

STAKEHOLDERS' FEEDBACK ON OHIO'S EMPLOYMENT FIRST INITIATIVE

FINAL PROJECT REPORT



*prepared by the
University of Cincinnati Center for Excellence in Developmental
Disabilities (UCCEDD)*

*for the
Ohio Department of Developmental Disabilities (DODD)*

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The University of Cincinnati Center for Excellence in Developmental Disabilities (UCCEDD) is one of 67 Centers for Excellence in Developmental Disabilities across the United States. Centers work with people with disabilities, members of their families, state and local government agencies, community providers, faculty and researchers on projects that provide training, technical assistance, service, research, and information sharing, with a focus on building community capacity and creating systems change. Since centers are located at universities and medical centers, they have the unique opportunity to bridge research, knowledge, information and experience between the community, university and/or medical center.

UCCEDD works toward a vision in which all people, including children and adults living with disabilities, and their families, fully participate in society and live healthy, safe, self-determined and productive lives in their communities. UCCEDD is funded by the Administration on Intellectual and Developmental Disabilities, Administration on Community Living, and the U.S. Department of Health and Human Services.

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The results contained in this report and the statements and opinions expressed are those of UCCEDD only and are not attributable to DODD.

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EXECUTIVE SUMMARY

Executive Summary

In Fiscal Year 2016/2017, the Ohio Department of Developmental Disabilities (DODD) contracted with The University of Cincinnati Center for Excellence in Developmental Disabilities (UCCEDD) to gather feedback and input from key stakeholders throughout the State of Ohio. Stakeholders included a) individuals with developmental disabilities (to be identified from this point forward as self-advocates), b) family members/guardians and c) service providers and county board staff/professionals. The three topic areas of focus were 1) person-centered planning, 2) Ohio's Employment First Initiative and 3) services and supports needed for community life engagement. Data were collected via 1) statewide, in-person, public stakeholder forums across the state, 2) key informant interviews with individuals living with developmental disabilities and staff at DODD Developmental Centers and 3) through a statewide online survey.

Methodology

UCCEDD staff worked with DODD staff to develop the interview protocols for the stakeholder forums and key informant interviews. Together, UCCEDD and DODD staff also developed the questions for the online survey.

Informational flyers for regional stakeholder forums and the online survey were developed and distributed via email listservs, Facebook pages, websites and DODD's e-newsletter. Specific regional outreach for each forum was also conducted by connecting with regional, community-based organizations serving people with disabilities and their family members to distribute information about the stakeholder forums.

UCCEDD coordinated and facilitated a total of ten (10) public meetings in five (5) regions of Ohio: Cleveland/Northeast (NE), Toledo/Northwest (NW), Columbus/Central (C), Jackson/Southeast (SE), and Cincinnati/Southwest (SW). In each region, two forums were held; one in the morning and one in the evening to ensure that the greatest number of people could be reached and attend the forum sessions. A total of 209 key stakeholders attended the forums, including 23 (10%) identifying as self-advocates, 63 (27%) identifying as family members and/or guardians and 148 (63%) identifying as professionals.

The web-based survey mirrored the interview protocol for the statewide stakeholder forum sessions. Stakeholders completing the online survey included self-advocates, family members and guardians, and providers and county board staff/professionals. The online survey was published on May 22, 2017 and was closed on June 25, 2017.

A total of 1,005 individuals completed the online survey. Of all survey respondents, 34 (3%) identified as self-advocates, 364 (36%) identified as family

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members/caregivers, 592 (58%) identified as professionals and 26 (3%) preferred to not disclose. Survey respondents represented 80 of Ohio's 88 counties, with a respondent range of n=1 (18 counties) to n=160 (one county).

The same protocol used at the stakeholder forums was used for key informant interviews with residents and staff at Developmental Centers in Ohio. At one of the Developmental Centers, three (3) self-advocates and one (1) staff member were interviewed. At the second Developmental Center, four (4) self-advocates and one (1) staff member were interviewed (see Table 2).

Data Analysis

Quantitative survey data was transferred from Constant Contact (survey dissemination tool) to Microsoft Excel 2013. Quantitative data from the online survey were categorized into subgroups based on the respondent type (professional, self-advocate, family member, etc.). Questions related to the three areas of interest 1) person-centered planning, 2) Employment First and 3) community life engagement (CLE) were also categorized and subsequently placed into graphs or pie-charts.

Qualitative data from the survey, the statewide stakeholder forums and key informant interviews were compiled and thematically analyzed using Dedoose, a qualitative data coding software. Data analysis revealed several main themes with multiple subthemes. Themes reflect what professionals, family members, and individuals with disabilities believe they need more of, in three main areas: 1) person-centered planning, 2) Employment First and 3) community life engagement. Qualitative data tables were created and include a categorization of the themes, their sub-themes, and representative quotes for each theme and subtheme.

Findings and Recommendations

Findings and Recommendations for Improved Person-Centered Planning

- *Increase Education for Family Members and Self-Advocates on the Person-Centered Planning Process.*
Family Members and Self-Advocates have less understanding about person-centered planning and the process of developing an individualized person-centered plan than professionals. They will benefit from education about the person-centered planning process and the development of an individualized person-centered plan, so they can be empowered and be active participants in the development and implementation of their plans for a meaningful life in the community.

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- *Continue Education and Provide Ongoing Guidance for Professionals on the Person-Centered Planning Process.*
While professionals reported that they understand and implement individualized person-centered planning with clients, they also pointed out that regular training and ongoing guidance on the process and implementation of the plans would be helpful to them. Regular and ongoing training and guidance may lead to overall better plans and better implementation of plans.
- *Increase Focus on Person-Centered Planning to Allow Appropriate Time and Resources for the Development of an Individualized Person-Centered Plan for Each Client.*
Many of the professionals and family members expressed that there wasn't enough time allocated to get to know clients and write truly individualized person-centered plans. Reported barriers to a strong person-centered planning process include actual time spent with clients and funding. Allowing professionals enough time with clients and providing necessary financial resources will improve the person-centered planning process.

Findings and Recommendations for Improved Employment First Implementation

- *Continue to develop local job opportunities.*
People with developmental disabilities want to work in the community. Continued development of opportunities for job training and employment are needed and must be available in the communities in which people live. This may also require that systems such as DODD and OOD continue to work closely together to support local job development, as some respondents pointed out.
- *Increase opportunities to build upon existing job skills for career development.*
Once people with disabilities have worked in a job for some time, opportunities need to be created for continued skills development and career opportunities to move up the career ladder like any other employee.
- *Set realistic expectations.*
Family members desire to have an accurate understanding of the abilities of their family member with a developmental disability. Professionals need to provide accurate information on abilities and set realistic work expectations for their clients with developmental disabilities, while providing opportunities for growth and development of employment-related skills of their clients. Service providers need to challenge their clients to reach their maximum potential.

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- *Provide longer-term supports to maintain jobs.*
Family members and self-advocates pointed out that it isn't only about getting a job and having employment but that supports might be needed longer-term to ensure that employment is maintained. For some clients, this might require longer-term ongoing or intermittent support to help them be successful in maintaining their employment.
- *Provide continued training for service providers on job development, job coaching and career development.*
Professionals and family members stated that service providers need continued training on job development, job coaching and supporting people with disabilities in their career development. Ongoing training in employment best practice and continued skills development of service providers may improve overall employment outcomes for people with developmental disabilities.
- *Provide information and training for employers on employment of people with disabilities.*
There was a strong sense among respondents that more information about employing people with disabilities in community-based businesses needs to be shared with potential employers. Respondents felt that many employers do not know about this untapped source of potential employees and that potential employers may not know how to go about employing and supporting people with disabilities in their workplaces. Reaching out to potential employers in people's local communities, providing information and training and offering supports, such as job coaches and follow-along, may increase employment opportunities for people with disabilities in the communities in which they live.

Findings and Recommendations for Improved Community Life Engagement

- *Improve communication about community engagement, services and supports between professionals, family members and self-advocates.*
Professionals know about community engagement and the supports and services that are available to their clients to help with community engagement. Family members and self-advocates need to know about community engagement and what is available to help them succeed in the process. Service providers need to increase their efforts to adequately inform family members and self-advocates and share available resources and supports with them to improve community-based outcomes.

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- *Continue to develop local job opportunities.*
As mentioned previously, continued development of opportunities for job training and employment are needed and must be available in the communities in which people live.
- *Increase opportunities for social interactions and social life in the community for people with developmental disabilities.*
People with developmental disabilities want to live in their communities. They want to have friends, husbands/wives and be close to their family members. They want to participate in community events. Their family members wish for them to have friends and be integrated in their communities. In order to have successful social outcomes for people with disabilities, they need more opportunities to participate in social interactions and social events, to build relationships with others and to develop networks of natural supports in their communities. More opportunities for being and interacting in the community will also increase opportunities for community members to interact with people with disabilities. This may lead to reduction in stereotypes and increase community awareness and acceptance.
- *Improve training and expectations and increase pay for direct service professionals.*
The current workforce of direct service providers does not always receive the training that is needed to develop successful community engagement opportunities. More training and higher expectations of direct service providers may lead to a better and more professional workforce.
- *Develop innovative transportation options for people with developmental disabilities.*
Transportation was mentioned by all stakeholders as a major barrier to community life engagement. Changing existing transportation networks to better serve individuals with developmental disabilities will take a long time and many resources. Investment in alternative transportation ideas, such as Uber and other, community-based, innovative transportation models, may lead to improved transportation outcomes that could be scaled up from neighborhood or local reach, to regional or statewide impact.

