

# Employment, Volunteering, and Training Module Training Manual

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COLORADO LONG TERM SERVICES AND SUPPORTS  
(LTSS) ASSESSMENT TOOL



**COLORADO**  
Department of Health Care  
Policy & Financing

Prepared by HCBS Strategies, Inc.  
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Draft Document

# Employment, Volunteering, and Training Module – Training

## Purpose

The purposes of the Employment, Volunteer and Training (EVT) module of the Assessment Tool are to explore the participant's interests in employment, a volunteer position, or education and training opportunities, find out what barriers exist for the participant in meeting his/her goal, and identify supports or assistance needed to achieve the participant's desired outcome. It is intended to be used with all participants age 13 and older.

## Overview of Contents

The module is divided into six sections. Four sections begin with a trigger item so that if the participant does not have any interest in the subject of the section, the assessor can move ahead to the next area. Below is a brief explanation of each section.

- 1. Transition** – This section should be used with adults, ages 13-21, who are in middle or high school programs and will transition to adult services after graduation or completion of their secondary program. Some participants will be in special education programs which include a transition planning component. Some participants will not be in special education and will be graduating seniors in a regular secondary school program.

The Transition section provides for a discussion about interests after graduation and should be used to help determine what supports or referrals are necessary to help the participant take his/her next steps. Assessors can help encourage the participant and family to think about future life options and access counseling/assistance to help understand options. It is important the participant makes an informed decision about life options. Information must include how options may impact access to benefits such as health care and long-term services and supports (LTSS) provided through Health First Colorado (Colorado's Medicaid Program).

- 2. Employment** – This section includes items to measure the participant's interest in employment and determine whether there are barriers (real or perceived) that impede the participant's pursuit of employment or change in current employment. The assessor should treat integrated employment as preferred, although some participants may elect other types of work arrangements or may not have an interest in employment due to family responsibilities, health, other option, interests or factors.

This section is not designed to evaluate job skills. Best practice indicates that assessment of job skills should be done within the actual work environment so specific supports can be tailored to the participant and the work site. This section includes an item for the participant to identify skills or abilities that he/she perceives as valued on the job. This is intended to provide an opportunity to identify strengths and discuss them during the development of the Support Plan.

- 3. Training and Education** – This section includes items to identify the participant's interest in training and education for adults after leaving high school. This section links closely to the

employment section, as lack of education/training may limit opportunities for work that is meaningful and desired by the participant. Many new options offered by colleges, universities and technical schools, including accessible online courses, are now available and tailored to provide supports to participants with disabilities.

In addition to training/education for the purpose of better job opportunities, training/education is also a way for participants to pursue personal interests or to improve skills that help in daily living. (For example, child development classes for participants raising children, computer skills training, financial management, etc.) Continuing education classes provide an important opportunity for adults to learn and to engage in their community. The assessor should view the training and education section as an opportunity for the participant to learn about options for acquiring new skills.

**4. Volunteering** – This section includes items to identify the participant's interest in volunteer activities. For some participants, volunteering is a meaningful activity that provides an alternative or enhancement to employment, allows the participant to make a contribution (give back) to the community, and provides important opportunities for community engagement and relationship building. Similar to the employment section, the items in this section gauge interest and explore barriers, but do not evaluate associated skills.

**5. Referrals and Goals** – In this section the assessor is asked to identify areas and potential goals that should be addressed during the development of the Support Plan. It also allows the assessor to identify referrals based on the discussion.

## General Instructions for Completing the Module

The Employment, Volunteering and Training module is designed to measure interest and identify barriers. This module does not assess skills, so the approach taken in completing the module should be conversational. Because this module is intended to facilitate a free-flowing discussion, the assessor does not need to explicitly ask each question if the answer arises during the general conversation. However, the response that the assessor documents should be verified with the participant. The assessor is expected to facilitate a discussion with the participant that provides information for developing the Support Plan and also identifies areas for which a referral is appropriate.

Completion of the Employment section of this module is mandatory. According to Department of Labor (DOL), participants age 16 and older who have a disability are significantly less likely to be employed than their counterparts without disabilities. Participants who do not work are missing out on many important social, financial and personal benefits. Because many people with disabilities have historically experienced disincentives for work or have been prejudged by others as unable to work, the focus on options FOR working has become increasingly important.

