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**Community Planning Teams**

**Needs Assessment**

**2013-2014**

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***Ohio Employment First Local Leaders***

Table of Contents

Introduction 2

Section 1: Key Partners and Collaboration 6

Section 2: Community Profile 9

Section 3: Knowledge, Skills and Dispositions of Professionals 15

Section 4: Resources 36

# Introduction

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hio’s Employment First Initiative was launched on March 19, 2012 when Governor Kasich signed an Executive Order that declared community employment as the preferred option for people with developmental disabilities. The Executive Order established an Employment First Taskforce, comprised of state agency leaders from the Ohio Departments of Education, Job and Family Services, Medicaid, Mental Health and Addiction Services and Opportunities for Ohioans with Disabilities Agency (formerly RSC) with leadership from the Ohio Department of Developmental Disabilities. An Advisory Committee was also formed, which includes representation from a broad membership of stakeholders, including county boards of developmental disabilities, families and individuals served, providers, and other agencies.

The Taskforce approved a list of nine recommendations to implement Ohio’s Employment First Initiative, including a training plan for all entities that serve and support individuals with developmental disabilities. The plan’s objective is to create a statewide system of training that identifies the needs of each local community, addresses the sustainability of the training systems and focuses on embedding the use of best practices. The Advisory Committee Training Workgroup developed the Local Leaders project to identify the needs of local communities and develop action plans to address the identified needs. Six communities were selected to participate in Local Leaders.

This tool should be utilized by each of the Local Leaders teams, with the assistance of their assigned facilitator, to identify the needs of each community. The results of this needs assessment will be utilized to develop an action plan to address the identified needs. The Taskforce will also review the information gathered to identify successes and address barriers to employment.

### Definitions

Common definitions for the following terms have been adopted by the Taskforce agencies: community employment, competitive employment, and integrated setting. Below are the definitions:

**“Community employment”** means employment which is competitive employment and takes place in an integrated setting.

**“Competitive employment”** means full-time or part-time work in the competitive labor market in which payment is at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by persons who are not disabled.

**“Integrated setting”** means a setting typically found in the community where individuals interact with persons who do not have disabilities to the same extent non-disabled persons in comparable positions interact with other persons. This includes employment settings where employees interact with the community via technology.

### Purpose – Local Leaders Community Planning Teams

Local Leaders teams will enable the Ohio Department of Developmental Disabilities to create a statewide system of training that identifies the needs of local communities, addresses the sustainability of the training systems and is focused on embedding the use of best practices. It will enable Ohio to learn more about employment of individuals within the developmental disability system, the strengths and weaknesses of community employment in Ohio, and promote best practices of supported employment to local communities.

Local Leaders Teams are interagency structures, comprised of key partners within the self-identified ‘community.’ Interagency teams provide the vehicle for embedding the use of best practices that permeate and align at all levels of the system – state, community, and individual.

### Statewide Benchmarks Related to this Project

* By June 30, 2014 Ohio will increase the number of students with developmental disabilities entering community employment by 10 percent.
* By June 30, 2014 Ohio will increase the amount of adults of working age with developmental disabilities who are employed in their community by 10 percent.

### Purpose of the Needs Assessment

This Needs Assessment is a tool to help lead a community team through the process of planning to address some or all of the Topical Areas in a specific local community. These topical areas include:

* Family involvement,
* Interagency collaboration,
* Improving preparation for youth and adults.
* Employer engagement,
* Person-centered planning and
* Provider competencies and skills,

The purpose of this Needs Assessment is to assist the team to gather data and information for an Action Plan. The Needs Assessment includes examples, organizers, helpful tips, and more to be used as the team sees fit for the purpose of creating an Action Plan. A state-assigned facilitator will guide each team through the tool and Action Plan development.

The Needs Assessment is designed to assist teams in identifying both short-term and long-term strategies for increasing the skills of professionals, aligning agency policies and practices to facilitate collaboration and embed best practices, creating a community culture of high expectations, networking with employers, addressing the concerns and expectations of families and improving the preparation of youth and adults with developmental disabilities for community employment.

### Getting Started on the Needs Assessment

Have your Local Leaders application available as a source of information for some parts of this Needs Assessment. Make sure all team members are familiar with the content of the application. You may have chosen to add additional team members since the application was submitted. Ensure that the team now assembled shares a vision for your community and the work you plan to do to enhance community employment opportunities for youth and adults with developmental disabilities.