BACKGROUND

I. Background

Ohio's Employment First Initiative was created by an executive order signed by Governor Kasich in March 2012. The Ohio Employment First initiative, established in section 5123.022 of the Ohio Revised Code (ORC), establishes that "employment services for individuals with developmental disabilities be directed at community employment and that individuals with developmental disabilities are presumed capable of community employment." ORC 5123.022 (B) Employment First policy priorities include the expectation that youth with disabilities should have opportunities to pursue competitive, integrated employment, and that community employment must be considered in every person-centered plan. "Person-centered planning" is an ongoing problem-solving process used to help people with disabilities plan for their future. In person-centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future (<http://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp>). An "individualized person-centered planning process" is used to help identify a person's unique strengths, interests, abilities, preferences, resources, and desired outcomes as they relate to community employment, as well as how to have a meaningful life in their community.

As part of the Employment First initiative, an Employment First Taskforce was established and includes six of Ohio's state agencies that serve individuals with developmental disabilities: Ohio Department of Developmental Disabilities (DODD); Ohio Department of Education (ODE); Ohio Department of Job and Family Services (ODJFS); Ohio Department of Medicaid (ODM); Ohio Department of Mental Health and Addiction Services (ODMHAS) and Opportunities for Ohioans with Disabilities (OOD) Agency. These state agencies agreed in the *Ohio Employment First Taskforce Common Principles 2013* that Ohio needs "a coordinated state Employment First effort that examines existing practices in our system to identify and address barriers to employment for people with developmental disabilities."

II. Deliverables

In Fiscal Year 2016/2017, the Ohio Department of Developmental Disabilities (DODD) contracted with The University of Cincinnati Center for Excellence in Developmental Disabilities (UCCEDD) to gather feedback and input from key stakeholders throughout the State of Ohio. Stakeholders included a) individuals with developmental disabilities (to be identified from this point forward as self-advocates), b) family members/guardians and c) service providers and county board staff/professionals. The three topic areas of focus were 1) person-centered planning, 2) Ohio's Employment First Initiative and 3) services and supports needed for community life engagement. Data were collected via 1) statewide, in-person, public stakeholder forums across the state, 2) key informant interviews with individuals living with developmental disabilities and staff at DODD Developmental Centers and 3) through a statewide online survey. The stakeholder feedback gathered from this project will be used by DODD to set priorities, plan for their fiscal year 2018 and to help more people with developmental disabilities get jobs and spend time in their communities throughout Ohio.

Specifically, the UCCEDD was charged with accomplishing following deliverables by June 30, 2017:

Deliverable 1: Regional Forums

- Coordinate and facilitate at least five statewide, regional meetings for stakeholder engagement regarding Employment First and community based adult day and employment services. These meetings placed an emphasis on engaging all stakeholders including (but not limited to): self-advocates, families and guardians, providers, and county boards. There is to be at least one community forum in each region similarly defined in other DODD projects as Northeast (NE), Northwest (NW), Central (C), Southeast (SE), and Southwest (SW).
- Coordinate and facilitate input meetings at five of DODD's Developmental Centers, one in each of the NE, NW, C, SE and SW regions of Ohio. This provided an opportunity for residents, family members/caregivers and DD Center staff to provide input and feedback regarding Employment First and community based adult day and employment services.
- Raise awareness through outreach regarding the events, coordinate meeting logistics, create meeting agendas, facilitate the forums in collaboration with DODD staff, and develop a method to share feedback from the meetings with DODD.

DELIVERABLES

Deliverable 2: Feedback Survey

- Develop and disseminate a web-based survey in collaboration with DODD staff to gather statewide feedback regarding community based adult day and employment services from stakeholders including (but not limited to): self-advocates, families and guardians, providers, and county boards.
- Evaluate and summarize results to be shared with DODD.

III. Methodology

In order to reach as many individuals with developmental disabilities, their family members and professionals in the field of developmental disabilities as possible, three different data collection strategies were employed: 1) statewide stakeholder forums, 2) a web-based, online survey and 3) interviews with key informants from two of Ohio's Developmental Centers. For each of the three strategies, UCCEDD and DODD staff developed an awareness and outreach plan. UCCEDD staff also worked with DODD staff to develop the interview protocols for the stakeholder forums and key informant interviews. Together, UCCEDD and DODD staff also developed the questions for the online survey.

Statewide Stakeholder Forums

Informational flyers for the regional stakeholder forums were developed and distributed via email listservs, Facebook pages, websites and DODD's e-newsletter. Specific regional outreach for each forum was also conducted by connecting with regional, community-based organizations serving people with disabilities and their family members to distribute information about the stakeholder forums. UCCEDD staff contacted all of Ohio's county boards of developmental disabilities in 88 counties to inform them about the forums and to receive their support in getting information to county board staff, self-advocates and family members/guardians. UCCEDD coordinated and facilitated a total of ten (10) public meetings in five (5) regions of Ohio: Cleveland/Northeast (NE), Toledo/Northwest (NW), Columbus/Central (C), Jackson/Southeast (SE), and Cincinnati/Southwest (SW). In each region, two forums were held; one in the morning and one in the evening to ensure that the greatest number of people could be reached and attend the forum sessions (see Table 1).

Forum participants were asked to provide their feedback and input regarding 1) person-centered planning, 2) Ohio's Employment First initiative and 3) services and supports needed for community life engagement. UCCEDD staff used the interview protocol to facilitate conversations (see appendix A for stakeholder and key informant interview protocol). UCCEDD and DODD staff took notes during the meetings and all meetings were audiotaped to ensure all information was captured. At the end of forum sessions, attendees received a fact sheet on employment and community resources.

A total of 209 key stakeholders attended the forums, including 23 identifying as self-advocates, 63 identifying as family members and/or guardians and 148 identifying as professionals (providers and county board staff) (Figure 1).

METHODOLOGY

Table 1. Stakeholder Forums across the State*

DATE	CONTENT/TYPE	LOCATION/CITY	*NUMBER OF ATTENDEES	REGION
May 3, 2017	Public Meeting (morning)	Cincinnati	12 Family Members 26 Professionals 1 Self-advocate	Southwest Ohio
May 3, 2017	Public Meeting (evening)	Cincinnati	4 Family Members 5 Professionals 4 Self-advocates	Southwest Ohio
May 9, 2017	Public Meeting (morning)	Jackson	4 Family Members 19 Professionals 8 Self-advocates	Southeast Ohio
May 9, 2017	Public Meeting (evening)	Jackson	3 Family Members 7 Professionals 0 Self-advocates	Southeast Ohio
May 30, 2017	Public Meeting (morning)	Cleveland	17 Family Members 38 Professionals 2 Self-advocates	Northeast Ohio
May 30, 2017	Public Meeting (evening)	Cleveland	4 Family Members 4 Professionals 0 Self-advocates	Northeast Ohio
May 31, 2017	Public Meeting (morning)	Toledo	1 Family Member 18 Professionals 0 Self-advocates	Northwest Ohio
May 31, 2017	Public Meeting (evening)	Toledo	0 Family Members 9 Professionals 0 Self-advocates	Northwest Ohio
June 14, 2017	Public Meeting (morning)	Columbus	10 Family Members 20 Professionals 6 Self-advocates	Central Ohio
June 14, 2017	Public Meeting (evening)	Columbus	8 Family Members 4 Professionals 2 Self-advocates	Central Ohio
Total #	10 Meetings	5 Locations	Total Number of Forum Attendees – 209 Total number of Stakeholder Perspectives Represented– 234	5 Regions

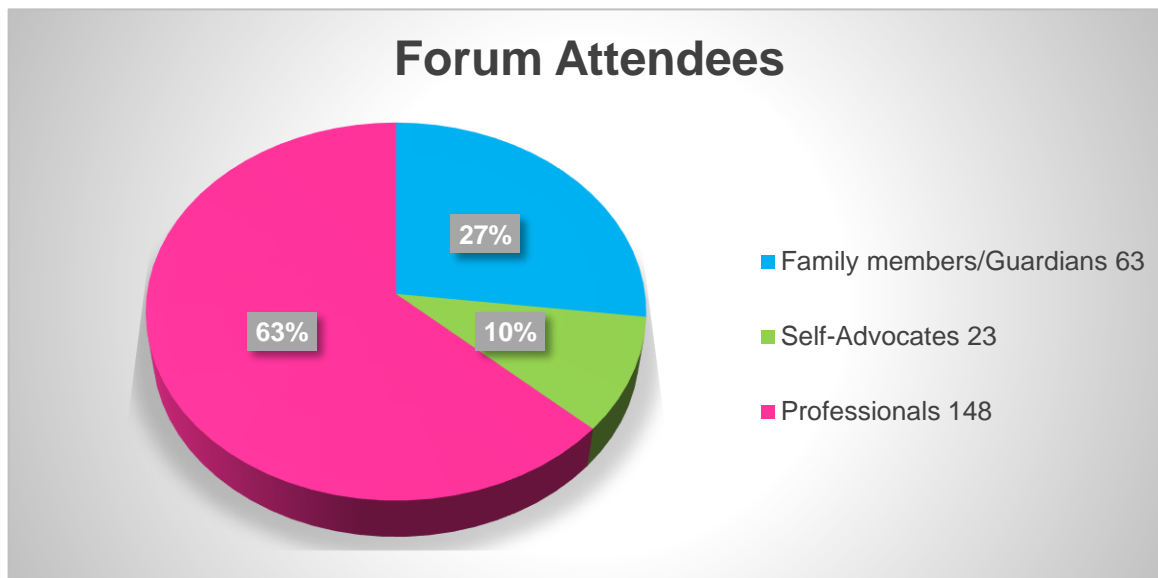
METHODOLOGY

DATE	CONTENT/TYPE	LOCATION/ CITY	*NUMBER OF ATTENDEES	REGION
			Percentages based on Stakeholders Represented: 63 Family Members (26.92%) 148 Professionals (63.25%) 23 Self-Advocates (9.83%)	

*During the sign in process we asked participants to check as many 'stakeholder' roles that applied to them (that they were there to represent). They indicated their role(s) from the following list: 1. Self-Advocate 2. Family Member and/or 3. Professional.

