

# NMONE Training Project

## Regional Face to Face Feedback

From your experience, what are ways that One-Stop Centers can be accessible and useful to people with disabilities and their families related to these three quality indicators:

### Quality Indicator 1: The One-Stop Career Center is accessible to diverse customers.

#### Location

- Safe area—bars, graffiti may feel unsafe, people inside no behind glass
- Location—multiple in large areas.
- Place in HS around city as possible sites. Ex. ABQ and other locations as well.
- Consider locating at post-secondary sites.
- Concern for locations in rural areas—consider in schools for community and students.
- Include One Stop in community schools concept.
- We need individual customer letters to improve ramp.
- Accessibility is based on available transportation, WIA board funds vans to transport people to One Stop Center.

#### Environmental and sensory

- Sensory issues: be aware of noise and clutter—chemicals, clothing.
- Divide waiting areas into different sections—one which is quieter.
- Computers and location of work area should be conducive to learning
- One-Stop Center is all on one level—w/c accessible—back and forth with ease.

## **Environmental and sensory *(continued)***

- It's a given that all components need to be accessible.
- ADA compliant. Parking lot should be leveled, not sloped.
- Make the Centers uniform (i.e. computers in same area for people from a different area (familiar). Automatic front doors.
- Lighting outside Centers needs to be better.
- Surface of ramps be looked at (it's broken up).
- Talking programs for people who are blind or a person who can help read it. Wheelchair ramps can be difficult to blind person. Have it accessible for more than one kind of disability (for people who can't read).
- Doors open at 70° close within 7 seconds.
- Have information system on a laptop computer.

## **Assistance with individual needs**

- May need to come more than once; may need to allow individual needs—make it a classroom and allow more time.
- Alternatives for non-English speakers.
- Be able to return to complete information on computer.
- As people come in computer assistance needs to be available, if needed.
- Availability of interpreter services (deaf) for adequate and effective communication.
- Communication for English as 2<sup>nd</sup> language.
- Some people need assistance to actually get to One Stop Center.

## **Staff**

- Make user friendly and have some explain simply what One Stop is about.
- Intake with greeter giving overview.
- One Stop Center staff is approachable, help problem-solve, nametags to identify them.

## **Staff (Continued)**

- Education Disability Awareness training for One Stop Center staff. "Wal-Mart Greeters"—all customers be greeted, directed, accommodated (if needed), welcomed at door. Well trained in Center and disabilities. Train in "disability etiquette"—the sooner the education to staff the better (i.e. ticket to work).
- Someone identified in each Center who is trained to ask questions (answer phone).
- There should be minimal training (basics) disability issues, (challenging behaviors, dual diagnosis, seizures, etc.) (Communication, cultural diversity).
- Maybe hire persons who have disabilities.

## **Signage**

- Pictures on sign along with name.
- Sign (need better) One-Stop Center.
- Get someone to donate sign.

## **Marketing and public awareness**

- Get word out re: One-Stops to wide variety of people.
- List of resources/services.
- Information packets from information slots (outside) drive by accessible from passenger side.
- Basics of a One-Stop Center.
- Something that defines the One-Stop Center. (Visually). Something put together to educate about One-Stop.
- "One-Stop for Jobs".

## **Partnering**

- Tickets/vouchers "ticket to work" for SSI and SSDI—need to be prepared for this influx (Sept./Oct.) Be prepared to partner and consider variety of settings; change of mindset.

NMONE Training Project,  
Community Support Alliance, Center for Development and Disability, a University Center for Excellence on Developmental Disabilities Education, Research and Service at the University of New Mexico Health Sciences Center. Funded by the United States Department of Labor Employment Training Administration with the New Mexico Division of Vocational Rehabilitation

## **Partnering (Continued)**

- Make connection with statewide transition.
- WIA, One-Stop, DOL—confusing to employee Re: employment not necessary assistance. Open communication and be aware of partners.
- One-Stop to get information about WIA partners.
- Mayor's Committee on concerns of the Handicap (accessibility) (every community needs one).
- Have a DVR office at One-Stop Career Center. Web site to access DVR/DOL databases.
- Providers provide transportation options in rural areas. One-Stop Center provides transportation after 5pm. On-Stop Center offers evening and weekend hours.

## **Quality Indicator 2: The One-Stop Career Center offers assistance that meets the needs of diverse customers.**

### **Transportation**

- OFT is a resource but when it runs out it's a problem. Customers have to be flexible and mobile to go to where the jobs are in rural areas.

### **Staff**

- Staff should be good listeners.
- Have someone at One-Stop Center who is employed there who has a disability.
- Build rapport with customers with disabilities and help them by actively asking questions about what they want to do. Find out more after building a relationship.
- Sometimes people (counselor) can make a "judgment call" that is off base or limited. Staff interaction needs to not make judgment calls.