Systems Change is challenging work! You may find that there could be numerous approaches for implementing the changes your team envisions. The Topical Areas listed above were chosen because they are frequently cited in research as being critical to the success of community employment for individuals with developmental disabilities. Most agencies have accountability for working with populations that include but are not *exclusive* to developmental disabilities. Systems changes need to allow all partners to continue to meet the full scope of their responsibilities, while improving services to youth and adults with developmental disabilities. An additional ‘siloed’ system focused entirely on one population will not produce positive results.

# Section 1: Key Partners & Collaboration

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orming key partnerships is essential to the success of your Local Leaders team. It is important to consider who the key partners should be, what roles they play within your community, how they will help you accomplish your goals, how these partners are engaged with one another right now, and how these partnerships can be strengthened over time. This chart should be helpful as you work on Section 1 of the Needs Assessment.

Representatives from these key partners may already be members of your team. You may find there are additional key partners who need to be involved. It will be important to engage key partners in some phase of the Action Plan, either by adding partners to the team now to develop the Action Plan or by planning to involve them at other stages of implementation.

### Tips for Completing the Key Partners Chart

Identifying your key partners and answering the additional questions about them is best completed within a focused team discussion. Members of the team compiling the information on the chart will likely represent or are familiar with the key partner agencies, stakeholders and organizations.

It is suggested that you plan to compile as much of the information for this chart as you can within one meeting. Flag those items that will require some research or access to additional information and assign a team member to gather it before the next team meeting. By the end of a team meeting to identify key partners, there should be information in all four columns. Information can always be refined or updated at any time.

### Who are our Key Partners?

Include the agencies/organizations/stakeholder groups of each of the members of the team. Discuss if there are additional partners who are essential to include in developing or implementing the Action Plan who are not currently represented on the team. Discuss how to add or include them.

Key partners are those with a direct role in working with youth and/or adults with developmental disabilities in preparing for, obtaining and/or maintaining community employment.

### What Role does each play in implementing our Local Leaders Action Plan?

Discuss the ways in which each key partner does or could contribute to community employment for youth/adults with disabilities. Describe specifically the role, as the team sees it, of each partner.

### In What Ways do Key Partners Currently Collaborate?

The entities listed in the first column may or may not already have relationships with some or all of the other key partners. Where relationships and partnerships already exist, describe how the partners work together or in what ways they already interact.

### How Can Collaboration with Key Partners be Strengthened?

Information in this column is likely to be included in the team’s Action Plan. For example, key partners may already have relationships with each other, but not expressly for the purpose of community employment. Or some partners may only network with a few, but not all key partners. Partners may attend informational meetings with one another, but not work as a team directly with individuals.

## Key Partners and Collaboration

|  |  |  |
| --- | --- | --- |
| Who are our Key Partners? | What role will each play in our proposed project? | How would our partnerships be strengthened? |
|  |  |  |
| Are there additional partners we should include? If so, who? | | |
|  | | |

# Section 2: Community Profile

I

n this section you will define your geographic area/community (e.g. number of counties, number of school districts), and identify the key demographics in your defined area. Each Local Leaders Team may include different geographic and demographic characteristics because of the unique aspects of their area and the proposed focus of their action plan. By completing this section you are taking a closer look at your community before you begin to identify the needs of the area. The graphic below includes examples of geographic and demographic characteristics. Note: You may decide to include these examples as part of your final description, as well as ones not listed here. The graphic on the following page should be used for the purpose of compiling this information.

### Tips for Completing the Community Profile

The Community Profile will assist your team in defining (and agreeing on) the geographic area encompassed by your Community. There may be longstanding or historical relationships among parts of your geographic region to consider. There may be political, economic or governmental relationships among areas of your Community that could impact your team composition and/or how you will go about implementing your plan. The team should take some time to discuss if any of these types of factors are present in your area and if, and how, they could impact the work of the team. These discussion questions may help your team come to a common understanding of a Definition and Key Demographics for your Community.

### Start with the SWOT Analysis

This activity will help you to define your community and help you to consider each area as a Strength, Weakness, Opportunity, Threat or just a Fact, and put the letter at the end of the box. Strengths and weaknesses normally relate to the 'now' and opportunities and threats relate to the 'future.

