

## **APPENDIX TWO**

### **Glossary of Acronyms and Terms Included in the Report of the Employment First Advisory Partnership to the General Assembly**

## **ACRONYMS**

**ABI-** Acquired Brain Injury, which includes injuries resulting from traumatic and non-traumatic causes

**AT-** Assistive Technology

**BLN-** Business Leadership Network

**BOCES-** Boards of Cooperative Educational Services

**CCB-** Community Centered Boards

**CDE-** Colorado Department of Education

**CDHE-** Colorado Department of Higher Education

**CDHS-** Colorado Department of Human Services

**CDHCPF-** Colorado Department of Health Care Policy and Financing (this acronym is commonly shortened further to HCPF [the shorter acronym refers to the same Department])

**CDLE-** Colorado Department of Labor and Employment

**CMS-** Centers for Medicare and Medicaid Services

**CRP-** Community Rehabilitation Program

**CWDC-** Colorado Workforce Development Council

**CWIC-** Community Work Incentive Coordinator

**DIDD-** Division of Intellectual and Developmental Disabilities, which is housed within the Colorado Department of Health Care Policy and Financing

**DVR-** Division of Vocational Rehabilitation, which is housed within the Colorado Department of Labor and Employment

**EFAP-** Employment First Advisory Partnership

**EFSLMP-** Employment First State Leadership Mentorship Project

**HCBS-** Home and Community Based Services

**I/DD-** Intellectual and Developmental Disability

**IDEA-** Individuals with Disabilities in Education Act

**IEP-** Individual Education Plan

**IPE-** Individual Plan for Employment

**IPS-** Individual Placement and Supports

**LEA-** Local Education Agency

**OBH-** Office of Behavioral Health housed within the Colorado Department of Human Services

**ODEP-** Office of Disability Employment Policy housed within the US Department of Labor

**Pre-ETS-** Pre Employment Transition Services

**SELN-**State Employment Leadership Network

**SSDI-** Social Security Disability Income

**SSI-** Supplemental Security Income

**WIOA-** Workforce Innovation and Opportunity Act

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## GLOSSARY OF TERMS

**504 Plan-** A plan named after the Section of the Rehabilitation Act of 1973, as amended (which, during the reauthorization of 1998, became Title IV of the Workforce Investment Act and was amended again through reauthorization in 2015 to be Title IV of the Workforce Innovation and Opportunity Act) developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

**Acquired Brain Injury** – is brain damage caused by events after birth, rather than as part of a genetic or congenital disorder. ABI's can result from traumatic as well as non-traumatic causes.

**Agency Partners-** Refers to Departments of Colorado State Government named in Senate Bill 16-077 named with a role in the Employment First Advisory Partnership including the Colorado Department of Education, Colorado Department of Health Care Policy and Financing, the Colorado Department of Higher Education, the Colorado Department of Human Services and the Colorado Department of Labor and Employment.

**Assistive Technology-** Anything that helps a person with disabilities function more effectively. This can include off-the-shelf items, either stock, modified or customized, or solutions designed and built for a specific individual. These technologies are used to assist people in performing *everyday tasks* such as getting dressed, moving from place to place, controlling their environment, accessing curriculum in *school*, reading print at *work* or participating in *recreational activities*.

**Behavioral Health-** Mental/emotional well-being and/or actions that affect wellness. Behavioral health problems include substance use disorders; alcohol and drug addiction; and serious psychological distress, suicide, and mental disorders.

**Career Development Panning-** A person-centered process that identifies the individual's employment goals and objectives; the services and supports needed to achieve those goals and objectives; the persons, agencies, and providers assigned to assist the individual in attaining the goals; and the obstacles faced by the individual working in competitive integrated employment. Career development planning reflects a presumption that all persons with disabilities are capable of working in a competitive integrated employment setting.

**Competitive Integrated Employment-** Work paid for directly by employers at the greater of the state of federal minimum wage or prevailing wage with commensurate benefits, occurring in a typical work setting where the employee with a disability interacts or has the opportunity to interact continuously with coworkers without disabilities, not including

supervisory personnel or individuals who are providing services to the employee with a disability, and the employee has opportunity for advancement and job mobility.