METHODOLOGY

Figure 1. Forum Attendees**



**Attendees were able to identify in more than one attendance category, e.g. as family member and as professional, which increased the stakeholder perspectives represented to 234.

Web-based, Online Stakeholder Survey

The web-based survey mirrored the interview protocol for the statewide stakeholder forum sessions. Stakeholders completing the online survey included self-advocates, family members and guardians, and providers and county board staff/professionals (see Table 2). The online survey was published on May 22, 2017 and was closed on June 25, 2017 (see appendix B for online survey).

Similar strategies to the ones mentioned for the statewide stakeholder forums were used to raise awareness about the online survey. Flyers about the online survey and e-link were developed and distributed via email listservs, Facebook pages, websites and DODD's e-newsletter. At each of the statewide stakeholder forums, attendees received information about the online survey and were encouraged to complete the survey and to tell others about the survey. In addition, statewide-operating disability organizations and all Ohio county boards of developmental disabilities received information about the online survey and were asked to share the information with their staff, individuals and families they serve.

A total of 1,005 individuals completed the online survey. Of all survey respondents, 34 (3%) identified as self-advocates, 364 (36%) identified as family members/caregivers, 592 (58%) identified as professionals and 26 (3%) preferred to

METHODOLOGY

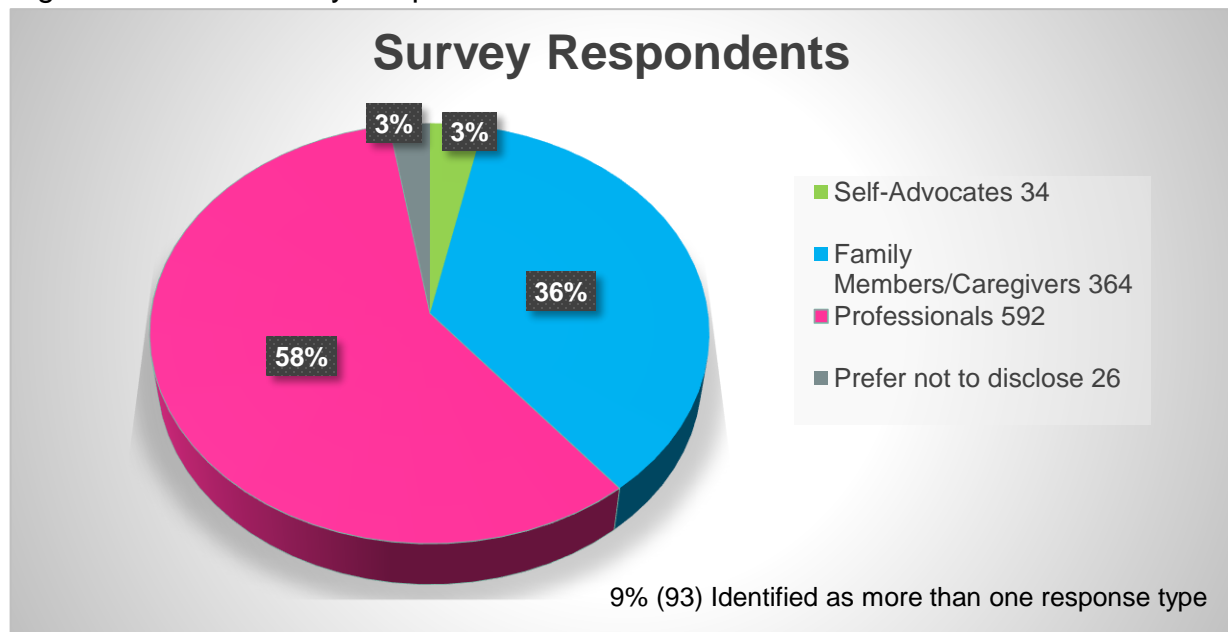
not disclose (Table 2). Of all respondents, 93 (9%) identified as more than one respondent status (see Figure 2). Of all respondents, 874 (87%) responded to the question about in which county they live (or work, if respondent was a professional). Survey respondents represented 80 of Ohio's 88 counties, with a respondent range of n=1 (18 counties) to n=160 (one county). Three (3) respondents indicated that they were from Kentucky (they represented Boone, Dearborn and Kenton Counties).

Table 2. Statewide Survey Dates and Participants

DATE	CONTENT/ TYPE	LOCATION/ CITY	NUMBER OF SURVEYS	REGION
May 22, 2017 to June 25, 2017	Survey	Online	364 Family Members 592 Professionals 34 Self-advocates 26 Prefer Not to Disclose 40 Other	Statewide
Total #	Survey	Online	1,005 completed online surveys*	

*Number of responses to specific role is higher than number of survey responses, since this question allowed for multiple roles to be indicated

Figure 2. Online Survey Respondents



Key Informant Interviews

In addition to the statewide stakeholder forums and web-based online survey, DODD identified two Developmental Centers (DCs) that UCCEDD staff visited to conduct key informant interviews with pre-selected residents and staff. While the deliverables suggested a visit to five Developmental Centers, only two Developmental Centers were chosen by DODD staff for a visit.

The same protocol used at the stakeholder forums was used in these meetings. At one of the DCs, three (3) self-advocates and one (1) staff member were interviewed. At the second DC, four (4) self-advocates and one (1) staff member were interviewed (see Table 3).

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Table 3. Interviews at DODD Developmental Centers

DATE	CONTENT/TYPE	LOCATION /CITY	NUMBER OF ATTENDEES	REGION
June 6, 2017	Interview at DODD Developmental Center	Location 1	1 Professional 3 Self-advocates	Region 1
June 14, 2017	Interview at DODD Developmental Center	Location 2	1 Professional 4 Self-advocates	Region 2
Total #	2 Meetings	2 Locations	2 Professionals 7 Self-Advocates	2 Regions

IV. Data Analysis

Notes from all statewide stakeholder forum sessions were transcribed. Audiotapes from stakeholder forum sessions were reviewed, and any additional information not captured in the notes was added to the transcripts. UCCEDD staff categorized and analyzed data by individual forum session, by region and on the state level, with all stakeholder forum data combined. Themes for each topic category were identified and quotes from forum attendees illustrating the themes were selected by two UCCEDD staff members working on this project.

The same process was used for data from the key informant interviews with individuals from the Developmental Centers. Notes from the interviews were transcribed. Audiotapes were reviewed and any additional information not captured in the notes was added. Themes for each topic category were identified and quotes illustrating the themes were pulled out. In order to protect the identities of self-advocates and staff from the two DCs who participated in the interviews, findings from all self-advocates and all staff members were analyzed and are represented in aggregate form only.

The web-based, online survey provided both qualitative and quantitative data. Survey data was transferred from Constant Contact (survey dissemination tool) to Microsoft Excel 2013.

The quantitative data was categorized into subgroups based on the respondent type (professional, self-advocate, family member, etc.), and questions related to the three areas of interest 1) person-centered planning, 2) Employment First and 3) community life engagement (CLE) were categorized and subsequently placed into graphs or pie-charts.

Qualitative data from the survey, the statewide stakeholder forums and key informant interviews were compiled and thematically analyzed using Dedoose, a qualitative data coding software. Data analysis revealed several main themes with multiple subthemes. Themes reflect what professionals, family members, and individuals with disabilities believe they need more of in three main areas: 1) person-centered planning, 2) Employment First and 3) community life engagement. Qualitative data tables were created and include a categorization of the themes, their sub-themes, and representative quotes for each theme and subtheme.

Finally, qualitative and quantitative data were paired by the three main areas of person-centered planning, Employment First and Community Life Engagement to allow for in-depth understanding of all data.

V. Limitations

Data for this report was collected from statewide stakeholder forums, an online survey and key informant interviews with pre-selected respondents from two Developmental Centers in Ohio. The respondents sample is a convenience sample and may not represent the diversity of professionals working as service providers and administrators in the Developmental Disabilities field in Ohio, and the diversity of family members and self-advocates with developmental disabilities who receive services in the state. Therefore, findings may not be generalizable to the population of professionals, family members and self-advocates working within and being serviced through the developmental disabilities service system. Recommendations provided based on findings from this sample may not, if implemented, improve outcomes for the general population of providers, family members and self-advocates in Ohio.