While employment is important to some participants, there are options for participants desiring other types of personally meaningful experiences. The module also addresses participant interest in volunteer and educational opportunities.

### Special Instructions for Children and Age-Specific Items

This module contains items that may be skipped or only asked of participants of a specified age. Items and response options in orange font are intended for children. This module refers to children as participants age 13-18, as participants under age 12 would not complete this module.

The assessor should include the child to the maximum extent possible throughout the assessment. This includes directing items and questions to the child and consulting the parent, guardian, and/or other legal representative as necessary. Where possible, document both the participant and parent/guardian's responses. If there are conflicting reports from the child and parent/guardian, the assessor should use the training guidance and his/her expertise in selecting a response.

### Section Instructions

#### Section 1: Transition Interview (Ages 13-21 Currently in Secondary School)

This section should be used with **young adults, ages 13-21, who are currently in a secondary school program**. Secondary school includes middle/intermediate and high schools. This section provides an opportunity for youth and family members to begin thinking about transition options when the participant turns 18.

The purposes are to determine if the participant has a plan for what he/she wants to do after secondary school and begin to plan for what supports the participant may need related to employment, volunteer activities, and/or additional training and education.

**Commented [AC1]:** Update after automation is complete.

| Assessment Item  | Guidance  |
|--|---|
| <b>Section 1: Transition Interview</b>   |   |
| <b>1. Do you already have a plan in place for your transition from high school for:</b><br><br>a. Further education or training?<br>○ Yes ○ No<br>b. Employment?<br>○ Yes ○ No<br>c. Volunteering?<br>○ Yes ○ No<br><br>If yes to any of the above, briefly describe:<br><br>_____ | Explore whether the participant has a plan for transitioning after completing high school.<br><br>The assessor should ask any follow up questions needed to capture a brief description of the plan. <i>For example, the participant may say he/she has a plan for continuing school/training. As a follow-up, the assessor might ask:</i><br><br><ul style="list-style-type: none"><li>• <i>Where would you like to continue your school/training?</i></li><li>• <i>What are you interested in studying?</i></li></ul> |

| Assessment Item   | Guidance   |
|---|--|
| <b>Section 1: Transition Interview</b>  |  |
| <p><b>2. What are you most interested in doing after you finish school? Check all that apply</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Would like to attend post-secondary training or education (Complete Section 3)</li> <li><input type="checkbox"/> Would like to be employed (Complete Section 2)</li> <li><input type="checkbox"/> Would like to volunteer (Complete Section 4)</li> <li><input type="checkbox"/> Isn't sure about what he/she would prefer to do</li> <li><input type="checkbox"/> Needs more information about options</li> </ul> | <p>The assessor does not need to re-ask the participant for information provided in Item 1 and can code Item 2 based on the completeness of the answer when possible.</p> <p>The assessor should ask the participant about areas not already covered in Item 1 because the participant may have more than one interest. Item 2 is intended to help identify more about interests after graduation with the goal of coordinating HCBS to support the participant's personal interests and goals.</p> <p>If the participant has specific interests but does not have a plan for how he/she will "make it happen", the assessor can flag this for a referral. For example, a referral may be made to the school counselor to assist the participant with completing applications to educational programs and/or apply for financial assistance.</p> |
| <p><b>3. Have you used Vocational Rehabilitation or Youth Programs from the Department of Vocational and Rehabilitation Services?</b></p> <p><input type="radio"/> Yes. If yes, describe:<br/>_____</p> <p><input type="radio"/> No. If no, are you interested in receiving a referral?</p> <p><input type="radio"/> No    <input type="radio"/> Yes</p> <p>If yes describe types of supports potentially interested in receiving:<br/>_____</p>  | <p>Explain to the participant that he/she can receive assistance from the Department of Vocational Rehabilitation for supports under the Workforce Innovation and Opportunity Act (WIOA) even while still in high school. Available services include vocational rehabilitation and youth programs.</p> <p>If participant has been told by DVR to wait until he/she is out of school, offer to provide contact for Disability Law CO to obtain more information.</p>  |
| <p><b>End of section.</b></p>   | <p>The assessor can use the interests indicated in the interview to guide which sections of the module to complete. For example, if the participant is interested in a college or vocational school experience after graduating, the assessor should make sure to complete the section pertaining to Training and Education. <u>The sections for employment, volunteering and training/education can be done in any order that helps to engage the participant in the discussion of interests.</u></p>   |