## Staff (Continued)

- "Do you have any disabilities that may interfere with your job options?" Refers to DVR for evaluation. Once evaluation is done, then let's work together (medical history) (help person feel more comfortable) (impact).
- ADA liability of asking about disability. Put responsibility of job decision on person.
- ADA liability of promoting a job that would endanger a disability.
- "One-Stop for everybody". One-Stop Center staff needs to follow through. Some customers may not know that they can make choices and need support. Knowledge of programs/system. Network—list of employers who want people with disabilities working there
- Unemployment filing will occur by phone within two months. Every One-Stop Center has counselors available.
- It doesn't matter where you live—you can access One-Stop Center services in each community.

## Job Options

- Educate people about other options that may be of interest (challenging, or not so challenging) (counselor).
- Give customers a job description so they know what to expect. (essential functions) (vocational profiles).
- Agrees with medical history.
- Helping consumer to know their limitations, an assessment to help consumer decide what they want to do.
- Quarterly Community meeting.
- America's Job Bank [www.ajb.org](http://www.ajb.org) translate forms. Jobs relevant to customer's areas/abilities (local job opportunities).
- [www.google.com](http://www.google.com) go to language, click on which you need.
- Develop personal contacts in rural areas.

## Environmental and learning accommodations

- Need them to help people needing reframed jobs. Have accommodations like Braille.
- TB injuries—staff being aware of and making reasonable accommodations (ex. Follow-up phone calls re: appointments—have some staff work with individual on intake ask if accommodations are required).
- Aware perception of work variety; tribal language may be issue.
- Have accommodations available. Have chairs for people who have to wait in line.
- "Is there something I can do for you to make this easier?"
- What will help you be successful at this job?
- Having information available in a variety of media (i.e. audio, video, CD-ROM, tapes) the individual is the best person who knows what works.
- Video orientation (short, colorful) briefly reviews options from One-Stop Center). One directed towards high school students. One closed captions. Visual reinforcement of info. (visual learners) (statewide) After things are stabilized. Heart of orientation.
- Universal access—virtual—register online anywhere.
- Offer customers the option to register themselves on the computer.
- Make it one place vs. a bunch of places.
- Interagency collaboration through One Stop mentorship program/job shadowing that One-Stop Center staff knows about.
- Use training videos then individual consultation.
- Supported employment is at a low (quality). People with disabilities have the same rights. User-friendly One-Stop Center needs to work naturally for people with disabilities to get jobs.
- One-Stop Center have bilingual staff.
- All One-Stop Centers available upon request (by appointment) personal accommodations.
- Natural supports are ideal. Invite people together and work through problems. Need private area to share personal information lighting considerations. Distractions may be a big issue for some customers.
- Line for unemployment. Line for One-Stop Center atmosphere of emotional tension may be difficult for some people with disabilities.

## **Training accounts**

- One-Stop Center's individual training accounts are available.

## **Job skills**

- Job seeking skills/interviewing plus job ethics (keeping jobs).
- People need to know how to act in interviews, resume/application, dress, and politeness.

## **Goals and self-determination**

- Help individuals by preparing ahead of time.
- Be aware of self-determination and allow coming out.
- One-Stop Center staff asking about goals and helping people.
- Customers need to be prepared "what I want" before coming to One-Stop Center.
- Most people want something (career guidance) Step to give people information (printed material) "So you don't have a job? Now what? (short version of what to do) program by program, contact this person (in real world language not program terms).

## **Transition**

- Need to use in transition component. One-Stops need to talk to school personnel.
- 2 staff members One-Stop Center in Roswell High (assessment, job searching).
- All One-Stop Center staff in high schools need info about transition.
- Youth component of W/A (Youth counselors, youth activities—youth providers (effectively serve youth) in each county.
- One-Stop Center staff need to know the law regarding what youth can/cannot do.

## Training

- Training to One-Stops on different disabilities.
- Adult providers offer assistance at beginning, One-Stop staff to help train re: procedure
- Have outreach person—become familiar with different disabilities and go back and train. Staff need to be aware of different disabilities.
- Community providers and schools get training on from One-Stop so adult knows how to move through and teach individual so experience is positive.
- Cross training—training should be in schools.
- Families and caregivers should be trained so can support student.
- Education of One Stop Center staff so they know how to offer assistance. Make people comfortable with people with disabilities. (non-judgmental assistance—be sensitive).
- Receptionist (1<sup>st</sup> point of contact) trained in People 1<sup>st</sup> language and “maze” of all partners. (confuse more?) needs a little of information.
- One-Stop Center staff need to have education about career planning. The individual (customer) is the expert on that.
- One-Stop Center educated on transition and more training on self-advocacy, portfolio developed (current DVR testing) Transition IEP's more exact (before coming to One-Stop Center ) Rehab. Counselor and One-Stop Center staff hook up. Community connections with adult providers
- One-Stop Center staff need info. About what is transition, IEP, what the law says.