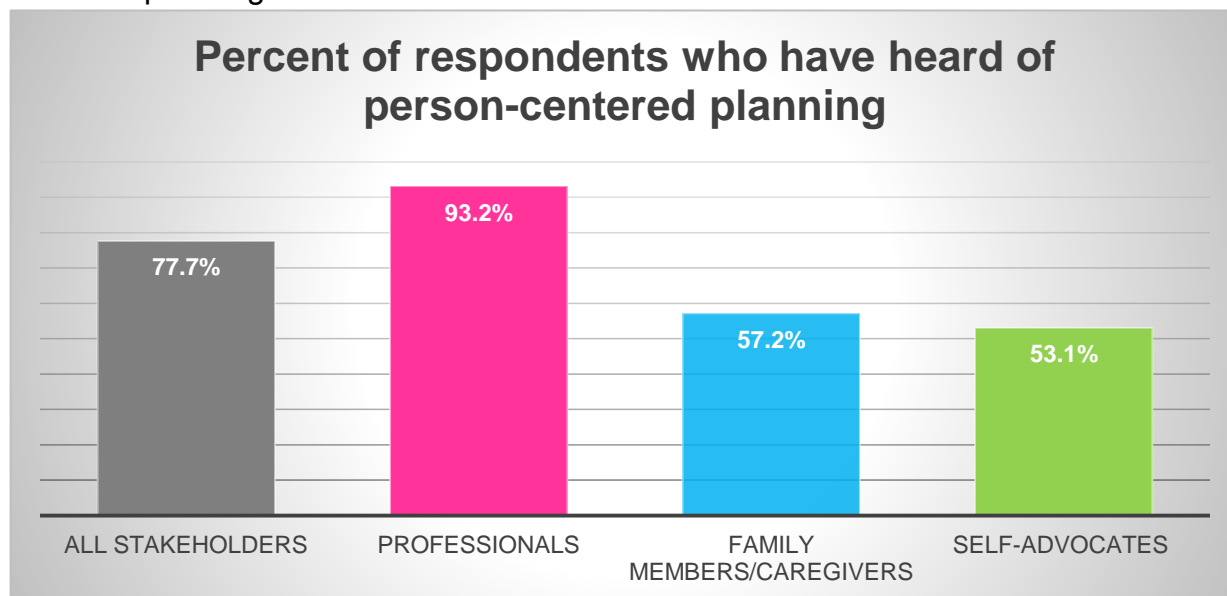
FINDINGS AND RECOMMENDATIONS REGARDING PERSON-CENTERED PLANNING

VI. Findings and Recommendations regarding Person-Centered Planning

Quantitate Data Findings

Survey participants were asked to answer four (4) questions related to person-centered planning. The first question looked at respondents' knowledge of the term "person-centered planning." Data showed that, overall, a majority (77.7%) of stakeholders had heard of "person-centered planning." When looking at the different types of respondents, professionals were much more likely to have heard of "person-centered planning" (93.2%) than family members/caregivers (57.2%) and self-advocates (53.1%) (see Figure 3).

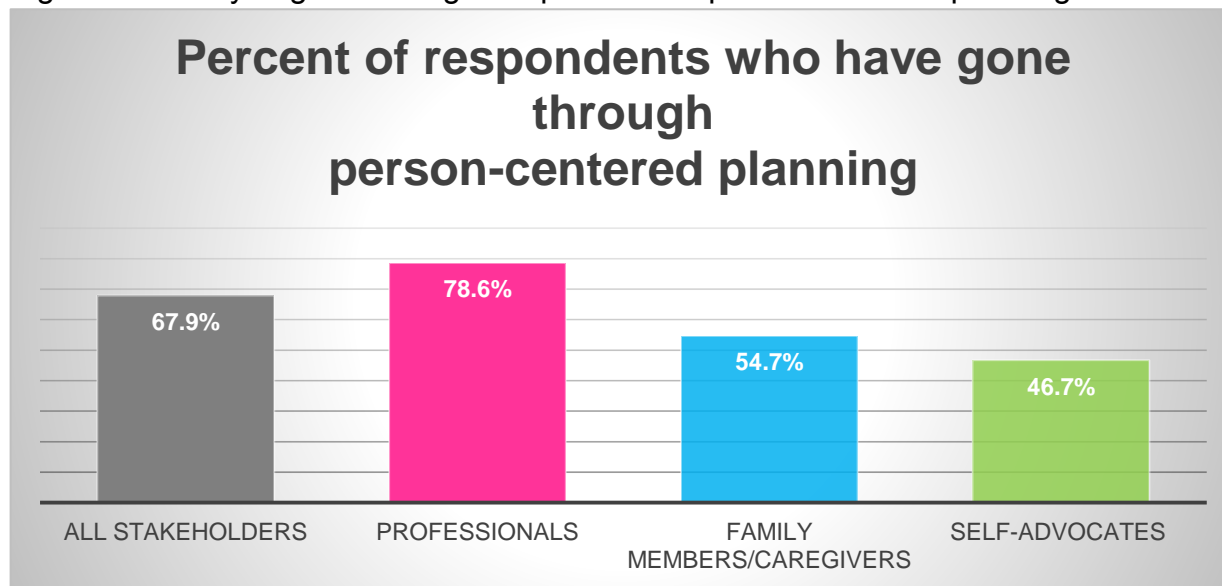
Figure 3. "Yes" responses to the question "Have you ever heard of the phrase "person-centered planning."



After providing a written explanation of "person-centered planning" in the survey, survey participants were asked if they, their loved one or the person they serve has gone through the process of "person-centered planning." Almost 70% reported "yes." Looking at responses by respondent type, almost 79% of professionals reported that the person they serve has gone through the process, with 55% (54.7%) of family members stating that their loved one has gone through the process and 47% (46.7) of self-advocates reporting that they went through the process of person-centered planning (see Figure 4).

FINDINGS AND RECOMMENDATIONS REGARDING PERSON-CENTERED PLANNING

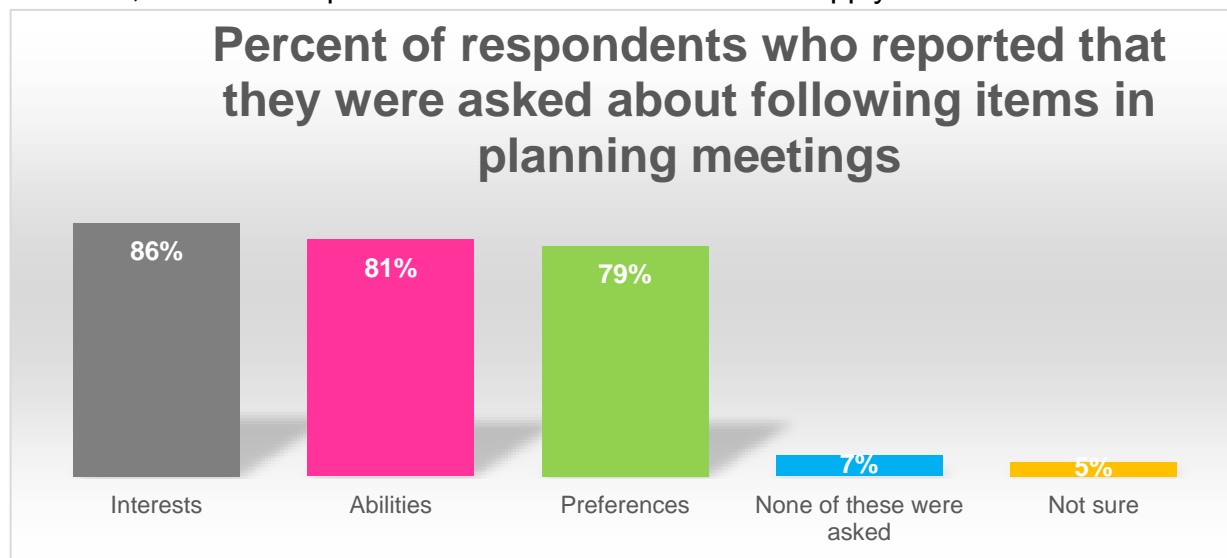
Figure 4. Have you gone through the process of "person-centered planning?"



One of the questions regarding “person-centered planning” asked if the person with a DD was asked about interests, abilities and preferences. Multiple responses were allowed for this questions (“all that apply”). Aggregate data of professionals, family members and self-advocates showed that the majority reported that they were asked about interests (86%), abilities (81%) and preferences (79%). Seven percent (7%) reported that none of these were asked and five percent (5%) reported that they were not sure if these items were asked (see Figure 5).