## Section 2: Employment

The first item in this section is mandatory. Making this item mandatory supports employment as a choice for people with disabilities. **Employment First** refers to policies and practices that support

employment as the first option for participants with disabilities. Benefits counseling can assist people with disabilities to understand their options for being employed without losing essential benefits, such as those provided through Health First Colorado. Customized employment approaches can be used to assess specific job interests, capabilities, and needs in the work setting, leading to an individualized approach for supporting participants wanting to be employed. Additional information about *Employment First* can be found at the following site: [www.selnmembers.org/homepage](http://www.selnmembers.org/homepage)

The following sample script can be used (or adapted) for introducing this section:

*This section includes items to learn about your interest in employment and what, if any, barriers exist that keep you from working. It may be possible to help remove those barriers in some cases. If you currently have a job, we can discuss if there are any supports that would assist you to continue working in a job that you enjoy.*

| Assessment Item   | Guidance  |
|---|---|
| <b>Section 2: Employment</b>  |   |
| <p><b>1. Participant's current situation</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Employed or in Internship/Apprenticeship (Go to Item 3)</li> <li><input type="radio"/> Not employed and interested in working (Continue to Item 2)</li> <li><input type="radio"/> Retired and not interested in working (Skip to Section 3)</li> <li><input type="radio"/> Not employed and not interested in working (Skip to Item 7)</li> <li><input type="radio"/> Chose not to answer this section (Skip to Section 3)</li> </ul> | <p>Item 1 is used as a "trigger item" to determine whether to complete the remainder of the section.</p> <p>➡ This item includes a "skip pattern" for completing the Employment section if either of the following are selected:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Employed or in Internship/Apprenticeship (Go to Item 3)</li> <li><input type="radio"/> Not employed and interested in working (Continue to Item 2)</li> </ul> <p>➡ For participants who are not retired and indicate no interest in working, skip to Item 7 to discuss barriers to working.</p> <ul style="list-style-type: none"> <li><input type="radio"/> Not employed and not interested in working (Skip to Item 7)</li> </ul> <p>➡ For participants who are retired and indicate no interest or refuse to answer this section, the assessor should skip to Section 3 of the module.</p> <ul style="list-style-type: none"> <li><input type="radio"/> Retired and not interested in working (Skip to Section 3)</li> <li><input type="radio"/> Chose not to answer this section (Skip to Section 3)</li> </ul> |
| <p><b>2. Have you been employed in the past?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> No</li> <li><input type="radio"/> Yes, but prior to disability. Describe: _____</li> <li><input type="radio"/> Yes. Describe: _____</li> </ul>  | <p>The assessor should ask the participant about past employment. If coded "yes", ask for a brief description.</p> <p><i>Example: Don previously worked as an IT technician for five years at CB Industries.</i></p>  |

