



	<b>Program</b>	<b>AccessAbility Supports</b>	
	<b>Subject</b>	<b>Employment and Vocational Supports</b>	<b>Policy #</b> 2.5
<b>Effective Date: March 26, 2019</b>		<b>Authorized by:</b>	
<b>Revised Date:</b>		<b>Deputy Minister Mark Spidel</b>	

## 1.0 PURPOSE

- 1.1 AccessAbility Supports (AAS) offers employment focused supports to assist individuals experiencing disabilities in preparing for, obtaining and maintaining meaningful employment.

## 2.0 DEFINITIONS

- 2.1 **Employment Assistance Services:** services designed for persons experiencing disabilities to support employment participation by developing the necessary skills to prepare for, find, and maintain meaningful employment while simultaneously removing barriers to employment.
- 2.2 **Vocational Training:** programming designed to support the development of essential work skills and/or post-secondary or other adult education courses.
- 2.3 **Employability Assessment Tool:** a questionnaire designed to assess readiness for work, suitability for employment, and identification of supports or accommodations required for appropriate employment options.
- 2.4 **Skills Development:** incremental supports designated to persons experience a disability that include occupational skills training, short term training, literacy, basic adult education and essential skills.
- 2.5 **Essential Skills:** skills needed for employment, learning and community participation. These skills are client centered and provide the foundation for learning all other skills and enable people to evolve and adapt to workplace change.

## 3.0 POLICY STATEMENT

- 3.1 Employment Assistance Services and Skills Development supports may be provided to an applicant for the purpose of meeting employment, vocational or education needs that are directly related to the person's disability.

- 3.2 AAS will work with multiple community partners and non-government organizations (NGOs) to create conditions that support individuals with disabilities to perform the essential functions of a job or training activity.

#### **4.0 PROCEDURE STATEMENT**

- 4.1 AAS Coordinators will engage individuals with disabilities to elicit goals related to employment/vocational and skills development and will utilize the results of the individual's capability assessment to develop a support needs assessment plan.
- 4.2 Individuals interested in moving forward with employment/vocational and skills development opportunities will be referred to the Employment Connector.
- 4.3 An Employability Assessment will be conducted by the Employment Connector.
- 4.4 The Employment Connector will work with the individual to develop an employment plan. The employment plan will draw on the results from the Employability Assessment, conversations with the individual, and a client centered recommendation for services will be developed.
- 4.5 The Employment Connector will collaborate with the individual's AAS Coordinator to action the employment plan by partnering with NGOs and other community partners:
- NGOs and/or other community partners will develop case or service plans to support the individual in reaching their educational and employment goals.
  - Individuals can work with their AAS Coordinator as part of their Collaborative Action Plan to allocate money from their funding levels to cover costs associated with NGO and/or other community partner services.
- 4.6 Funding for employment participation and skills development may be used for the provision of available goods and services in the following areas:

##### Employment Participation:

- **Vocational Counselling:** A Vocational Counsellor will assist in exploring vocational goals based on the individual's interests, abilities and skills. A Vocational Counsellor provides a service over and above the supports provided in a vocational training program and is usually provided in a one to one or small group setting. Supported volunteer placements are included in vocational counseling supports.
- **Job Search Assistance:** Provides structured and individualized supports to assist individuals based on their existing level of skills and qualifications, in conducting informed job search activities. Activities include individual or group assistance with: job searches; resume writing; interview and job preparations; job finding clubs, etc. Activities focus on finding work.
- **Vocational Training Program:** A formal vocational training program delivered by a third party service provider. Individuals are assessed to determine unique training or employment support needs. Individuals work in community or supported employment initiatives to develop skills. It may involve a single service, or a multi-year training plan that includes a variety of supports.
- **Vocational Assessment:** Specialized vocational assessments may be used to assist in identifying appropriate employment options and supports.

- **Modifications to Place of Employment:** Modifications to a place of employment not withstanding workplace accommodation which is the obligation of an employer or educational institution under Federal or Provincial Human Rights legislation.
- **Transportation to Employment:** Support for transportation to and from work when a disability prevents an individual from obtaining a drivers license. May include a transit pass, taxi service, or mileage allowance (or a pre-determined combination of these supports).
- **Independent Living to Support Employment:** Interventions for teaching/modeling daily living skills important to securing and maintaining employment , such as, hygiene, budgeting, time management, organization skills, banking, choosing suitable work attire, shopping and laundry. Independent skills support may also be used to develop responsible behaviours, understand emotions, and develop appropriate social skills while at work.
- **Technical Devices to Support Employment:** Equipment or technical devices that will remove barriers and improve the ability to perform work related activities. Determination of the need for aids and devices will be based on the results of the capability assessment, discussions with the applicant and/or family members, and recommendations from a health care practitioner or professional. Applicants are required to cost share all purchases. Limitations on the frequency of purchasing are based on the expected life of the equipment/device as suggested by the manufacturer and/or vendor.

### Skills Development

- **Independent Living to Support Students:** Interventions for teaching/modeling daily living skills important to participating in post secondary studies or educational programs, such as, hygiene, applying for student loans, navigating campuses, budgeting, time management, organization skills, banking, choosing suitable attire, shopping and laundry. Independent skills support may also be used to develop responsible behaviours, understand emotions, and develop appropriate social skills while at school.
- **Summer Vocational Training Programs for Students:** Summer training programs for youth that focus on up-skilling of literacy, essential, social, and communication skills. These services may also include job search, resume preparation, establishment of contacts with job placement agencies, volunteer placements, job referral, training-on-the-job, and supports required to obtain or maintain part time or summer student employment.
- **Post-Secondary Support Services:** Support services may be provided to remove disability-related barriers to attending post secondary studies and may include personal care attendants, note takers, organizational supports, disability-related education expenses, or sign language interpreting. Supports may also be funded for services not covered by the Canada Student Grant for Students with Permanent Disabilities or in cases where a student grant has been exhausted or a student was not eligible for the student grant program. Tutoring is not provided under the AccessAbility Supports Program.

- **Short Courses to Prepare for Post Secondary:** Short duration training courses specifically designed to help individuals prepare for post secondary studies. Topics may include mental health and wellness, social skills, school / life balance, applying for student loans, learning transit systems, navigating campuses, budgeting and managing money, self advocacy, etc.
- **Direct Employment Services for Students:** Services to support students in finding part time and/or student summer employment or co-operative education programs. These services may include job search, resume preparation, establishment of contacts with job placement agencies, job referral, training-on-the-job, and supports required to obtain or maintain employment.
- **Technical Devices to Support Students:** Equipment or technical devices that will remove barriers and improve the ability to perform activities related to post secondary studies. Supports determination of the need for aids and devices will be based on the results of the capability assessment, discussions with the applicant and/or family members, and recommendations from a health care practitioner or professional. Supports will not be provided for students to use while attending studies in the K-12 system.

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## **HISTORY:**