### Key Demographics

Additional or different questions may help your team to define your Community. The purpose of defining the Community is to:

* Ensure a common understanding among team members of the geographic and governmental boundaries of your Community
* Ensure all key partners within those boundaries are represented or included in Action Plan implementation
* Have valid data to use as baseline for improvement within the action plan

### Community Profile SWOT Analysis www.quickfacts.census.gov

| **Question** | **Response** | **S,W,O,T, or F** |
| --- | --- | --- |
| **Brief summary of the history and description of the area** | | |
| Is your community a village, town or city? |  |  |
| What is the geographic setting of your community? Is it rural/urban or a combination? |  |  |
| Is your community growing or declining in size? |  |  |
| How would you describe the character of your community? |  |  |
| Are there any special features to your community? |  |  |
| **Population** | | |
| What is the total population of your community? |  |  |
| How many individuals are eligible for developmental disability services? |  |  |
| What is the gender breakdown of the population? |  |  |
| What is the age of the population? |  |  |
| What is the state of the health of the population? |  |  |
| What proportion of the population is working? |  |  |
| How many people with developmental disabilities have a community job? |  |  |
| What is the ethnic breakdown of the community? |  |  |
| Are there changes taking place to affect the size or makeup of the population? |  |  |

| **Question** | **Response** | **S,W,O,T, or F** |
| --- | --- | --- |
| **Local government and health care services** | | |
| Are public service facilities accessible in your community? (fire, police, etc.) |  |  |
| Are health facilities accessible in your community? (doctors, dentists, hospital) |  |  |
| **Education** | | |
| What are the schools, colleges and other education institutions? |  |  |
| * Educational Service Centers |  |  |
| * Career Technical Education |  |  |
| * Charter Schools |  |  |
| * Colleges and Universities |  |  |
| What provision is there for adult learning? |  |  |
| What is the provision for childcare, pre-school learning and after school learning/ where does this provision take place/is it adequate for the purpose? |  |  |
| Is there a library and what are the opening times/access/facilities? |  |  |
| What other organizations provide community based learning/what is the learning and/who do they provide for? |  |  |
| When the above schools/colleges or other education institutions are not in session, are they used for any other community activity? |  |  |

| **Question** | **Response** | | **S,W,O,T, or F** | |
| --- | --- | --- | --- | --- |
| **Work and economy** | | | | |
| What is the main locality of work in the community? |  |  | |
| Who are the major employers? |  |  | |
| Do most people work outside of the community? |  |  | |
| What is the level of unemployment? |  |  | |
| Is the community economy vibrant and thriving or are shops closing? |  |  | |
| Are there shops, pubs, clubs or other social facilities available at peak times? |  |  | |
| Do you have a local farmer’s market? |  |  | |
| Does it attract people from outside the locality? |  |  | |
| **Transportation** | | | | |
| What is the level of public transportation, are the destinations/timetables useful and realistic, what is the cost, are there concessions for groups? |  | |  | |
| Do the public transportation services serve all parts of the community? |  | |  | |
| Is accessible public transportation available for people with disabilities? |  | |  | |
| Is there community transportation available for all age groups? |  | |  | |
| Is there sufficient car parking available? Is it affordable? |  | |  | |
| Do you have a designated cycle path? Is it promoted and used by local people? |  | |  | |

### Examples of a Community Profile

|  |
| --- |
| **Definition of your Community:**   * What geographic area is included in the community? * What geographic area(s) are represented by our key partners and their catchment/service area? * What school districts (public, community, private, special schools, autism and Peterson scholarship providers) are included? * What counties does this include? * What urban, suburban, rural areas are included? |
| **Key Demographics in your Community:**   * What is the total population of the area within our defined community? * What are the socio-economics of the defined community? * What is the ethnic make-up of the defined community? * Who are the largest employers in the community? * What are the important industries in the community? * What is the employment outlook for the defined community? * How do people travel around the community (transportation options)? * How is information communicated throughout the community? * What is the estimated ‘pool’ of individuals with developmental disabilities in the defined community? Of youth who may be eligible to enter the system in the next 5 years? Of adults already served by DD who are employed in the community? Of adults already served by DD who re not employed in the community? |

***Community Profile***

|  |
| --- |
| **Definition of your Community:** |
| **Key Demographics in your Community:** |

