



**STATE OF HAWAII
DEPARTMENT OF HUMAN SERVICES
P.O. Box 339
Honolulu, Hawaii 96809-0339**

Employment First State Leadership Mentor Program

GUIDING PRINCIPLES OF THE COOPERATIVE AGREEMENT (CA) For Employment First Collaboration

I. Vision Statement

Through Employment First partnerships, people with disabilities shall have access to competitive integrated employment. Moreover, employment in the community is the first service option for individuals with disabilities.

II. Rationale for CA

Historically people with disabilities have not been given fair and equitable access to competitive integrated employment. With the passing of Workforce Innovation Opportunity Act (WIOA), the State of Hawaii is looking to maximize resources in order to serve a more diverse audience and improve the outcomes of the workforce.

The Employment First Initiative and this Cooperative Agreement (CA) is seeking to shift public resources to be aligned with newly established policies that make competitive integrated employment the top priority for partner agencies when serving people with disabilities. The following goals outline the rationale for this CA.

1. Leverage resources between partner agencies and eliminate service replication.
2. Provide training on customized employment and employer engagement to build capacity which is defined by the "process of developing and strengthening the skills, instincts, abilities, processes, and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world."
3. Work with employers to identify competitive integrated employment opportunities with career pathways that lead to retention and promotion.
4. Increase employer engagement and measure effectiveness in serving employers.
5. Establish a cooperative agreement with the state Medicaid agency and state agencies that serve individuals with disabilities; regarding eligibility for home and community-based waiver programs and coordination.
6. Coordinate with assistive technology programs and services.
7. Expand partnership with the Ticket to Work and Self-Sufficiency program.

III. The following terms are references for Employment First.

Assessment:

The process of identifying and appraising when an individual is at his or her best in relationship to work tasks and meeting employers' needs, such as discovery, job trials, or situational interviews. It examines the type of environment, supervisor and supports the individual shall need to be successful. The information is used to help a job seeker make employment decisions. The information assists agencies in determining the supports and services the job seeker needs to successfully obtain and retain competitive integrated employment.

Benefits Planning:

Benefits and work incentives planning is defined as a set of benefits counseling strategies, services and supports that seek to promote employment preparation, attainment, and advancement focusing on the enhancement of self-sufficiency and independence of Social Security Administration beneficiaries and recipients with disabilities through informed choice, which may result in decreased reliance on public benefit programs and increased financial well-being.

Customized Employment:

Customized employment is a flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. It is based on an individualized match between the strengths, conditions, and interests of a job candidate and the identified business needs of an employer.

Competitive Integrated Employment:

Competitive integrated employment means full or part-time work at minimum wage or higher paid directly by the employer, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with co-workers without disabilities.

Competitive Integrated Self-Employment:

An individual is considered to be self-employed when he or she owns a business that highlights his or her contributions and yields a sustainable income with or without supports.

Eligibility:

What each individual agency requires in order for people to qualify for its services. It is understood that each partner has different eligibility requirements for its programs. Thus, for the purpose of this CA, it also means that each agency has some basic knowledge of partner programs' eligibility requirements in order to facilitate seamless referrals to the appropriate service.

Employer Engagement:

This is the process of building and sustaining successful partnerships with employers. The purpose of employer engagement is to establish an understanding of the employers' needs and how the workforce partners may assist in meeting those needs.

Financial Literacy:

Financial literacy is the information and supports provided to help individuals understand how money works or could work in their world and to be aware of the supports in the community to assist them. The result of financial literacy is the knowledge and skills to manage financial resources effectively for a lifetime of financial wellbeing.

Individualized Job Readiness:

The partners of this agreement believe every individual should be provided with the opportunity to access competitive integrated employment or competitive self-employment. Job ready is defined as when an individual may meet an employer's or community's need, either in a business or through self-employment.

Pre-Employment Transition Services (PETS):**2.4 (WIOA 422)**

WIOA defines the following five activities as required pre-employment transition services to students with disabilities (16 to 21 year-olds) who are eligible or potentially eligible for Vocational Rehabilitation services: (1) job exploration counseling; (2) work-based learning opportunities; (3) counseling on post-secondary educational opportunities; (4) workplace readiness training; and (5) instruction in self-advocacy.

Seamless Transition -- For Adults:

Seamless Transition is the process that allows adults who are trying to obtain competitive integrated employment to access those services without delay.