**Community Centered Board** - A private corporation, for profit or not for profit, which when designated pursuant to Section 27-10.5-105, C.R.S., provides case management services to clients with developmental disabilities, is authorized to determine eligibility of such clients within a specified geographical area, serves as the single point of entry for clients to receive services and supports under Section 27-10.5-101, C.R.S. *et seq* , and provides authorized services and supports to such clients either directly or by purchasing such services and supports from service agencies.

**Customized Employment**- Customized employment means individualizing the employment relationship between employees and employers in ways that meet the needs of both. It is based on an individualized determination of the strengths, needs, and interests of the person with a disability, and is also designed to meet the specific needs of the employer.

It may include employment developed through job carving, self-employment or entrepreneurial initiatives, or other job development or restructuring strategies that result in job responsibilities being customized and individually negotiated to fit the needs of individuals with a disability.

Customized employment assumes the provision of reasonable accommodations and supports necessary for the individual to perform the functions of a job that is individually negotiated and developed.

**Developmental/Intellectual Disabilities** These disabilities have the same characteristics described in Section 25.5-10-202.

**Discovery Process**- A process to discover already existing information about a job seeker that is based on information obtained from a person's entire life and not from short instances of job performance. The information is gathered from the job seeker and others to determine the job seeker's interests, skills and preferences related to the potential employment that guide the development of a customized job. Also see: *Using Alternatives to Traditional Vocational Assessment: The Why and How of Exploration Strategies such as Discovery*. Marc Gold & Associates. Accessed April 27, 2017 at: <http://www.leadcenter.org/resources/reports-briefs/using-alternatives-traditional-vocational-assessment-why-and-how-exploration-strategies-such-discovery>

**Employment First**- A framework for change in the provision of services that is centered on the premise that all persons, including persons with significant disabilities, are capable of full participation in competitive integrated employment and community life. Under this framework, in providing publicly funded services, employment in the general workforce is the first and preferred outcome for all working age persons with disabilities, regardless of the level of disability. Publicly funded agencies and systems align policies, service delivery

practices, funding, and reimbursement structures in order to achieve competitive integrated employment.

**Employment First Advisory Partnership-** The partnership described in Section 8-84-303.

**Employment Outcome:** A goal of entering, advancing in, or retaining full or part-time Competitive Integrated Employment (including customized employment, telecommuting, or supported employment) that is consistent with an individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice.

**Evidence-Based Practice Model:** A process in which the practitioner combines well-researched interventions with clinical experience and ethics, and client preferences and culture to guide and inform the delivery of services.

**Employment Services:** Employment Services may include the following types of services:

- **Career Exploration:** A process in which an individual chooses a career path or job that fits their interests, skills and abilities. Career Exploration may include assessments of an individual's interests, interpersonal skills, aptitudes, functional capacities, educational achievements, work experiences and personal and social adjustments, among other individualized factors that affect the individual and services needed for the individual to acquire and develop positive work attitudes, work habits, work tolerance, and social and behavior patterns necessary for successful job performance.
- **Extended Services:** Ongoing support services and other supported employment services that are needed to support and maintain an Individual with a Most Significant Disability after job stability. Extended services may be provided by an agency, which may include a State agency, a private nonprofit organization, the individual's employer or any other appropriate resource, including family member(s).
- **Informed Choice-** A process by which a person receives information in an accessible format, presented in a manner that supports his or her individual comprehension that provides a foundation for the person to understand, evaluate and compare options or plausible outcomes of the decisions available to make.
- **Job Coaching:** Training provided by an individual other than the employer (unless under a program of natural supports in a Supported Employment placement) to an individual after he/she has been placed in a paid employment situation. Job coaching services include job skill training at the work site, work site orientation, monitoring of the individual at the job site to assess job stability and coordination or provision of specific services at or away from the work site to maintain job stability.

