model

## Highly Structured – High Support

- ✓ Social Enterprises
- ✓ Unpaid internships and paid employment
- ✓ Job Coaches/Support Staff/Natural Supports

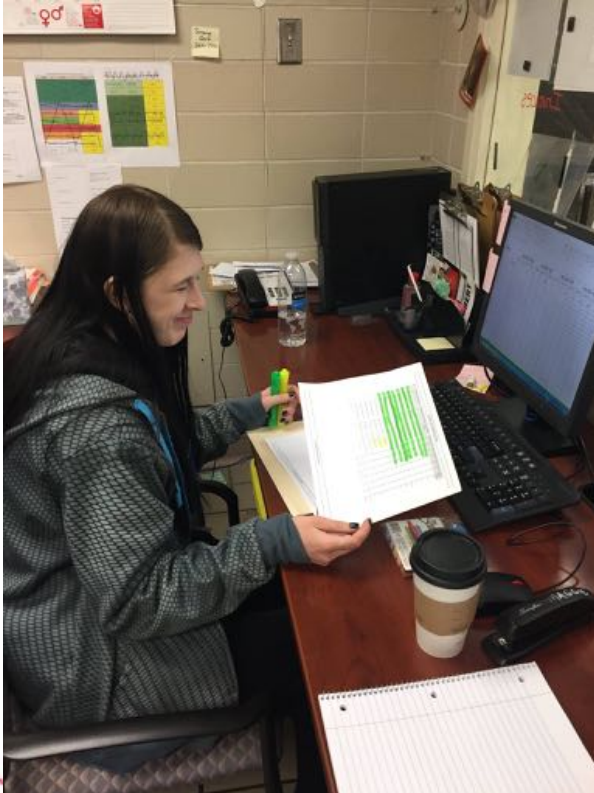
## Less Structured – Highly Support

- ✓ Social Enterprises
- ✓ Unpaid internships and paid employment
- ✓ Natural Supports/Job Coaches

## Highly Inclusive Setting

- ✓ Social Enterprises
- ✓ Unpaid internships and paid employment
- ✓ Job Coaches Fade, Natural Supports needed less

- Vocational Exploration
- Vocational Refinement
- Paid Employment



- ❖ Aramark, is an American foodservice, facilities, and uniform services provider to clients in fields including education, healthcare, business, corrections, and leisure.
- ❖ 265,500 (2015) employees world wide
- ❖ Over 700 universities and colleges
- ❖ 20 retail locations – 3 residential dining centers
- ❖ Nippert stadium 5/3 arena
- ❖ Employee Over 500 Front Line

# ATS Aramark Partnership

Aramark offers a variety of both paid and unpaid internships to ATS interns each semester...

- ✧ Paid internships- 8
- ✧ Unpaid internships- 55
- ✧ Data entry, marketing, customer service, food service

# CBPR: Meeting the needs of all

- ATS: Opportunity to provide quality, valuable vocational internships to meet needs of individuals with I/DD
- ARAMARK: Opportunity for employees to experience personal growth, job satisfaction, and development of leadership skills

# IMPACT for TAP students

- 3 TAP graduates employed with Aramark
- 5 Others employed as student interns with potential for post-graduation employment

# CBPR: Meeting the needs of all

- ALL: Opportunity for students with I/DD and Aramark employees to experience positive social experiences with people who are different
- ALL: Opportunity for UC students to embrace diversity





# Paid Natural Support Model



Organization or business is selected based on a specified set of criteria



Support from upper management



Staff buy-in, generally due to a personal connection related to disability



Collaboratively determine initial internship sites, during this period develop protocols for establish responsibilities and expectations



Collaboratively select the natural supports



Develop and implement natural support training, targeting evidence based employment supports

# Natural Supports Defined

Natural supports defined in relation to work - any assistance, relationships, and interactions:

- ✓ Allow a person to secure, maintain, and advance in a community job of their choosing
- ✓ Mimic the typical work routines and social actions of other employees
- ✓ Enhance the supported individuals' work and non-work social life among his or her co-workers and other members of the community
- ✓ Individuals in the natural support role must inspire and motivate, respect diversity, and have effective communication and interpersonal skills

**Butterworth, J., Jordan, M. (2016). Effective Job Coaching Using Both Natural Supports and Systematic Instructions.[powerpoint]**

## Natural supports include, but not limited to:

- ✓ Job/task support
- ✓ Social/emotional support on and off the job
- ✓ Personal care assistance
- ✓ Technical support



# Evidence-Based Practices

Natural supports were trained on primary evidence-based supports utilized within internship sites

- ✓ Video Models
- ✓ Task Analysis
- ✓ Visual Schedules
- ✓ Prompting Hierarchy
- ✓ Task Organization



# ATS and Aramark

- Video

[mailto:https://youtu.be/sQ\\_xhgc1JtE](mailto:https://youtu.be/sQ_xhgc1JtE)

# Testimonials

Employer	Student	Families
<p>“Working closely with these guys, I’ve developed a personal relationship with them. Even if I was to leave the program, I would want to maintain a relationship with them.”</p>	<p>“Working for Aramark has made me learn so many different skills, I have met so many different people.”</p> <p>“It makes me feel amazing and grateful.”</p>	<p>“Robert and Aramark have made a real difference in the quality of Karly’s life and the lives of those around her and all at Aramark who are involved should be lauded for giving young people with disabilities a chance for a better and more meaningful life than they could have ever hoped for!”</p>



# Lessons Learned

- ✓ Collaboration must be mutually beneficial (both parties must be vested)
- ✓ A key contact at both organizations needs to be identified at the beginning of the collaboration
- ✓ Expectations of all parties roles must be clearly identified

# Discussion: Benefits of Natural Support Model

- ✓ NS have Knowledge of:
  - job
  - Workplace culture
- ✓ Interns with disability viewed as more capable (social role valorization)
- ✓ Developing social relationships between NS and intern outside of workplace



# Next Steps

- ✓ Implement improvements
- ✓ Conduct research to determine effectiveness of NS model
- ✓ Replicate model to expand with other partners
- ✓ Creation of 3 Aramark ATS Lead Student Worker Positions

# Replicating the Model

- Philadelphia Zoo
- *Turning Point Program*
- *Bergen Community College*

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