# Section 3: Knowledge, Skills and Dispositions of Professionals

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ow that you have defined your community and the key demographics within it, we highly recommend that as a team you start to think about the areas of need and the current status for each Topical Area for Professional Development. This section will assist you in the Needs Assessment process as the Local Leaders Community Planning Team engages in honest conversations about their current realities and the proposed work. The six Topical Areas (see below) will be listed on the next six pages along with reflection questions for each area and space to take notes on the current status and areas of need. Systems change is challenging work. It is expected that the team will find there are needs in each of these topical areas and by working in one area it will have a domino effect on others also needing improvement. The task is to identify which ones to start with.  One approach is to consider which areas would provide an opportunity to also impact other areas as part of their action plan.  You may want to start with those that have a higher 'likelihood' of being successfully implemented as well as a potential for a 'high' impact.  You can prioritize the topical areas according to the Grand Totals, using an average or percentage, or use a method that works best for you.

#### Topical Area #1: Family/Caregiver Involvement

#### Reflection Questions:

* Does the community demonstrate a belief that family/caregiver involvement and support is a critical resource to achieving employment outcomes?
* Are families/caregivers involved in the person-centered planning meetings and plan (IEP, ISP, IPE, etc.) development?
* Do agency personnel receive training on how to engage families/caregivers in multiple ways?
* Are families/caregivers provided education and support to see inclusive community employment as an attainable and desirable outcome?
* Are families/caregivers involved in identifying and leveraging their connections and networks to support access to work opportunities?
* Are families/caregivers aware of benefits counseling and supports to promote community employment?
* Are families/caregivers aware of the roles and responsibilities of schools and other agencies?

|  |  |
| --- | --- |
| **Description of Current Status:** | **Areas of Need:** |
|  |  |

**Local Leaders Professional Development Teams**

**Needs Assessment**

**Topical Area #1: Family/Caregiver Involvement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating Scale: (select one)**  **1 = not in place**  **2 = in place, minimally effective**  **3 = in place, needs review**  **4 = in place, effective** | **Topical Area #1:**  *Family/CaregiverInvolvement* | **Examples** | **Priority**  **for Change** |
|  | 1. Does the community demonstrate a belief that family/caregiver involvement and support is a critical resource to achieving employment out+comes? |  |  |
|  | 1. Are specific and unique efforts made to involve families/caregivers in the person-centered planning meetings and plan (IEP, IPE, ISP, etc.) development? |  |  |
|  | 1. Do agency personnel receive training on how to engage families/caregivers in multiple ways? |  |  |
|  | 1. Are families/caregivers provided education and support to understand how inclusive community employment is an attainable and desirable outcome and how it can be individualized for each person? |  |  |
|  | 1. Are families/caregivers involved in identifying and leveraging their connections and networks to support access to work opportunities? |  |  |
|  | 1. Are families/caregivers aware of benefits counseling and supports that promote community employment? |  |  |
|  | 1. Are families/caregivers aware of the roles and responsibilities of schools and other agencies? |  |  |
|  | **Grand Total *Family/Caregiver Involvement*** | ***Team Consensus of Priority Rating*** |  |

## Action Plan Worksheet for Family/Caregiver Involvement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Step | Output | Timeline | Outcome | Resources Needed |
| *Example:*  Conduct outreach events about employment opportunities and benefits planning for families. | 12 events throughout the community | January 2014-December 2014 | Families have an increased awareness of work incentives and community employment | Staff time  Benefits counselors  Event locations |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Topical Area #2: Interagency Collaboration

#### Reflection Questions:

* Do agencies have systems in place for ongoing communication, information sharing and networking?
* Do the policies of each agency facilitate co-planning for community employment for youth/adults with developmental disabilities?
* Are agencies able to share data across systems for the purpose of cohesive service planning and eligibility processes?
* Are there procedures in place to allow cost sharing for service delivery to support community employment for youth/adults with developmental disabilities?
* Do the practices of each agency include models for coordinating roles and responsibilities when multiple agencies are providing services to the same individual?
* Have the personnel of each agency developed professional relationships to facilitate collaboration?
* Do agencies have a process in place to ensure seamless transition from time-limited (VR, Education) services to long-term (DD-provided) supports?
* Are there existing interagency agreements or MOUs in place among the key partners?

|  |  |
| --- | --- |
| **Description of Current Status:** | **Areas of Need:** |
|  |  |