FINDINGS AND RECOMMENDATIONS REGARDING PERSON-CENTERED PLANNING

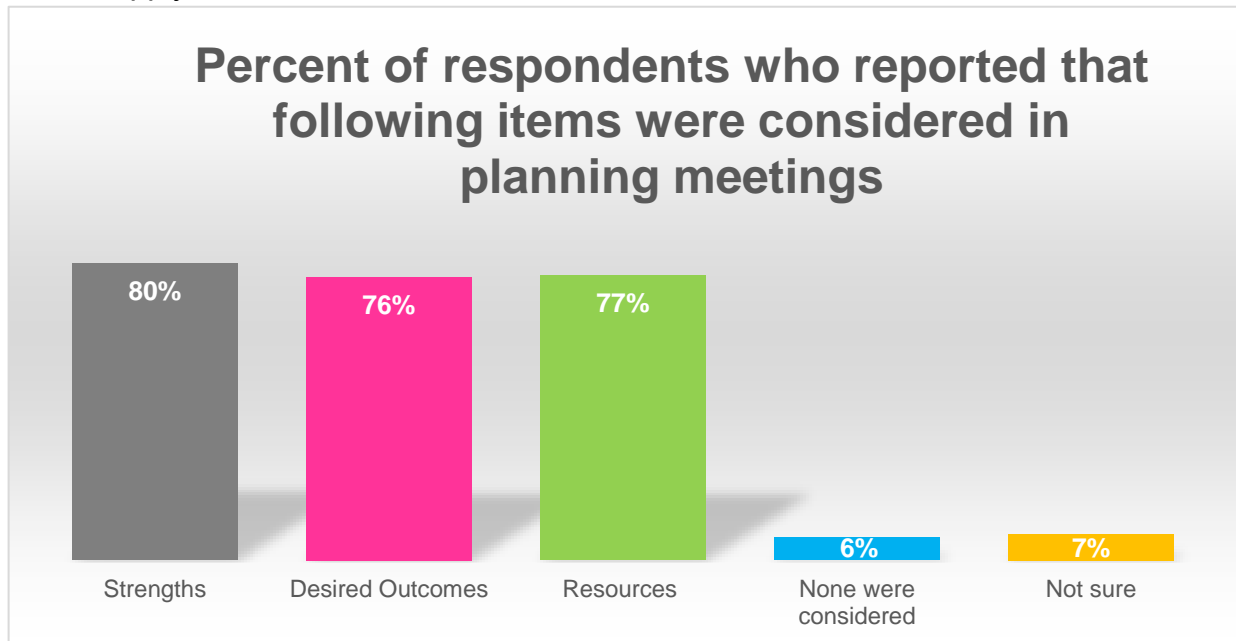
Figure 5. Has someone asked you, your loved one, the person who you serve about interests, abilities and preferences? Please mark all that apply.



Another question explored if strengths, desired outcomes and resources of help were considered in the person-centered planning process. Multiple responses were allowed for this questions (“all that apply”). Aggregate data of professionals, family members and self-advocates showed that for the majority, strengths (80%), desired outcomes (76%) and resources that might be helpful (77%) were considered in the planning process. Six percent (6%) reported that none of these were considered and seven percent (7%) said that they are not sure if these were considered (see Figure 6).

FINDINGS AND RECOMMENDATIONS REGARDING PERSON-CENTERED PLANNING

Figure 6. Someone has considered your, your family member's, the person you support strengths, desired outcomes and resources that might be helpful. Please mark all that apply.



Qualitative Data Findings

Analysis of qualitative data from stakeholder forums, key informant interviews and the online survey regarding person-centered planning revealed that the findings could be split up into three main themes. These three themes reflect what professionals, family members, and individuals with disabilities believe they need more of in regard to person-centered planning: 1) Individualization, 2) Resources, and 3) Guidance. Table 4 includes a categorization of these themes, their sub-themes, and representative quotes.

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Table 4. Person-Centered Planning Qualitative Findings

THEME	SUB-THEME	REPRESENTATIVE QUOTE
Individualization	Client vision	“Listen to the individual, really listen [and] see the individual’s dreams or goals as attainable.” (Professional)
	Less generic process	“To make it individual. Not all rules apply to every individual” (Family Member)
Resources	Funding	“Follow through always seems to be an issue due to funding” (Professional)
	Time	“More time to work with students and family with less paperwork” (Family Member)
Guidance	Providers	“Better trained staff to navigate difficult family dynamics.” (Professional)
	Families	“More frequent contact with persons assisting with the planning process” (Family member)

Individualization

Respondents indicated that they wished the person-centered planning was *more individualistic and holistic* for clients, as one family member indicated,

“I think it is important to understand and nurture each individual’s goals and desires.”

Professionals agreed:

“[Person-centered planning] shows respect for people with developmental disabilities by learning what a person is interested in and what they prefer.”

“Person-centered planning is worth it because people with developmental disabilities are beginning to be heard and valued.”

Another professional suggested “the individuals involved need to have more meetings and discuss ways to improve upon problems should problems arise [sic]. The ‘person-centered planning’ should be about helping people make their lives better” as

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opposed to a standard procedure for everyone. This was also reported by professionals from Developmental Centers. They reported that their clients make it clear that they have hopes and dreams and “want to have friends, get married and have families just like everyone else.” One professional from the Developmental Centers also stated that it is time to help support more people to work and/or live in the community because,

“...people are demanding it and letting us know that they want to live in the community, want higher pay or want a better job.”

Another suggestion provided by a family member was to “Try to separate the ‘what you think’ a person wants from what they actually want. We do not all want the same things out of life.” During the forum, an attendee stated feeling that person-centered planning included “standard questions” and felt that the process was “not as individualized” as advertised. Forum and survey respondents as a whole felt that person-centered planning lacks the individualization promised and that the process felt generic and rushed. One of the professional respondents explained that it is important to take into consideration the individual’s needs and take more time for them:

“Take all people and their abilities into consideration and think outside the box. Involve everyone in their lives but [sic] to their ability. All the person-centered planning revolves around high functioning individuals.”

A family member asserted that “more frequent contact with persons assisting with the planning process” would make the process feel more individualized, and one of the professionals agreed, explaining that person-centered planning should involve “implementing a process whereby the gathering of information is done in stages, based on the people in the lives of the individual.” Another family member explained that they felt “it was a very hurried process and seemed to be done because it was a requirement, not because it had any meaning to the employees.” Forum attendees felt the same way, explaining that person-centered planning “tools are too diagnostic” and should be “more than one size fits all.”

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Resources

Many of the survey respondents also felt that more resources, such as *funding* and *time*, would improve the person-centered planning process. In terms of funding, a family member explained that providers are unable to fully engage in the process as a result of “resistance due to funding.” A professional explained, “Since our program lost funding, there needs to be a way to sustain the program with a source of funding and an incentive for them to do the planning.” Funding came up multiple times across forum data as well, with one attendee explaining, “Funding for staffing is not available.”

As for time, both professionals and family members agreed that more time is necessary to fully engage in the person-centered planning process, as one family member reflected:

“Slow down to take time to engage the youth and family. It may take longer than ‘agency time’ of more than three phone calls and close. Build trust with families. If you ask them what they want be prepared to talk about what it is and how to be helpful in moving them to their vision and keeping them there.”

Another family member expressed that agencies should “Allow as much time as is needed per individual. Do not cap it; allow each person to complete the discovery process in their own timeframe.” During a forum, a professional explained that the person-centered planning process requires more time to “hang out with a person. Get to know them.” Another professional respondent expressed a similar sentiment: “Give it more time, [it] can’t be a rushed process.”

Staff from Developmental Centers did not share these same barriers. Professionals reported that person-centered planning is done annually and updated regularly. They felt well-equipped to do individualized, person-centered planning with each resident as they have strong relationships with each client and provide individualized support and structure to residents.

Guidance

Both professionals and family members indicated they wished they had *more training and guidance* concerning the person-centered planning process. For example, a forum attendee described the need for “guidance to help steer the team” during the process. As a professional survey respondent explained, “we have to teach people how to complete person-centered planning as a part of their process without extra meetings.” Another professional respondent offered:

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“I think first of all is really understanding what person-centered planning is. I would recommend that you just not take basic training, but take more in-depth training where you actually get to work with the trainer in scenarios and put what you are learning into practice.”

This respondent was not the only professional who agreed with this sentiment, with another expressing:

“We need to continue to have person-centered planning to be a part of the training of all new staff and expanded training for those facilitating the person-centered process. I believe it will come naturally to the next generation of professionals, families and individuals.”

Family members also agreed that more training was needed in terms of “enlightenment of all participating that it is a process, not an event.” Another family member suggested, “perhaps more training [is needed] about how the process is to work. Stressing the fact that the plan should support the individual's future.” Many other family members explained that they sought more guidance from providers, with one respondent expressing:

“There should be guidance at all levels to help understand the intent of the process and how it relates to the ongoing planning and support of a person, across agencies, across providers, across time. Guidance should help those involved at the direct support level understand how to embed these concepts into the daily routines and support.”

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Recommendations to Improve Person-Centered Planning

Taking into account quantitative and qualitative findings regarding person-centered planning, there were marked differences among professionals', family members' and self-advocates' understanding of the process. The majority of professionals reported that they knew and understood the person-centered process and that they utilized the process with clients. Family members and self-advocates were less likely to state that they fully understand the person-centered process and reported that they didn't always feel it was well implemented and individualized. Some of the professionals agreed with this sentiment and wished for more training and individualization. Quantitative data findings illustrated that the large majority of respondents who went through a person-centered planning process were asked about their interests, abilities and preferences and that their strengths, desired outcomes and resources were considered in the process. However, qualitative data showed that many respondents thought that the person-centered planning process could be greatly improved by greater individualization of the process and plan for each client; that more time in learning about clients' strengths and skills and more time in developing a truly individualized plan would be helpful; and that ongoing training and more guidance on the process for families would improve the process. Self-advocates pointed out that it would be helpful for them if person-centered planning was "abbreviated" and "regular talk" was used. Other suggestions were to repeat information as often as needed and to use "words and pictures" together if people can't hear or understand.