Seamless Transition -- For Students:

Seamless Transition is the process of students exiting high school into the adult service system without delay. Seamless transition aligns the use of resources from school to post-school systems (e.g. Division of Vocational Rehabilitation, Adult Education, Developmental Disabilities Division, Adult Mental Health Division). Seamless Transition may include the development of an individualized plan that delineates how resources shall be shared to support a student-driven approach to choice making and transition planning related to developing careers, community opportunities, and postsecondary education for students leaving the education arena.

Supported Employment:

Supported employment is defined as competitive employment in an integrated setting, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interest, and informed choice of the individuals with ongoing support services. In addition, short-term transitional employment and/or long-term supports are also applicable.

Work-Based Learning:

Work-based learning refers to any educational learning that is based wholly or predominantly in a work setting, paid or unpaid, which may directly lead to a job. It addresses specific competencies and the development of related skills that shall make the learner employable and shall assist in developing his/her personal skills. Examples of work based learning are internships and apprenticeships.

IV. To achieve the goals of Employment First and principles of WIOA, each member's role and how it shall collaborate is delineated below:

Hawaii State Department of Labor & Industrial Relations (DLIR), Workforce Development Council (WDC), and Workforce Development Division (WDD), in collaboration with the county Workforce Development Boards (WDB) shall partner with the Department of Human Services (DHS) - Division of Vocational Rehabilitation (DVR), Department of Health (DOH), Department of Education (DOE), University of Hawaii – Center for Disability Studies (UH CDS), and other agencies to develop and sustain a coordinated approach for developing and expanding Business Leadership Networks and employer networks, to provide job search, job referrals, vocational training, and work-based learning opportunities to individuals with disabilities.

Department of Labor and Industrial Relations (DLIR)

Workforce System

Workforce Development Council (WDC)

As the administrative entity managing the WIOA for the State, WDC has developed the statewide unified strategic plan that aligns core programs and partner agencies to provide a range of employment, education, training, and support services to help all individuals secure good jobs while providing businesses with a skilled workforce. The Hawaii WIOA plan includes collaboration with DOE (Adult Education), DHS-DVR, DLIR (Workforce Development Division for Wagner Peyser), and UH (Workforce Development and Career & Technical Education), with a commitment to enhance services and provide ready access to vulnerable populations, including individuals with disabilities into a fully integrated work environment.

Workforce Development Division (WDD)

DLIR-WDD assists individuals and employers by providing recruitment services, job referrals, vocational counseling, and job search assistance in partnership with education, community agencies, and other public and private resources.

Workforce Development Board (WDB)

The State of Hawaii has four local workforce development boards. They are: Kauai County Workforce Development Board, Oahu Workforce Development Board, Maui County Workforce Development Board, and Hawaii County Workforce Development Board. The Workforce Development Boards shall endeavor to work with organizations, including the state departments of: 1) DHS-DVR; 2) DOH; 3) DOE (Adult Education); 4) UH-CDS; to facilitate partnerships between local businesses with similar training needs. WDBs shall rely on labor market information to develop sector strategies that focus resources on a particular high growth industry and create effective programs that will facilitate the needs of individuals with disabilities.

Department of Human Services (DHS)

Division of Vocational Rehabilitation (DVR)

DHS-DVR assists eligible individuals with disabilities to prepare for and find work that lead to competitive integrated employment. DVR supports career pathways based on

strengths, resources, priorities, concerns, abilities, capabilities, interest, and informed choice.

“The foundation of the DVR program is the principle that individuals with disabilities, including those with the most significant disabilities, are capable of achieving high quality competitive integrated employment when provided the necessary skills and supports.”

With the establishment of WIOA in July of 2014, DVR is vested to form partnerships, establish MOU and assist to create new policies in collaboration with DOE (Adult Education), DLIR (Workforce Development Division for Wagner Peyser), UH (Workforce Development and Career & Technical Education) to provide streamlined access to public resources and improve employment outcomes for people with disabilities.

MedQuest Division (MQD)

DHS-MQD looks to collaborate and develop MOU's with DHS-DVR to provide services that instruct, train, support, supervise, and assist individuals who have disabilities in achieving the highest level of independence and self-sufficiency possible in their lives. MQD shall partner with DVR to provide comprehensive services in natural settings, homes, and communities where the individual resides, works, and shops in order for individuals to progress towards a goal of inclusion which may result in competitive integrated employment.

Department of Education (DOE)

Office of Curriculum, Instruction and Student Support (OCISS) Adult Education

Coordinated efforts shall continue with State agencies, such as the Department of Labor, the Department of Human Services; Division of Vocational Rehabilitation, and the University of Hawaii, Community Colleges, as well as with local agencies. Constant and consistent networking via face-to-face meetings, conference calls, webinars, emails, and the social media are currently being utilized to successfully communicate with the core partners.