- **Job Preparation and Development:** Job Preparation and Development includes services for an individual to prepare for, engage in, and secure employment in a competitive, integrated setting. Job Preparation and Development may include the following activities: (i) training individuals on how to conduct job searches, complete applications, identify and list references, target potential employers, and interview effectively; (ii) teaching individuals how to create a basic résumé and cover letter; (iii) contacting employers directly (after obtaining the client's authorization) to obtain information about possible competitive job openings and to develop employer relationships; (iv) conducting on-site analysis and providing assistance to employers in identifying accommodations for clients, and/or addressing any barriers that may affect employment.
- **Job Shadowing:** A community-based situational assessment provided in a real work setting where the eligible individual observes and possibly assists in the performance of a specific job so that he/she has a sufficient understanding of job requirements to assist when making an informed choice among potential employment outcomes.
- **Job Site Evaluation:** A limited situational assessment which consists of observing an individual with a disability on a specific job to determine if the job and/or work setting is appropriate for the individual and/or to determine accommodations that may be needed.
- **Personal Adjustment Training:** Training provided to help individuals develop compensatory skills and/or to adjust behavior in the areas of independent living, communications, homemaking, personal mobility and ability to travel in the community, and personal functioning.
- **Situational Assessment:** A type of vocational evaluation conducted to assess work behaviors, interpersonal skills and job-related skills. Community-based situational assessments take place in community-based settings, including real life work and transitional employment settings. Facility-based situational assessments take place in community rehabilitation program facilities or other facilities.

**Home and Community Based Services Waiver** -Services and supports authorized through a 1915(c) waiver of the Social Security Act and provided in community settings to a participant who requires a level of institutional care that would otherwise be provided in a hospital, nursing facility or intermediate care facility for an individual with an Intellectual or Developmental Disability (ICF/IDD).

**Indicator 13 - NEED DEFINITION**

**Indicator 14 - NEED DEFINITION**

**Individual Education Plan-** a written statement for a child with a disability that is developed, reviewed, and revised in accordance with 34 CFR §300.320 through §300.324 of the Individuals with Disabilities Education Act. The IEP must include: the present levels of academic achievement and functional performance; the annual goals set for the child; and the special education, related services, and supplementary aids and services that will be provided to support the child's progress toward the annual goals.

**Individual Placement and Support-** A specific evidence based model of supported employment service originally developed for people with psychiatric disabilities that has been researched and implemented. It is specifically defined based on a 25-item fidelity scale. The term "evidence-based Supported Employment" has been coined to refer specifically to the types of Supported Employment services that adhere to the full set of specific evidence-based principles, including: (1) a focus on obtaining competitive employment in the community; (2) rapid job search; (3) integration of mental health and employment services; (4) emphasis on client preferences during the job search; (5) ongoing, time-unlimited individualized support after job placement; and (6) personalized benefits counseling. The outcome of this service is competitive integrated employment for people who wish to work.

**Informed Choice** - Informed choice requires that the person making a choice has an environment supportive of choice-making. That environment must include adequate information about a wide variety of options, including sufficient individualized experience as is necessary for the person to develop preferences. Information must be provided in a manner that reflects the person's ability to understand and communicate. Additionally, that environment should include access to nonjudgmental advice and support to assist the person to analyze the information, including consideration of positive and negative consequences.<sup>1</sup>

**Medicaid** is a health care program that assists low-income families or individuals in paying for long-term medical and custodial care costs. It is a joint program, funded primarily by the federal government and run at the state level, where coverage may vary.

**Medicaid Buy-In Program for Working Adults with Disabilities-** Provides adults, who earn too much income or have too many resources to qualify for Regular Medicaid, the opportunity to purchase Medicaid by paying a monthly premium based on their income

**Medicaid Waiver** programs help provide services to people who would otherwise be in an institution, nursing home, or hospital to receive long-term care in the community. Prior to 1991, the Federal Medicaid program paid for services only if a person lived in an institution.

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<sup>1</sup> Informed Choice Definition from Final Report on Employment and Community Participation Recommendations by the Ad Hoc Committee on Employment and Community Participation, Appendix E: Informed Choice Guidelines. Accessed August 9, 2017 from: <http://hermes.cde.state.co.us/drupal/islandora/object/co:18543/datastream/OBJ/view>

**Most significant disability** – "Individual with a most significant disability means an individual with a significant disability who meets the designated (vocational rehabilitation) State unit's criteria for an individual with a most significant disability."<sup>2</sup> This typically includes people with the following disability designations: intellectual/developmental, psychiatric and/or acquired brain injury. For an individual to be eligible for vocational rehabilitation supported employment services, the individual shall have been determined to be an individual with a most significant disability.

**The Olmstead Decision-** The case *Olmstead v. LC*, is the name of an important civil rights decision for people with disabilities in the United States. This 1999 United States Supreme Court decision was based on the Americans with Disabilities Act. The Supreme Court held that people with disabilities have a qualified right to receive state funded supports and services in the community rather than institutions when the following three part test is met:

- The person's treatment professionals determine that community supports are appropriate;
- The person does not object to living in the community; and
- The provision of services in the community would be a reasonable accommodation when balanced with other similarly situated individuals with disabilities.