| Assessment Item  | Guidance  |
|--|---|
| <b>Section 2: Employment</b>   |   |
| <p>If participant is not employed currently but is interested in employment, skip to Item 7 in this section.</p>   | <p>Some participants may have worked prior to having a disability but not post disability. The assessor should note if this is the case. For example: <i>David worked as a carpenter prior to the accident resulting in his disability but has not been able to return to his job.</i></p> <p>➔ If the participant is not employed currently but is interested in employment, the assessor will now skip to Item 7 in this section.</p>   |
| <p><b>3. Current type of work (position) and employer (or self-employment)</b></p> <hr/>   | <p>Record any information about the participant's <b>current</b> work and his/her employer.</p> <p><i>Example: Angie currently works at Kids' Korner as a receptionist.</i></p>   |
| <p><b>4. Average hours per week</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 32 or more hours per week</li> <li><input type="radio"/> 20-32 hours per week</li> <li><input type="radio"/> Less than 20</li> <li><input type="radio"/> Intermittent (e.g. seasonal or as needed)</li> </ul> | <p>Indicate the average number of hours per week the participant works.</p> <p>For jobs, such as teacher aides, where the work year may be less than 12 months but not intermittent, indicate the number of hours during the normal school year.</p>  |
| <p><b>5. Wage rate</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Hourly: Earns minimum wage or more</li> <li><input type="radio"/> Hourly: Paid less than minimum wage</li> <li><input type="radio"/> Paid per piece or deliverable</li> <li><input type="radio"/> Salaried</li> </ul>      | <p>Indicate the general rate of wages earned. The assessor is NOT required to verify this information. This item is not to be used for any determination of financial eligibility and should be self-reported by the participant. The participant is not required to state wages, only to indicate the wage type (e.g., hourly) and whether the amount is at least minimum wage, per piece or deliverable, or salaried.</p> <p>Annual income is not necessarily an indicator of the wage rate because participants may only work part time or intermittently.</p> |
| <p><b>6. Level of satisfaction in current job, hours and benefits</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Satisfied</li> <li><input type="radio"/> Not satisfied. If not satisfied, reason for dissatisfaction:</li> </ul> <hr/>  | <p>Ask the participant if he/she is satisfied with their current job. If he/she has already indicated satisfaction or dissatisfaction as part of the discussion, verify with the participant what is being coded.</p>   |
| <p><b>7. Participant's perceived barriers (to keeping current employment or getting the kind of job he/she wants or being interested in employment):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Training/education level</li> </ul>   | <p>Item 7 includes a listing of potential barriers. The participant should be asked about what he/she sees as a barrier or reason that he/she would not be able to get a job they want. Check all that apply. If there are no barriers, select "No perceived barriers".</p>   |

| Assessment Item  | Guidance  |
|--|---|
| <p><b>Section 2: Employment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Caregiver obligations or family expectations</li> <li><input type="checkbox"/> Participant expectations</li> <li><input type="checkbox"/> Housing stability</li> <li><input type="checkbox"/> Transportation</li> <li><input type="checkbox"/> Job experience</li> <li><input type="checkbox"/> Legal issues</li> <li><input type="checkbox"/> Physical health</li> <li><input type="checkbox"/> Emotional or mental health</li> <li><input type="checkbox"/> Need for reasonable accommodations</li> <li><input type="checkbox"/> Losing Health Care First Colorado</li> <li><input type="checkbox"/> Losing SSI/SSDI</li> <li><input type="checkbox"/> Losing other benefits</li> <li><input type="checkbox"/> Public perception/stigma about employability</li> <li><input type="checkbox"/> Unable to get personal support services outside of the home</li> <li><input type="checkbox"/> No ongoing job coaching</li> <li><input type="checkbox"/> Can't find a job</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> No perceived barriers</li> </ul> <p><b>Describe perceived barriers.</b></p> | <p>The assessor does not need to ask the participant about each item on this list.</p> <p><i>What kinds of things do you see as being in the way of you getting a job you want?</i></p> <p>If the participant needs some prompts to answer, the assessor should provide a couple of examples based on the discussion that has occurred.</p> <p><i>Example: You said earlier that you lost your previous job due to problems in getting a ride. Is getting to and from a job likely to be one of your biggest concerns?</i></p> <p>➔ If the participant indicates training and/or education level as a barrier, the assessor should complete Section 3 after the Employment section is completed.</p> <p>Perceived barriers may indicate the need for a referral. <i>For example, if the participant is worried about losing Health First Colorado benefits or other benefits, a referral for benefits counseling may help clarify the pros, cons, and opportunities for working while also receiving assistance through programs.</i></p> <p>Perceived barriers may also have Support Plan implications such as the need for choosing LTSS options that are more flexible in helping the person achieve goals (e.g., consumer directed supports, more flexible personal supports, assistive technology, etc.)</p> |
| <p><b>8. If participant is "not employed" in Item 1-</b> Interest in employment IF barriers can be addressed:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Interested</li> <li><input type="radio"/> Not interested (Skip to Section 3)</li> </ul>   | <p>This item identifies whether the participant has an interest in getting a job if the perceived barriers can be addressed. This item should only be used with participants who are not currently employed.</p> <p>If the participant does not wish to pursue employment even if barriers are addressed, skip to Section 3.</p>  |
| <p><b>9. Assistance needed to work:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Independent (with devices, if used)</li> <li><input type="radio"/> Needs help weekly or less (e.g., if problems arise)</li> <li><input type="radio"/> Needs help every day but does not need continuous presence of another person</li> <li><input type="radio"/> Continuous presence of another person</li> </ul>  | <p>Identify any assistance or support that is needed for the participant to work or continue working.</p> <p>If no assistance is needed, mark "Independent".</p>  |