## **Quality Indicator 3: The One-Stop Career Center improves quality through actively seeking feedback from diverse customers.**

### **Across One-Stop Centers**

- All Centers need to be consistent.
- One-Stop Centers who are in better shape mentor and train others in state.
- Ask same questions (comparable data).
- More different ways to provide feedback the more feedback we will get.
- State DOL has evaluation in place. The wider variety to get feedback—the more feedback you'll get. Annually do a "town hall" meeting forum—informal feedback.

### **Location of One-Stop Centers**

- DVR counselors should be at every Center some of the time.
- House at schools, which have DVR counselor's connection thus increasing capacity for full service.
- Churches could also have Centers.
- Community schools should have career sites (including elementary).

### **Outreach**

- Outreach to gather information and provide information and training.
- Staff member should focus on outreach quite a bit of partnering needs to happen, "specialization".

### **Feedback options**

- May need other formats for community. Perhaps follow-up call.
- Follow-up with person who is assisting individual to get feedback (family, caregiver, teacher, provider).

## **Feedback options *(Continued)***

- Options for feedback (talk to someone, dictate, tape).
- Other options besides computer telephone line.
- 1-800-Feedback.
- Suggestion box.
- Follow-up survey at end of process.
- Written surveys are hard to get returned. Use calls.
- Invite employers to this [annual 'town hall' meeting].
- Get feedback from employers—be more involved in process.
- Continue "mystery shopper" annually to build up quality in One-Stop Center. Go with something specific and see what's happening now.
- Mail out survey—feedback stamped, a little card, addressed.

## **Continuing Study**

- Follow-up studies.
- Need to make sure services offered to persons with disabilities are needed/useful or beneficial. People who self-identified—how long kept job (data collection needed).
- Feedback (random sampling 25 people a month—staffing is needed) questionnaire—Are you working? Was the One-Stop Center helping? Calls.
- 90-day review/update with customers.
- 30, 60, 90, 120 Annual review of customers who are in training/employment.
- Retention study (wages, living standards, by federal government).

## **Immediate Feedback**

- Conversation for immediate feedback.
- Simple exit survey done by greeter—if don't get when leave—phone call.
- 5 question simple survey after initial visit to One-Stop Center. Quick check-off on computer.

## **Immediate Feedback *(Continued)***

- Follow-up of orientation video—ask your counselor who has a directory of...
- A lot of computer use. Tag onto/exit from computer—"What I think about One-Stop" feedback screen.
- Before someone leaves, ask people how the experience was. Form to drop off in suggestion box.
- Survey written in simple terms "Did you get help?" "Do you feel that you were listened to?" Care about/took time to understand you (Empathy 101—Listening Skills 101).
- Ask "Were you treated fairly?"
- Have simple survey down right there at One Stop Center. Confidential treatment.
- Conduct survey at provider site, answer questions, optional signature/address.

## **Web Site**

- Web site—could provide feedback there. Can also have links to each Center (education).
- Share samples of feedback on web site.
- Anonymous - Online from anywhere—feedback at the customer's leisure/time.
- Put it as part of virtual registration/feedback. Lots of options.

## **Accountability**

- Accountability re: what done with suggestions.
- Good data collection on how connections are made—secure continued funding and support.
- Share tracking information from DVR; share with One-Stop.
- Keep public informed.
- "Now that we're this far, what happens next?" What's the plan for follow through?

## Accountability *(Continued)*

- Director of One-Stop Center asks customers about the quality of services. Before/after seeing customer—report (written) goes to director daily. Body language. Referrals W/F/U call.
- Implement suggestions and get back to customer and let them know what was done.
- It's a great thing to have feedback. People need to be treated equally.
- DVR focus is to get people in, out, and employed. Have an attitude that you care what your customers think—open to suggestions.

## WIA Boards

- WIA include voices with persons with disabilities or those who support them on sub-committees.
- More disbursement of resources to prepare for ticket to work.
- Community mapping W/A Board is going to do list of W/A partners. SPO web page—find W/A—Eastern.
- DOL has contracted for a consultant to come in to evaluate physical attractiveness and organization (more compatible, easy self-service).

## Information about resources

- Need marketing plan - Resource mapping concept.
- Families should know resources could work together.

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