Special Education

DOE-Special Education shall continue to partner with DHS-DVR in the implementation of the Special Education Vocational Rehabilitation (SEVR) Work-Study Program Guidelines. Consideration shall be given on how to expand opportunities for work-based learning and work study with the additional partners of this agreement. OCISS is committed to establishing cooperative effort between all partners to establish work-study opportunities as well as resources and guidance for teachers and counselors in improving career planning and training for eligible students with disabilities.

Department of Health (DOH)

Adult Mental Health Division (AMHD)

DOH-AMHD is committed to strengthening the current supported employment and supported education programs that are being offered through the state operated Clubhouses. Clubhouses when fully operationalized, offer the following support services for people with severe and persistent mental illness:

1. Transitional Employment Placements (TEP): Time-limited, part time job positions that belong to the Clubhouse whereby the Clubhouse member works for 6-9 months. The Clubhouse develops and provides ongoing job coaching.
2. Supported Employment Placements (SEP): Competitive jobs that belong to the Clubhouse member. The Clubhouse develops the job and provides job coaching as desired.
3. Independent Employment (IE): The Clubhouse member is assisted with career development, job searches, and ongoing support. The Clubhouse does not have a formal relationship with the employer.
4. Group Placements (GP): More than 1 (one) Clubhouse member is working at a job site as peers and have staff support on site.
5. Supported Education (SE): Providing the array of educational opportunities from peer tutoring to college degrees.
6. Prevocational services as a component of work task design.

Through the Purchase of Service (POS) contracts, AMHD also provides supported employment services. AMHD shall place a stronger emphasis through contract monitoring on psychosocial rehabilitation that includes, but is not limited to pre-vocational skill building and supported education. Through this agreement AMHD shall build strong partnerships with other providers, particularly with DVR and DOE. AMHD shall look for ways to support innovations such as Peer Support Services that provide supported employment internships, placements, and on the job training programs as well as micro enterprises such as the Maui Aquaponics Cooperative project.

Developmental Disabilities Division (DDD)

DOH-DDD shall partner with the member agencies to support individuals with intellectual and/or developmental disabilities (I/DD) who are eligible for DDD services to have opportunities to seek employment and to work in competitive integrated settings. Through the 1915(c) Home and Community Based Services (HCBS) Medicaid waiver and state-funded programs, DDD offers supports and services for people with intellectual and developmental disabilities, which may complement and coordinate with, but not duplicate, services provided by the member agencies.

DDD is committed to being an active participating member of the Hawaii Employment First State Leadership Mentoring Program (EFSLMP) to promote employment for people with disabilities and shall collaborate with EFSLMP members to develop the pathway to ensure smooth transitions for those receiving state DDD services and those with disabilities, in general, from current settings (home, Adult Day Health, or school) to employment.

Developmental Disabilities Council (DDC)

DDC's mission is to support people with intellectual and developmental disabilities to control their own destiny and determine the quality of life they desire.

The DDC is committed to the following activities in the implementation of this Cooperative Agreement.

Partner with DOH-DDD and DOH-AMHD, DHS-DVR, DOE, and DLIR to coordinate and provide education and outreach to the community, including self-advocates and families.

1. Make referrals to DOH-DDD and DOH-AMHD, DHS-DVR, DOE, and DLIR as appropriate for services.
2. Provide system-wide advocacy about competitive integrated employment for people with disabilities.
3. Disseminate employment information including best practices.

University of Hawaii (UH)

Center for Disability Studies (CDS)

UH-CDS shall provide technical assistance and employer/employee training to individuals in the areas of, though not limited to, disability benefits education counseling, job accommodations, financial literacy, customized employment, individualized and/or employment supports, consumer choice, person centered planning and technical assistance, as funding is available.

V. Desired Outcomes

It is the expectation of this CA that clarification of roles, and stronger collaboration amongst partners leads to an increased number of individuals with significant disabilities obtaining integrated competitive employment. The collaboration outline in this CA shall address:

A. Referrals

Referral shall be a true partnership and collaboration between referring agencies. Agencies within the partnership shall collaboratively develop and implement an effective protocol for interagency referrals. Elements the protocol may include but not be limited to are:

1. Services provided by each agency.
2. Information the referring agency shall provide (with the consent of the individual), including, but not limited to, the reason for the referral, and supports needed to be successful.
3. Criteria for appropriate referrals.
4. How progress reports shall be shared.
5. The extent and duration of the referring agency's involvement.