Based on the findings from the quantitative and qualitative data from the statewide stakeholder forums, online survey and key informant interviews, the following recommendations for improved person-centered planning are provided:

- *Increase Education for Family Members and Self-Advocates on the Person-Centered Planning Process.*
Family Members and Self-Advocates have less understanding about person-centered planning and the process of developing an individualized person-center plan than professionals. They will benefit from education about the person-centered planning process and the development of an individualized person-centered plan, so they can be empowered and be active participants in the development and implementation of their plans for a meaningful life in the community.

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- *Continue Education and Provide Ongoing Guidance for Professionals on the Person-Centered Planning Process.*

While professionals reported that they understand and implement individualized person-centered planning with clients, they also pointed out that regular training and ongoing guidance on the process and implementation of the plans would be helpful to them. Regular and ongoing training and guidance may lead to overall better plans and better implementation of plans.

- *Increase Focus on Person-Centered Planning to Allow Appropriate Time and Resources for the Development of an Individualized Person-Centered Plan for Each Client.*

Many of the professionals and family members expressed that there wasn't enough time allocated to get to know clients and write truly individualized person-centered plans. Both actual time spent with clients and funding were reported as being barriers to a strong person-centered planning process. Allowing professionals enough time with clients and providing necessary financial resources will improve the person-centered planning process.

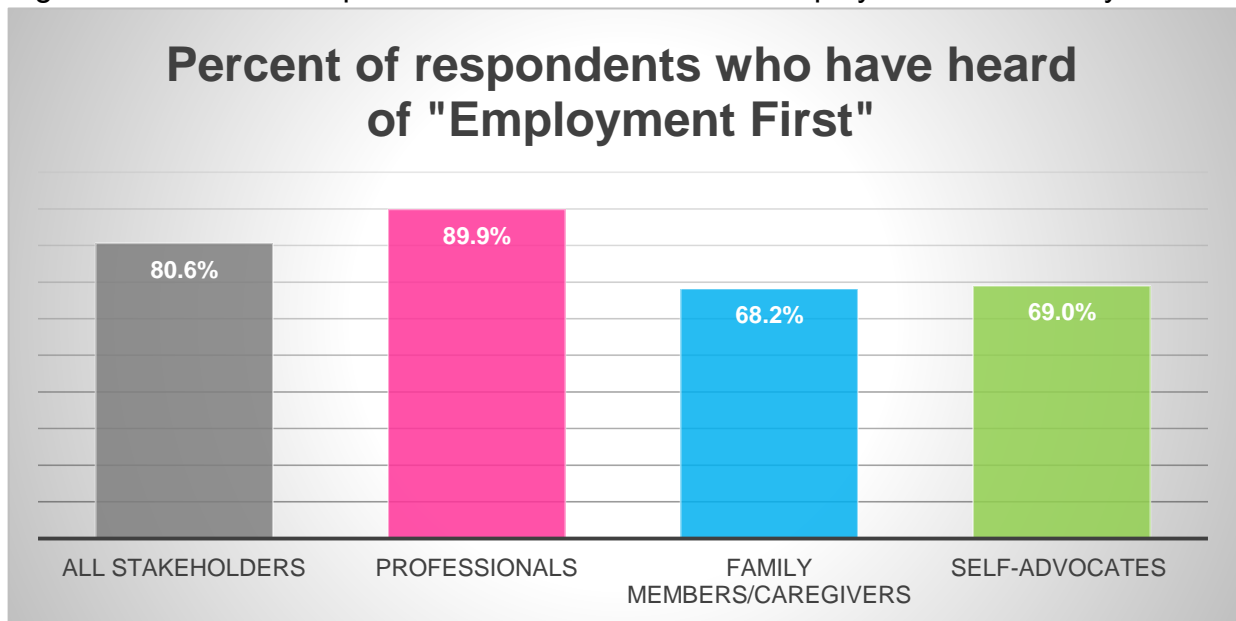
FINDINGS AND RECOMMENDATIONS REGARDING EMPLOYMENT FIRST

VII. Findings and Recommendations regarding Employment First

Quantitative Data Findings

Survey participants were asked to answer five (5) questions related to “Employment First.” The first question asked if survey respondents had heard of “Employment First” or “Community Employment.” Data showed that overall, a large majority (80.6 %) of stakeholders had heard of “Employment First” or “Community Employment.” When looking at the different types of respondents, professionals were much more likely to have heard of “Employment First” or “Community Employment” (89.9%) than family members/caregivers (68.2%) and self-advocates (69.0%) (see Figure 7).

Figure 7. Percent of respondents who have heard of “Employment First” Policy



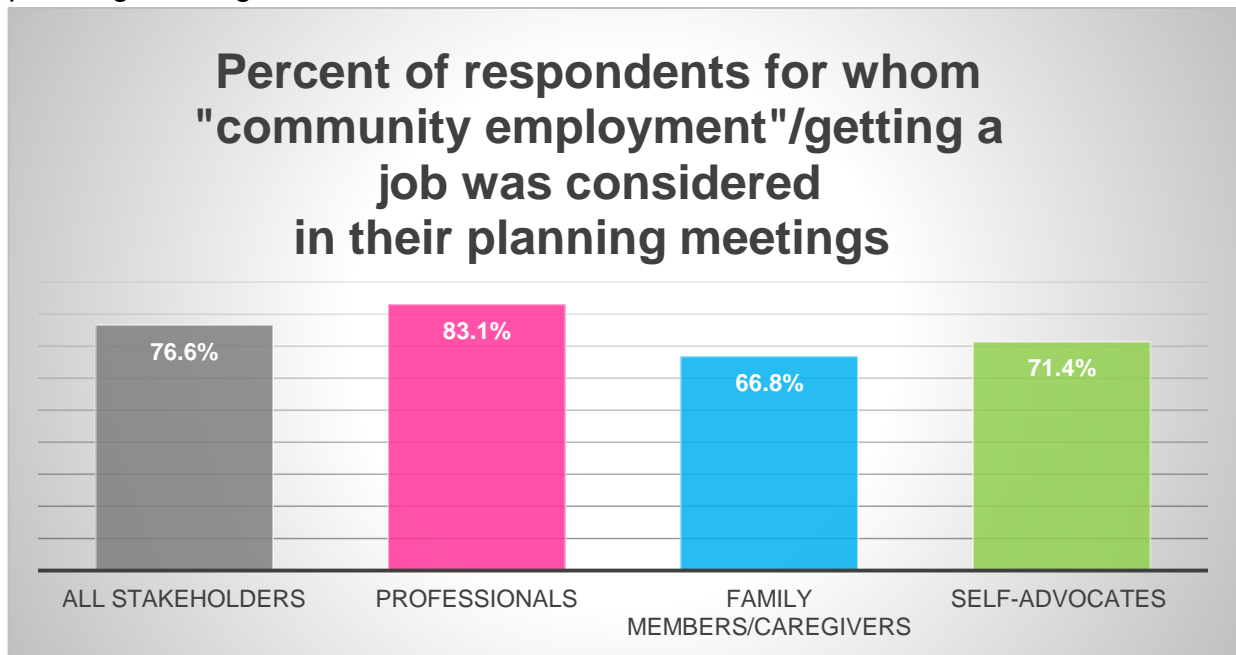
After providing a written explanation of “Employment First” in the survey, survey participants were asked if “Employment First” was ever considered in planning meetings.

While almost 77% (76.6%) of all stakeholders reported that Employment First was considered in their planning meetings, answers of family members/caregivers and self-advocates differed from the answers of professionals. Of all professionals, 83.1% reported that Employment First had been considered in planning meetings, while

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66.8% of family members/caregivers and 71.4% of self-advocates reported that Employment First was considered (see Figure 8).

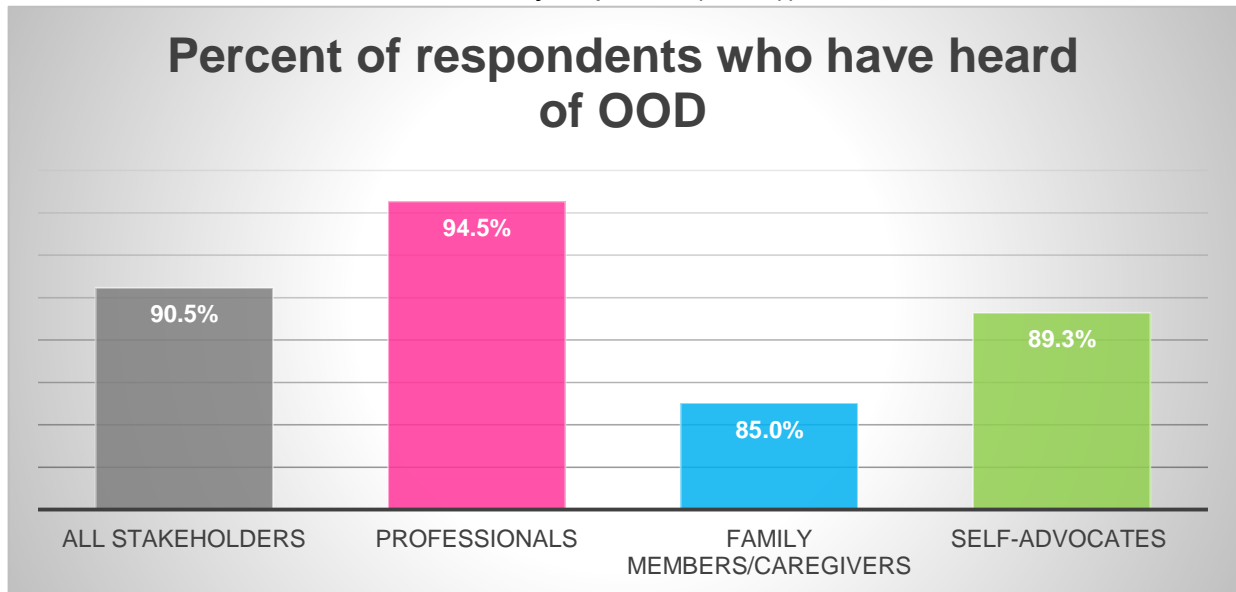
Figure 8. Respondents for whom community employment was considered in their planning meetings