| Assessment Item  | Guidance  |
|--|---|
| <b>Section 2: Employment</b>   |   |
| <input type="radio"/> Other: _____   |   |
| <b>10. What skills do you have that would help you toward getting the kind of job you really want or keeping your current job?</b>                               | <p>This is an open-ended item that allows the participant to describe desired skills or training toward getting a job (or a different position). The assessor will record the information provided. If the participant needs prompts to respond, the assessor may use or adapt any of the following:</p> <ul style="list-style-type: none"> <li>• <i>What type of work are you good at doing?</i></li> <li>• <i>Have you gone to college or trade school?</i></li> <li>• <i>What talents do you have that you think make you a good candidate for a job?</i></li> <li>• <i>Have you volunteered or done work that you haven't been paid to do?</i></li> </ul>   |
| <b>11. Ideal job</b>   | <p>This is an open-ended item that allows the participant to describe his/her ideal job. The assessor will record the description provided. If the participant needs prompts to respond, the assessor may use or adapt any of the following:</p> <ul style="list-style-type: none"> <li>• <i>What jobs would you most like to do? What do you like most about that job?</i></li> <li>• <i>Is there a place you would really like to work? What would you most like to do there?</i></li> </ul> <p>The assessor should <b>NOT</b> discourage or prejudge the possibilities for people to get an "ideal job." Although some participants may have an ideal job that would be a challenge for them to do, there may be ways to help the participant get into a meaningful job using some creative supports. For some real-life examples, visit: <a href="http://www.realworkstories.org">www.realworkstories.org</a></p> |
| <b>12. Employment Goals</b><br><b>a. Goals:</b><br>_____<br>_____<br><b>b. Supports participant feels are most important to achieve goals:</b><br>_____<br>_____ | <p>Item 12 is an opportunity for the participant to discuss goals for employment and supports he/she feels are most important to achieving goal(s).</p> <p>Record information provided by the participant. If the participant needs prompts to help identify goals and support needs, the assessor can use or adapt the following examples:</p> <ul style="list-style-type: none"> <li>• <i>What would you like to see happen in regard to work/employment?</i></li> </ul>  |

| Assessment Item              | Guidance   |
|------------------------------|--|
| <b>Section 2: Employment</b> |  |
|                              | <ul style="list-style-type: none"> <li>• <i>What do you see as being most important to helping you achieve that goal?</i></li> </ul> |

Once Section 2 is complete, the assessor will proceed to Section 3 or Section 4 (if participant indicates education and training as a barrier, proceed to Section 3 next).

### Section 3: Training and Education

Section 3 assesses the participant's interest in training and education, post high school. There are a growing number of options for supporting participants with disabilities, including cognitive disabilities, in college and vocational schools.

The following script may be used or adapted when introducing this section:

*This section includes items that explore your interest in training or education. This can include opportunities such as obtaining a GED, college classes toward obtaining a certificate, undergraduate or graduate degree, technical school training or continuing education classes to help you learn more about an area in which you have an interest (e.g., computer class, photography class, etc.).*

| Assessment Item  | Guidance   |
|--|--|
| <b>Section 3: Training and Education (Post High School)</b>  |  |
| <b>1. Participant's past schooling or training:</b> Select highest level of attainment. <ul style="list-style-type: none"> <li>○ College degree or post-graduate degree</li> <li>○ High school diploma plus substantial education beyond high school (associate degree, technical college, apprenticeship, working toward 4-year degree, etc.)</li> <li>○ High school diploma, GED, or entry-level certificate</li> <li>○ Currently attending GED, entry-level certificate classes or other training (e.g.ESL, skills training, supported employment or other entry level certificate course)</li> <li>○ No high school diploma, GED, or entry-level certificate and is not in school or training</li> <li>○ Met graduation standards with an IEP through participation in a special education transition program</li> </ul> | Select the highest level of education attained or currently in process by the participant. |