**Local Leaders Professional Development Teams**

**Needs Assessment**

**Topical Area 2: Interagency Collaboration**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating Scale: (circle one)**  **1 = not in place**  **2 = in place, minimally effective**  **3 = in place, needs review**  **4 = in place, effective** | **Topical Area #2:**  *Interagency Collaboration* | **Examples** | **Priority**  **for Change** |
|  | 1. Do agencies have systems in place for ongoing communication, information sharing and networking? |  |  |
|  | 1. Do the policies of each agency facilitate co-planning for community employment for youth/adults with developmental disabilities? |  |  |
|  | 1. Are agencies able to share data across systems for the purpose of cohesive service planning and eligibility processes? |  |  |
|  | 1. Are there procedures in place to allow cost sharing for service delivery to support community employment for youth/adults with developmental disabilities? |  |  |
|  | 1. Do the practices of each agency include models for coordinating roles and responsibilities when multiple agencies are providing services to the same individual? |  |  |
|  | 1. Have the personnel of each agency developed professional relationships to facilitate collaboration? |  |  |
|  | 1. Do agencies have a process in place to ensure seamless transition from time-limited (VR, Education) services to long-term (DD-provided) supports? |  |  |
|  | 1. Are there existing interagency agreements or MOUs in place among the key partners? |  |  |
|  | **Grand Total *Interagency Collaboration*** | ***Team Consensus***  ***of Priority Rating for Topical Area*** |  |

## Action Plan Worksheet for Interagency Collaboration

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Step | Output | Timeline | Outcome | Resources Needed |
| *Example:*  Develop Interagency Agreement | Interagency Agreement | By March 2014 | Agency awareness of roles and responsibilities | Staff Time |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Topical Area #3: Improving Preparation for Youth and Adults

#### Reflection Questions:

* Are agencies aware of and do they utilize evidence-based and promising practices associated with achieving community employment for all individuals with DD?
* Is there a focus on person-centered career planning for all individuals?
* Do all youth and adults have opportunities to explore career options?
* Are all youth and adults provided with opportunities for work-based learning (internships, part-time/summer jobs?)
* Do all youth and adults have access to career planning supports?
* Are work experiences individually customized and based on the preferences and interests of each individual?

|  |  |
| --- | --- |
| **Description of Current Status:** | **Areas of Need:** |
|  |  |

**Local Leaders Professional Development Teams**

**Needs Assessment**

**Topical Area #3: Improving Preparation for Youth and Adults**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating Scale: (circle one)**  **1 = not in place**  **2 = in place, minimally effective**  **3 = in place, needs review**  **4 = in place, effective** | **Topical Area #3:**  *Improving Preparation for Youth and Adults* | **Examples** | **Priority**  **for Change** |
|  | 1. Are agencies aware of and do they utilize Evidence-Based and promising practices associated with achieving community employment for all individuals with DD? | Ex: customized employment, NSTTAC |  |
|  | 1. Is the agency involved with promotingperson-centered career planning within the community? |  |  |
|  | 1. Do agencies promote meaningful opportunities for all youth and adults to explore career options? |  |  |
|  | 1. Do community agencies provide all youth and adults with opportunities for community-based experiences? (internships, part-time/summer jobs) |  |  |
|  | 1. Does the community offer all youth and adults access to career planning supports? |  |  |
|  | 1. Is the community able to individually customize work experiences based on the preferences and interests of each individual? |  |  |
|  | **Grand Total *Improving Preparation for Youth and Adults*** | ***Team Consensus of Priority Rating*** |  |

## Action Plan Worksheet for Improving Preparation for Youth and Adults

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Step | Output | Timeline | Outcome | Resources Needed |
| Consultation on establishing CBE work sites with VR Counselors | 4 Professional Development Events | Feb. 2014-April 2014 | 10 CBE Work Sites Established | Training Location  VR Counselor Staff |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Topical Area #4: Employer Engagement

#### Reflection Questions:

* Do community partners have strong relationships with employers in the community?
* Are agencies using business-to-business communications to recruit employers?
* Are agencies coordinating efforts through community-led business organizations?
* Is there a system for finding out employers’ workforce needs and tailoring strategies to meet them?
* Are agencies using effective marketing tools that focus on the strengths of workforce?
* How are agencies making employers, youth, and families aware of all available accommodations and supports?
* Are agencies aware of how to handle employer questions about job seekers’ disabilities?
* Are agencies aware of work incentives available for employers, including tax credits?
* Are agencies able to provide assistance in developing co-worker support?
* Are agencies aware of disability hiring requirement for employers who hold federal contracts?