Survey respondents were also asked if they had ever heard of Opportunities for Ohioans with Disabilities (OOD), also called the Bureau of Vocational Rehabilitation (BVR). Most stakeholders reported that they had heard of OOD (90.5%), with almost 95% (94.5%) of professionals having heard of it, 85% of Family Members/Caregivers and almost 90% (89.3%) of self-advocates having heard of it (see Figure 9).

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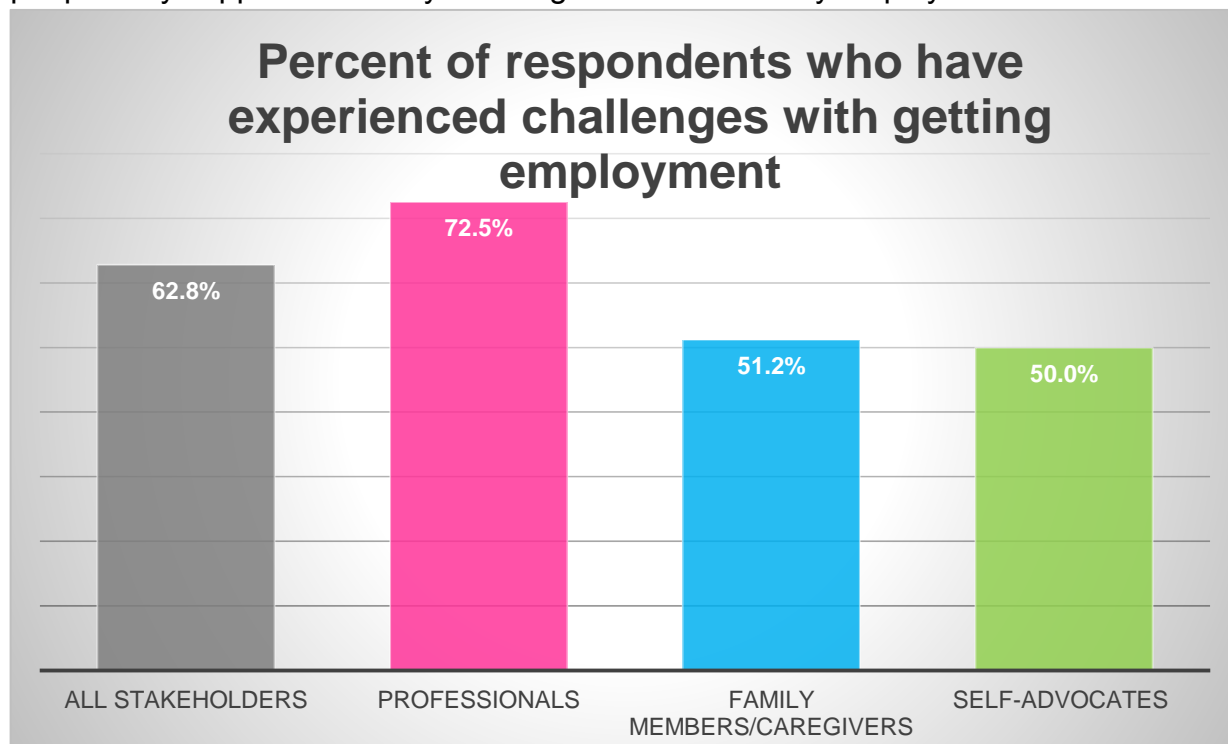
Figure 9. Percent of respondents who have ever heard of Opportunities for Ohioans with Disabilities (OOD) (also called the Bureau of Vocational Rehabilitation (BVR) or the Bureau of Services for the Visually Impaired (BSVI))



The two final questions related to Employment First addressed challenges and successes with community employment. Survey respondents were asked if they had ever experienced challenges and/or successes with community employment. Overall, 62.8% of all stakeholders reported that they had experienced challenges, 72.5% of professionals, 51.2% of families and 50% of self-advocates (see Figure 10). In contrast, 55.2% of all stakeholders reported that they had experienced successes with gaining employment, 66.3% of professionals. The percentages for family members and self-advocates who reported having successes with community employment were much lower, 38.1% and 35%, respectively.

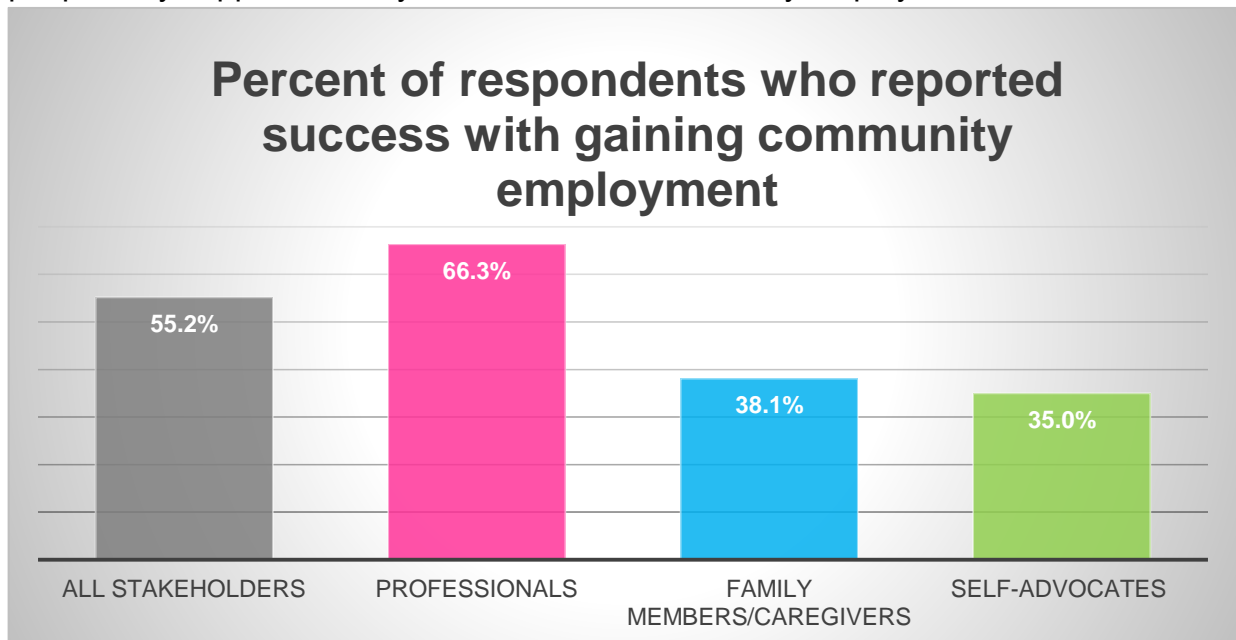
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Figure 10. Percent of respondents who reported that they/their family member/the people they support faced any challenges with community employment



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Figure 11. Percent of respondents who responded that they/their family member/the people they support had any successes with community employment



Qualitative Data Findings

Analysis of qualitative data from stakeholder forums, online survey and key informant regarding Employment First revealed that professionals, family members, and self-advocates believe that there should be more of the following in the context of Employment First initiatives: 1) Job Opportunities, 2) Support from Providers, and 3) Training. Table 5 includes a categorization of these themes, their sub-themes, and representative quotations.

Most professionals knew what Employment First is and had an overall good understanding of what its purpose is. One professional noticed that interest in community employment has increased in recent years. Most also said that there is a big need for well-trained and better-paid Direct Support Professionals (DSPs) and that the DODD “rules need to catch up with opportunities.” Professionals’ general sentiment was that

“We are moving on the right path” and “There is more interest in community employment overall.”

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In general, family members attending the forums had a lot of different interpretations of what Employment First is and means. Approximately half of the family members discussed feeling hopeful because of Employment First, expressing that it means more inclusion in the workforce for their loved ones. A smaller, yet vocal group of families discussed their fears of loss of safety and structure because of Employment First. They stated that Employment First's purpose is to take away sheltered workshops and/or enclaves as well as intermediate care facilities (ICFs) and other institutions. Another group of family members seemed to be somewhere in the middle explaining that Employment First is a good idea but that it will need more time until it works the way in which it is intended. Family members also voiced that they were the ones moving Employment First forward. One parent said:

“Families are the ones getting the balls rolling” and professionals need to “recognize the efforts and engagement of the family. Family is key.”