| Assessment Item   | Guidance  |
|---|---|
| <b>Section 3: Training and Education (Post High School)</b>   |   |
| <ul style="list-style-type: none"> <li><input type="radio"/> Currently attending junior high or middle school</li> <li><input type="radio"/> Currently attending high school</li> <li><input type="radio"/> Adult education classes or continuing community education</li> <li><input type="radio"/> Other _____</li> <li><input type="radio"/> Unknown</li> <li><input type="radio"/> Chose not to answer</li> </ul>   |   |
| <p><b>2. Current involvement or interest in training or education:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Currently in training or educational program</li> <li><input type="radio"/> Currently in program but wants a change</li> <li><input type="radio"/> Is NOT in training/education program but is interested</li> <li><input type="radio"/> Not interested in training/education activities (Skip to Section 4)</li> </ul>   | <p>This item acts as a trigger item to help identify interest in training and education and guides the assessor in how to complete this section. The assessor should talk with the participant about his/her interest in education or training.</p> <p>It is important to note that training/education opportunities do not need to be for employment or higher education degree purposes. For example, many adults enjoy continuing education classes to learn more about an area of interest.</p> <p>➡ If participant responds that he/she is not interested in training/education activities, the assessor should skip to Section 4.</p> |
| <p><b>3. If enrolled in training/education currently: Satisfaction with current program or training:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Satisfied and does not need assistance (Skip to Item 6)</li> <li><input type="radio"/> Satisfied but needs some assistance. Describe: _____</li> <li><input type="radio"/> Not satisfied. Describe reason for dissatisfaction: _____</li> </ul>   | <p>If the participant is currently enrolled in a training or educational program, ask him/her about satisfaction with the program. Document and describe any need for assistance or support.</p> <p>➡ If the participant is satisfied and not in need of assistance, proceed to Item 7 to discuss goals and implications for the Support Plan around training and education.</p>  |
| <p><b>4. Perceived barriers or challenges:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Current hours worked</li> <li><input type="checkbox"/> Caregiver obligations or family expectations</li> <li><input type="checkbox"/> Participant expectations</li> <li><input type="checkbox"/> Housing stability</li> <li><input type="checkbox"/> Transportation</li> <li><input type="checkbox"/> Physical health</li> <li><input type="checkbox"/> Emotional or mental health</li> <li><input type="checkbox"/> Finances to pay for training/education</li> <li><input type="checkbox"/> Need tutoring or other help for completing course work</li> <li><input type="checkbox"/> Lack of available classes near my home</li> </ul> | <p>Talk with the participant about barriers or challenges affecting his/her experience with training and education.</p> <p><i>Example: David states he needs access to technology that works better with his hardware and would improve his ability to read material and complete course work.</i></p> <p>Identified barriers should be reviewed and discussed during Support Planning to determine whether assistance can be obtained either through LTSS or through another source.</p> <p>➡ If there are no perceived barriers, the assessor should skip to Section 4.</p>   |

| Assessment Item   | Guidance  |
|---|---|
| <b>Section 3: Training and Education (Post High School)</b>   |   |
| <input type="checkbox"/> Need for assistance with matching classes to interests<br><input type="checkbox"/> Unable to get personal support services outside the home<br><input type="checkbox"/> Public's perception or stigma<br><input type="checkbox"/> Legal issues<br><input type="checkbox"/> Access to technology needed for education<br><input type="checkbox"/> Other _____<br><input type="checkbox"/> No perceived barriers ( <a href="#">Go to Section 4</a> ) |   |
| <b>5. Participant perceived need for assistance:</b><br><input type="checkbox"/> Assistance with referral to someone able to address educational/training program needs<br><input type="checkbox"/> Assistance with other non-educational support needs<br><input type="checkbox"/> Other _____<br><input type="checkbox"/> Does not want/need assistance at this time  | Talk with the participant about the type(s) of assistance desired, if any. Check all that apply.  |
| <b>6. Training/Education</b><br>a. Goals/Outcomes Desired:<br>_____<br>_____<br>_____<br>_____<br>b. Supports participant feels are most important to achieve goals:<br>_____<br>_____<br>_____   | Item 6 is an opportunity for the participant to discuss goals for training and education and supports he/she feels are most important to achieving goal(s).<br><br>Record information provided by the participant. If the participant needs prompts to help identify goals and support needs, the assessor can use or adapt the following examples: <ul style="list-style-type: none"> <li>• <i>What would you like to see happen in regard to your learning activities?</i></li> <li>• <i>What do you see as being most important to helping you achieve that goal?</i></li> </ul> |

#### Section 4: Volunteer

Section 4 is not mandatory but should be offered to the participant by using the first item to trigger proceeding (or not). This section explores the participant's interest in volunteering and barriers to doing so. Interest in volunteering may trigger a referral at the end of this module.