Later, in the a circuit case of *Lane v. Brown* the Olmstead Decision became relevant in the context of employment for people with disabilities when employment that is not competitive or integrated was found not to comply with Title II of the Americans with Disabilities Act or the Olmstead Decision.

**Olmstead Plan-** A broad series of key activities our state must accomplish to ensure people with disabilities are living, learning, working, and enjoying life in the most integrated setting, pursuant to the finding by the Supreme Court of the United States on June 22, 1999.

**Prevocational Services** – A term used within the Colorado Department of Health Care Policy and Financing, and broadly defined by the Centers for Medicare and Medicaid Services (CMS), that refers to a time-limited service provided to prepare someone receiving HCBS services for paid community employment. Services consist of teaching concepts including attendance, task completion, problem solving and safety, and are associated with performing compensated work. Pre-vocational services have historically been implemented in a way that has resulted in grouping and isolating individuals with significant disabilities thus disallowing inclusion and full participation in their schools and communities. The EFAP recommends agencies involved in implementing transition and employment services for youth and adults with disabilities evaluate and adjust their

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<sup>2</sup> Office of Special Education and Rehabilitation Services (2010). 34 CFR 361.5(b)(31). p. 238. Government Publishing Office. Accessed 8.4.17 from: <https://www.gpo.gov/fdsys/pkg/CFR-2010-title34-vol2/pdf/CFR-2010-title34-vol2-sec361-5.pdf>

practices to assure that pre-vocational services are provided in a manner that promotes inclusion, not further segregation.

**Social Capital-** A form of economic and cultural capital in which social networks are central, transactions are marked by reciprocity, trust, and cooperation, and market agents produce goods and services not mainly for themselves, but for a common good.

The term generally refers to (a) resources, and the value of these resources, both tangible (public spaces, private property) and intangible ("actors", "human capital", people), (b) the relationships among these resources, and (c) the impact that these relationships have on the resources involved in each relationship, and on larger groups. It is generally seen as a form of capital that produces public goods for a common good.

Social capital has been used to explain the improved performance of diverse groups, the growth of entrepreneurial firms, superior managerial performance, enhanced supply chain relations, the value derived from strategic alliances, and the evolution of communities.

**Stakeholders-** Stakeholders are the people and groups that can affect or be affected by an agency or organization's actions, objectives and policies related to Employment First. As the participating agencies seek input from stakeholders, every attempt should be made to engage a diverse, representative group of people including individuals with disabilities and their family members, service providers, agency personnel, and representatives from organizations such as non-profits. It is recommended that the individuals with disabilities and family members, who may be directly affected by a policy or initiative, are representative of the diversity of our state and make up at least 50% of any stakeholder group.

**Supported Community Connections Services** – Are made available to eligible people through the Colorado Department of Health Care Policy and Financing to provide support the abilities and skills necessary to enable the client to access typical activities and functions of community life, such as those chosen by the general population, including community education or training, retirement and volunteer activities.

**Supported Employment-** Competitive integrated employment, including customized employment; or employment in an integrated work setting in which an individual with a most significant disability is working on a short-term basis toward competitive integrated employment; and employment that is individualized and customized, consistent with the

individual's unique strengths, abilities, interests, and informed choice, for individuals with the most significant disabilities with ongoing support services.<sup>3</sup>

**Workforce Innovation and Opportunity Act-** The US Federal law that replaced the previous Workforce Investment Act of 1998 (WIA) as the primary federal workforce development legislation to bring about increased coordination among federal workforce development and related programs.

**1915(c) waiver:** Under §1915(c) of the Social Security Act, states may ask the Secretary of Health and Human Services – through the Center for Medicare and Medicaid Services – to waive mandatory aspects of the Medicaid program, including comparability (the requirement that individuals have access to the same set of services, regardless of diagnosis) and state-wideness (the requirement that all services be available in all areas of the state). States may also choose to set limits on the number of individuals who enroll in waivers.

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<sup>3</sup> U.S. Department of Education, Office of Special Education, Rehabilitation Services Administration (2016). Overview and Discussion of Federal Regulations on Supported Employment. Accessed 8.4.17 from: <https://www2.ed.gov/about/offices/list/osers/ras/publications/csavr-2016-supported-employment.pdf>