|  |  |
| --- | --- |
| **Description of Current Status:** | **Areas of Need:** |
|  |  |

**Local Leaders Professional Development Teams**

**Needs Assessment**

**Topical Area #4: Employer Engagement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating Scale: (circle one)**  **1 = not in place**  **2 = in place, minimally effective**  **3 = in place, needs review**  **4 = in place, effective** | **Topical Area #4:**  *Employer Engagement* | **Examples** | **Priority**  **for Change** |
|  | 1. Do community partners have strong/established relationships with employers in the community? |  |  |
|  | 1. Are agencies using business-to-business communications to recruit employers? | Ex: referral to business; business networking groups |  |
|  | 1. Are agencies coordinating efforts through community-led business organizations? | Ex: Job Fair, Chamber, non-disability specific |  |
|  | 1. Is there a system for identifying employers’ workforce needs and tailoring strategies to meet them? |  |  |
|  | 1. Are agencies using effective marketing tools that focus on the strengths of workforce of individuals with DD? |  |  |
|  | 1. How are agencies making employers aware of available accommodations and supports? |  |  |
|  | 1. Are agencies aware of how to effectively and respectfully respond to employer questions about job seekers’ disabilities? |  |  |
|  | 1. Are agencies aware of hiring incentives available for employers, including tax credits? | Ex: WOTC |  |
|  | 1. Are agencies able to provide assistance in developing co-worker support? |  |  |
|  | 1. Are agencies aware of disability hiring requirement for employers who hold federal contracts? |  |  |
|  | **Grand Total *Employer Engagement*** | ***Team Consensus of Priority Rating*** |  |

## Action Plan Worksheet for Employer Engagement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Step | Output | Timeline | Outcome | Resources Needed |
| Develop marketing/branding for employment agency | Brochure, Website, Logo, misc. marketing materials | October 2014 | Employers more aware of untapped workforce | Marketing consultant  Graphic Designer  Web Master  Printing |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Topical Area #5: Person-Centered Planning

#### Reflection Questions:

* Do agencies use strategies for person-centered planning designed for the outcome of community employment?
* Do agencies have a grounding in the beliefs and values embedded in person centered planning?
* Do agencies use an individualized process for gathering assessment data about youth/adult preferences, interests, needs and skills?
* Does staff have skills in facilitating person-centered planning approaches?
* Does the culture in your community support person-centered planning?
* Do agencies have a policy that requires person-centered planning?
* Do agencies have mission statements embrace the values and beliefs that support person-centered planning?

|  |  |
| --- | --- |
| **Description of Current Status:** | **Areas of Need:** |
|  |  |

**Local Leaders Professional Development Teams**

**Needs Assessment**

**Topical Area #5: Person-Centered Planning**

[**http://ilr-edi-r1.ilr.cornell.edu/PCP/index.cfm**](http://ilr-edi-r1.ilr.cornell.edu/PCP/index.cfm)

[**http://rtc.umn.edu/docs/pcpmanual1.pdf**](http://rtc.umn.edu/docs/pcpmanual1.pdf)

[**http://www.medicaid.gov/mltss/docs/PCP-CMSdefinition04-04.pdf**](http://www.medicaid.gov/mltss/docs/PCP-CMSdefinition04-04.pdf)

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating Scale: (circle one)**  **1 = not in place**  **2 = in place, minimally effective**  **3 = in place, needs review**  **4 = in place, effective** | **Topical Area #5:**  *Person-Centered Planning* | **Examples** | **Priority**  **for Change** |
|  | 1. Do agencies use strategies for person-centered planning as an essential part of identifying outcomes of community employment? |  |  |
|  | 1. Do agencies have a grounding in the beliefs and values embedded in person centered planning? |  |  |
|  | 1. Do agenciesgather assessment data about youth/adult preferences, interests, needs and skills using an individualized process? |  |  |
|  | 1. Does staff have skills in facilitating person-centered planning approaches? |  |  |
|  | 1. Does the culture in your community support person-centered planning? |  |  |
|  | 1. Do agencies have a policy that requires person-centered planning? |  |  |
|  | 1. Do agencies have mission statements that embrace the values and beliefs that support person-centered planning? |  |  |
|  | **Grand Total *Person-Centered Planning*** | ***Team Consensus of Priority Rating*** |  |