The following script may be used to introduce the section.

*This section includes items to learn about your interest in volunteering and what, if any, barriers exist for you to volunteer. It may be possible to help remove those barriers in some cases. If you currently volunteer, we can discuss if there are any supports that would assist you to continue working in a situation that you enjoy.*

| Assessment Item  | Guidance  |
|--|---|
| <b>Section 4: Volunteer</b>  |   |
| <p><b>1. Current volunteer status:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Currently volunteers</li> <li><input type="radio"/> Currently volunteers but wants a change</li> <li><input type="radio"/> Does not volunteer but is looking for or interested in volunteering</li> <li><input type="radio"/> Not interested in volunteering (Skip to Section 5)</li> </ul>  | <p>Ask the participant about any current volunteer work and document the response.</p> <p>➡ If the participant is not interested in volunteering, the assessor should proceed to Section 5.</p>   |
| <p><b>2. Have you volunteered in the past?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> No</li> <li><input type="radio"/> Yes. Describe: _____</li> </ul>  | <p>Document whether the participant has volunteered in the past. Do not use this item if currently volunteering (use Item 3 for current work).</p> <p>If the participant currently volunteers but has not volunteered previously, select "no".</p> <p>Briefly describe past volunteer experience:</p> <p><i>Example: Mary volunteered with Red Cross for two years as an organizer of local blood drives.</i></p>   |
| <p><b>3. Describe current volunteer activity or interest in volunteer work:</b></p> <p>_____</p>   | <p>This item is used to document:</p> <ul style="list-style-type: none"> <li>• Current volunteer activities OR</li> <li>• Volunteer efforts the participant has an interest in performing.</li> </ul>   |
| <p><b>4. Challenges or barriers to volunteering:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Current hours at employment leave little time to volunteer</li> <li><input type="checkbox"/> Caregiver obligations or family expectations</li> <li><input type="checkbox"/> Participant expectations</li> <li><input type="checkbox"/> Housing stability</li> <li><input type="checkbox"/> Transportation</li> <li><input type="checkbox"/> Physical health</li> <li><input type="checkbox"/> Emotional or mental health</li> <li><input type="checkbox"/> Legal issues</li> <li><input type="checkbox"/> Need training or other support to perform volunteer duties</li> </ul> | <p>Talk with the participant regarding any challenges or barriers to volunteering he/she experiences or anticipates. Also briefly describe any perceived barriers.</p> <p><i>Example: Mary states she could volunteer if she could get help with transportation on a regular basis.</i></p> <p>Identified barriers should be reviewed and discussed during Support Planning to determine whether assistance can be obtained either through LTSS or through another source.</p> <p>Some of these barriers may also trigger a referral.</p> |