B. Shared Cases

Protocol for shared cases shall be developed. The protocol shall delineate how partners of this agreement shall share cases as appropriate to meet the needs of individuals; expand capacity, resources and expertise; coordinate efforts and reduce duplication. The expectations are:

1. Every shared job seeker shall sign a confidentiality agreement that allows agencies to share information on the individual's behalf;
2. Cost for services, as applicable, shall be shared among agencies based on each agency's fiscal rules and available resources;
3. Individuals shall have a shared employment plan; and
4. The employment plan is a living document, and may build upon services planned and provided by other agencies.

C. Shared Training

Each partner in this CA agrees that there is a need for shared training among agency staff and that all partners are in the business of placing individuals on the pathways to obtain employment.

Proposed initial shared training shall focus on the referral process, and how it is the system's collective responsibility to help individuals by sharing each agency's knowledge, expertise, and resources.

Additional training may include:

1. A robust Employment First overview at the state and national level;
2. Implementation of services so that they are both client centered and employer driven;
3. Creating a seamless transition from agency to agency; and
4. Benefits Planning and how to use work incentives effectively.

VI. Interagency Coordination and Collaboration

Partners shall collaborate to develop procedures and protocols that include:

1. Strategies in establishing work based learning;
2. Braiding resources;
3. Client data sharing;
4. Referring participants;
5. Employer engagement;
6. Dual enrollment;
7. Cross system training;
8. Service coordination & resource leveraging;
9. Outreach; and
10. Published materials in clear language for individuals, families and network of support.

VIII. Time of Performance/Duration

The duration of this CA will be five (5) years from the date it is signed. The CA can be amended and/or extended in writing with the agreement of all parties.

THE GUIDING PRINCIPLES OF THE COOPERATIVE AGREEMENT (CA) For Employment First Collaboration is entered into on 10/28/16. The parties signing this agreement agree to execute this Cooperative Agreement.

Name of State Agency/ Division: Workforce Development Council

By: 
(Signature)

Name: Allicyn C.H. Tasaka

Title: Executive Director

Date: July 5, 2016

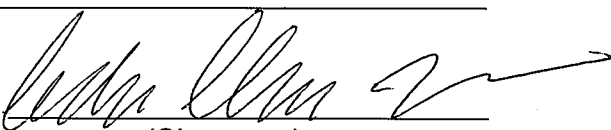
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Name of State Agency/ Division

DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

By: 
(Signature)

Name: Linda Chu Takayama

Title: Director

Date: September 8, 2016

VIII. Time of Performance/Duration

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Name of State Agency/ Division

State Workforce Development Council

By: 
(Signature)

Name: Leslie Wilkins

Title: Chair

Date: 10/15/16

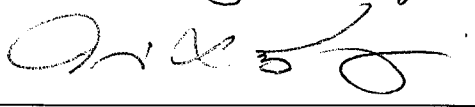
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Name of State Agency/ Division

Workforce &
Hawaii County Development Board

By: 

(Signature)

Name: David De Luz, Jr.

Title: Chair

Date: 10/15/16

VIII. Time of Performance/Duration

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Department of Human Services

By: Pankaj Bhanot -
(Signature)

Name: Pankaj Bhanot

Title: Director of Human Services

Date: September 29, 2016

VIII. Time of Performance/Duration

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Name of State Agency/ Division

State of Hawaii Dept. of Education/ Adult Education

By: Deborah Miyao
(Signature)

Name: Deborah Miyao

Title: Educational Specialist / Acting Adult Education Director

Date: 9/8/2016

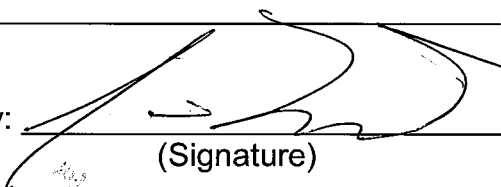
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Name of State Agency/ Division

State of Hawaii, Department of Health

By: 
(Signature)

Name: Virginia Pressler, M.D.

Title: Director of Health

Date: OCT - 4 2016

VIII. Time of Performance/Duration

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Name of State Agency/ Division

Developmental Disabilities Council

By: 
(Signature)

Name: Waynette K.Y. Cabral

Title: Executive Administrator

Date: September 12, 2016

VIII. Time of Performance/Duration

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Name of State Agency/ Division

University of Hawaii, College of Education, Center on Disabilities

By: Patricia A. Morrissey
(Signature)

Name: Patricia A. Morrissey, PhD

Title: Director, Center on Disability Studies

Date: 9/8/2016