## Action Plan Worksheet for Person-Centered Planning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Step | Output | Timeline | Outcome | Resources Needed |
| Self-Determination Training for Person-led PCPMmeetings | 8 Individuals Trained | July 2014 | Increase in Person-led PCP Meetings | Training Materials  Staff Resources |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Topical Area #6: Provider Competencies and Skills

#### Reflection Questions:

* Do agencies demonstrate belief that **all** individuals with DD have the capacity for meaningful employment in the community?
* Do agencies develop a personalized career profile based on a review or assessment of a job seeker’s preferences, interests, needs and skills; and consideration of cultural or social background?
* Do agencies regularly explore non-work needs of the job seeker, and availability of community supports and transportation?
* Are jobs designed to make best use of integrated or natural supports?
* Are job coaches aware of job modification and accommodation strategies, including systematic instruction and positive behavior support strategies?
* Are career exploration sites aligned with the interests of the individual?
* Are employer engagement best practices utilized (see Topical Area #4)?
* Is there capacity and resources to develop skills to serve and support specialized populations such as those individuals with challenges associated with autism, visual impairments, TBI, etc.?
* Do agencies collect meaningful data to assess an individual’s progress on their path to employment as the measure of success?

|  |  |
| --- | --- |
| **Description of Current Status:** | **Areas of Need:** |
|  |  |

**Local Leaders Professional Development Teams**

**Needs Assessment**

**Topical Area #6: Provider Competencies and Skills**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating Scale: (circle one)**  **1 = not in place**  **2 = in place, minimally effective**  **3 = in place, needs review**  **4 = in place, effective** | **Topical Area #6:**  *Provider Competencies and Skills* | **Examples** | **Priority**  **for Change** |
|  | 1. Do agencies demonstrate belief that **all** individuals with DD have the capacity for meaningful employment in the community? |  |  |
|  | 1. Do agencies develop a personalized career profile based on a review or assessment of a job seeker’s preferences, interests, needs and skills; and consideration of cultural or social background? |  |  |
|  | 1. Do agencies regularly explore non-work needs of the job seeker, and availability of community supports and transportation? | Ex: Social networking, setting alarm, preparing meals, etc. |  |
|  | 1. Are jobs designed to make best use of integrated or natural supports? | Ex: Co-worker model of support |  |
|  | 1. Are job coaches aware of job modification and accommodation strategies, included systematic instruction and positive behavior support strategies? |  |  |
|  | 1. Are career exploration sites aligned with the interests of the individual? |  |  |
|  | 1. Are employer engagement best practices utilized (see Topical Area #4)? |  |  |
|  | 1. Is there capacity and resources to develop skills to support specialized populations such as those individuals with challenges associated with autism, visual impairments, TBI, etc.? |  |  |
|  | 1. Do agencies collect meaningful data to assess an individual’s progress on their path to employment as the measure of success? |  |  |
|  | **Grand Total *Provider Competencies and Skills*** | ***Team Consensus of Priority Rating*** |  |

## Action Plan Worksheet for Provider Competencies and Skills

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Step | Output | Timeline | Outcome | Resources Needed |
| Implement co-worker model of support initiative | Outreach to five employers about co-worker model of support option | December 2014 | Four individuals employed with integrated co-workers support | Consultation  Medicaid Waiver |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Resources

Below are some resources which may be helpful as you complete the Needs Assessment:

**Ohio Employment First**

<http://ohioemploymentfirst.org/>

**Partnerships in Employment**

[http://partnershipsinemployment.com/](%20http:/partnershipsinemployment.com/)

**National collaborative on Workforce and Disability**

<http://www.ncwd-youth.info/>

**U.S. Department of Labor Office of Disability Employment Policy**

<http://www.dol.gov/odep/>

**Business Leadership Network**

<http://usbln.org/>

**Association of Persons Supporting Employment First (APSE)**

<http://apse.org/>

**National Secondary Transition Technical Assistance Center**

<http://nsttac.org/>

**U.S. Census**

<http://quickfacts.census.gov/>

**Person-centered planning Resources**

<http://inclusion.com/>

<http://ilr-edi-r1.ilr.cornell.edu/PCP/index.cfm>

<http://rtc.umn.edu/docs/pcpmanual1.pdf>

<http://www.medicaid.gov/mltss/docs/PCP-CMSdefinition04-04.pdf>