| Assessment Item   | Guidance   |
|---|--|
| <p><b>Section 4: Volunteer</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can't find volunteer opportunities</li> <li><input type="checkbox"/> Unable to get personal support services outside home</li> <li><input type="checkbox"/> Public perception or stigma</li> <li><input type="checkbox"/> Other _____</li> <li><input type="checkbox"/> No perceived barriers (If no barriers exist, Skip to Item 6)</li> </ul> <p>Describe perceived barriers</p> <hr/>   | <p>If there are no perceived barriers, skip to Item 6 to discuss volunteering goals and implications for the Support Plan.</p>   |
| <p><b>5. Type of assistance desired to meet needs:</b> Check all that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Match interests to a new volunteer opportunity</li> <li><input type="checkbox"/> Increase/decrease volunteer hours</li> <li><input type="checkbox"/> Referral to a volunteer coordinator or other staff at an agency/site. Name of agency/site of interest, if known:<br/>_____</li> <li><input type="checkbox"/> Support services to help with addressing the identified barriers</li> <li><input type="checkbox"/> Wants no assistance at this time</li> </ul> | <p>Talk with the participant about the type(s) of assistance desired, if any. Check all that apply.</p>  |
| <p><b>6. Volunteer Goals/Outcomes Desired:</b></p> <p>a. Goals:<br/>_____</p> <p>b. Supports participant feels are most important to achieve goals:<br/>_____</p>   | <p>Item 6 is an opportunity for the participant to discuss goals for volunteering and supports he/she feels are most important to achieving goal(s).</p> <p>Record information provided by the participant. If the participant needs prompts to help identify goals and support needs, the assessor can use or adapt the following examples:</p> <ul style="list-style-type: none"> <li>• <i>What would you like to see happen in regard to volunteer activities?</i></li> <li>• <i>What do you see as being most important to helping you achieve that goal?</i></li> </ul> |

### Section 5: Referrals and Goals

Items 1-3 in this section are mandatory to complete. If there is nothing important to the participant in Item 1 or no implications for the Support Plan in item 3, enter "N/A".

| Assessment Item   | Guidance  |
|---|---|
| <b>Section 5: Referrals and Goals</b>   |   |
| <b>1. What is important to the participant?</b>   | This item includes any goals or outcomes related to employment, volunteering, and training. If the participant expresses desired outcomes during the discussion of previous sections in this module, the assessor can bring these back up and talk about their importance. If already documented in previous sections, information does not need duplicated here. |
| <b>2. Indicate any referrals needed:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transition Assistance (13-21 in high school)</li> <li><input type="checkbox"/> Employment:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Colorado Works</li> <li><input type="checkbox"/> Department of Vocational Rehabilitation (DVR)</li> <li><input type="checkbox"/> Employment counseling and/or assessment- Non-DVR</li> <li><input type="checkbox"/> Employment support provider- Non-DVR</li> <li><input type="checkbox"/> Benefits counseling, including information about Medicaid buy-in</li> <li><input type="checkbox"/> Social Security Administration – Ticket to Work</li> <li><input type="checkbox"/> Social Security Administration - Other</li> <li><input type="checkbox"/> ADA assistance</li> <li><input type="checkbox"/> One-Stop Career Centers</li> <li><input type="checkbox"/> Transportation assistance</li> <li><input type="checkbox"/> Child care assistance</li> <li><input type="checkbox"/> Housing assistance</li> <li><input type="checkbox"/> Life Coach</li> <li><input type="checkbox"/> Other</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li><input type="checkbox"/> Volunteer opportunity:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Volunteer coordination assistance</li> <li><input type="checkbox"/> Transportation assistance</li> <li><input type="checkbox"/> Training</li> <li><input type="checkbox"/> Child care</li> <li><input type="checkbox"/> Housing assistance</li> </ul> </li> </ul> | The assessor should indicate all potential referrals needed for transition, employment, volunteering, and training/education. These areas of need should be reviewed and discussed during the Support Plan meeting.   |

| Assessment Item   | Guidance   |
|---|--|
| <b>Section 5: Referrals and Goals</b>   |  |
| <input type="checkbox"/> ADA assistance<br><input type="checkbox"/> Life Coach<br><input type="checkbox"/> Other _____<br><input type="checkbox"/> Training/Education:<br><input type="checkbox"/> Community education program<br><input type="checkbox"/> Financial assistance<br><input type="checkbox"/> School counselor<br><input type="checkbox"/> Transportation assistance<br><input type="checkbox"/> Housing assistance<br><input type="checkbox"/> ADA assistance<br><input type="checkbox"/> Life Coach<br><input type="checkbox"/> Other _____ |  |
| <b>3. Assessed Needs and Support Plan Implications</b><br>_____   | The assessor should indicate all potential supports needed for transition, employment, volunteering, and training/education. These areas of need should be reviewed and discussed during the Support Plan meeting. |
| <b>4. Recommended changes, clarifications or other issues: Describe any changes to the items (included changes to training) in this section that the case manager believes will make the items clearer and/or collect more useful information.</b>  | Describe any recommendations for improving the assessment module or training, including adding/removing items or items that require further clarification.   |