When asked about Employment First, self-advocates did not necessarily know about it by its definition. However, many self-advocates knew about jobs in the community and reported that they desired community employment.

Table 5. Employment First Qualitative Findings

THEME	SUB-THEME	REPRESENTATIVE QUOTE
Job opportunities	Local	“Create more local opportunities” (Professional & Family Member)
	Skill-based	“After they are working at their first job have a way to get them more skills to progress and get a better job.” (Family Member)
Support from providers	Realistic expectations	“Quit viewing [employment] as the first and/or only option: it's unrealistic.” (Professional)
	Maintaining jobs	“Individuals need support maintaining jobs.” (Professional)
Training	Providers	“Improvement can always be made through professionals making it a priority to do continued education.” (Professional)
	Employers	“Talk to employers about employing people [with] disabilities” (Self-Advocate)

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Job Opportunities

Respondents indicated that within the Employment First initiative, there is a need for both *local* and *skill-based* job opportunities for individuals with disabilities. For example, a self-advocate indicated wanting “more opportunities with employment,” and this includes, as a professional indicated, “better employment opportunities” that allow for “more flexibility in the choices [what] a person can do regarding employment.” Professionals from the Developmental Centers pointed out that there need to be more opportunities for the Developmental Center residents to explore various jobs in the community. They said that many residents at the Developmental Centers are aware and notice that they are getting paid less in the sheltered workshops than others in the community.

Another professional indicated the need for local opportunities, explaining:

“[There is a] need to continue to look at expanding possibilities in our own setting. We need to step out and open our own businesses utilizing the talents and gifts of the people we serve and integrate into the community.”

Stakeholder forum attendees agreed with this, stating that they would like to see “More job fairs [and] more help from schools” moving forward in terms of finding job opportunities. A family member expressed that not only are more local opportunities needed, but also:

“More job opportunities that develop skills. A program to help develop those skills. Such as working on money and reading skills.”

Some self-advocates also pointed out that they don’t know “what’s out there.” This was especially voiced by key informants from the Developmental Centers. They mentioned that knowing what the options are and having the same supports in the community as they currently have at the Developmental Center would be helpful for them to be successful in a community-based job. For example, one self-advocate stated that he needs help to calm down when stressed and needs someone who talks “to me when I am stressed out. Ask if I am okay.”

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Many self-advocates at the stakeholder forums knew about jobs in the community and said things like they

[...] want a job in [the] community, would like more money and would like to have a job that [they] really like.

Self-advocates shared during the forums what jobs they would like to have someday and what their interests were. Examples of jobs included: caring for animals, working at a restaurant, a grocery store or a factory. Interests that they shared included designing video games, helping others and doing sports.

Support from Providers

Some of the respondents felt that they needed more guidance from providers in terms of *supporting realistic expectations* for individuals with developmental disabilities seeking jobs. One parent stated that she needed to “[understand] that my son may need a highly structured environment with one-on-one support to succeed in any employment.” A professional gave some advice to fellow providers: “Quit viewing [employment] as the first and/or only option, it's unrealistic.” A family member agreed, saying providers should not “force them to be integrated into the community if [their] condition is so severe and will have deleterious consequences.” During a community forum, one of the providers stated, “Some people aren't capable of working.” A professional and family member explained that Employment First may be unrealistic in the current job market, indicating that the “for-profit industry cannot be expected to alter its purpose by hiring large numbers of individuals who cannot work independently. So, a reality check first and foremost.”

Respondents also sought more “supports while employed,” as a professional put it, in terms of individuals not only finding jobs, but also needing “*support maintaining jobs*” under the Employment First initiative. A parent expressed that her son also needs help finding a new job while maintaining a current one:

“Now that he has had this job for three years he would like to advance or get something that pays better,” which could be helped by “keeping necessary supports long enough” through Employment First providers.

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The forum responses were consistent with this theme. A forum attendee explained that he wished individuals with developmental disabilities received “professional development support outside of just providing the training” to aide them in maintaining jobs. One self-advocate described his frustration with the lack of support while maintaining a job:

“Sometimes I feel stressed out and overwhelmed. I need to gather myself and take breaks because I feel sad or down. Sometimes I need [a] room to calm down in. I need someone to talk to when I am stressed out. Someone to ask if I am okay. I need staff to help me talk through things.”

A professional agreed with this sentiment, stating that individuals with developmental disabilities need “ongoing supports in the start of [a] job and when they independently get their own jobs. Direct care job coaches don’t always understand how to work with employers and the employees.” In fact, one of the themes recorded during one of the community forums was the need for “a way to register where we’re at, and what to do next” in terms of seeking employment.

Family members also expressed that there is a need for more support in the community overall to make it work. One mother, who is also a professional in the field, commented that inclusion and community employment are possible and that people with developmental disabilities need to have access to more opportunities in areas that interest them. She also stated that barriers are sometimes created by the professionals. She said:

“The mindset of professionals needs to change. We need to access and utilize technology and think differently.”

Training

Professional, family member, and self-advocate respondents all suggested that *training* for both *providers and employers* would significantly improve the Employment First experience. For example, a professional asserted, “improvement can always be made through professionals making it a priority to do continued education.” Another suggested that it is important to

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“...train OOD providers and waiver providers to see persons with developmental disabilities as capable individuals who may need support in alternative ways than the traditional ones thought of.”

This training, according to a professional, should be extended to providers as well as employers themselves: “I think training on how to job-develop and job-coach as well as working with employers.”

Another professional indicated that “lack of knowledge” among employers is an issue when employing individuals with developmental disabilities, and that it is necessary to find a way to

“...get employers more involved or on board. Employers are unsure about hiring someone with a disability. It’s sad!”

A forum member described the problem as Employment First initiatives being “Not well advertised [and] vendors [are] not trained.” A family member asked, “Can you change the hearts and minds of employers?,” while another suggested that this may be possible through “provid[ing] training to employers” in order to “make sure the employers understand that certain adjustments must be made to enable the person with a disability to be successful.” During a community forum, a respondent suggested improving on this issue by “Making the business case to employers!” A self-advocate agreed that providers need to begin “talk[ing] to employers about employing people [with] disabilities.” One suggestion that a professional made included running “a Think Tank of business owners and training for them.”

Recommendations for Improved Employment First Implementation

Looking at both quantitative and qualitative data regarding Employment First, it can be stated that in general, professionals, family members and self-advocates are aware of Employment First and that Employment First is included in planning meetings. However, professionals have a better understanding of Employment First than family members and self-advocates. Also, self-advocates may not necessarily know and use Employment First terminology.

The large majority of all respondents know about Opportunities for Ohioans with Disabilities (OOD). In terms of challenges experienced with employment, quantitative data information provided is difficult to interpret. The majority of professionals reported that they had experienced challenges with employment of clients with disabilities and

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approximately half of all family and self-advocate respondents reported that they had experienced challenges with employment. The majority of professionals reported that they had successes with employment of clients; however, only approximately a third of family members and self-advocates that answered the question reported successes with employment.

All respondents acknowledged that local opportunities for exploring/getting a job and opportunities for skill-building are needed. The majority of respondents, but especially family members, focused on needed supports from providers in setting realistic expectations for employment of people with individuals. It was also pointed out that it isn't only about getting a job but also maintaining a job, gaining additional skills and having opportunities to move up in a career. There was strong emphasis on more training for providers and employers in helping people with disabilities to get a job.

Based on the findings from the quantitative and qualitative data from the statewide stakeholder forums, online survey and key informant interviews, the following recommendations for improved Employment First implementation are provided:

- *Continue to develop local job opportunities.*
People with developmental disabilities want to work in the community. Continued development of opportunities for job training and employment are needed and must be available in the communities in which people live. This may also require that systems such as DODD and OOD continue to work closely together to support local job development, as some respondents pointed out.
- *Increase opportunities to build upon existing job skills for career development.*
Once people with disabilities have worked in a job for some time, opportunities need to be created for continued skill development and career opportunities to move up the career ladder like any other employee.
- *Set realistic expectations.*
Family members desire to have an accurate understanding of the abilities of their family member with a developmental disability. Professionals need to provide accurate information on abilities and set realistic work expectations for their clients with developmental disabilities, while providing opportunities for growth and development of employment-related skills of their clients. Service providers need to challenge their clients to reach their maximum potential.

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- *Provide longer-term supports to maintain jobs.*
Family members and self-advocates pointed out that it isn't only about getting a job and having employment but that supports might be needed longer-term to ensure that employment is maintained. For some clients, this might require longer-term ongoing or intermittent support to help them be successful in maintaining their employment.
- *Provide continued training for service providers on job development, job coaching and career development.*
Professionals and family members stated that service providers need continued training on job development, job coaching and supporting people with disabilities in their career development. Ongoing training in employment best practice and continued skills development of service providers may improve overall employment outcomes for people with developmental disabilities.
- *Provide information and training for employers on employment of people with disabilities.*
There was a strong sense among respondents that more information about employing people with disabilities in community-based businesses needs to be shared with potential employers. Respondents felt that many employers do not know about this untapped source of potential employees and that potential employers may not know how to go about employing and supporting people with disabilities in their workplaces. Reaching out to potential employers in the local community; providing information and training and offering supports, such as job coaches and follow-along, may increase employment opportunities for people with disabilities in the communities in which they live.

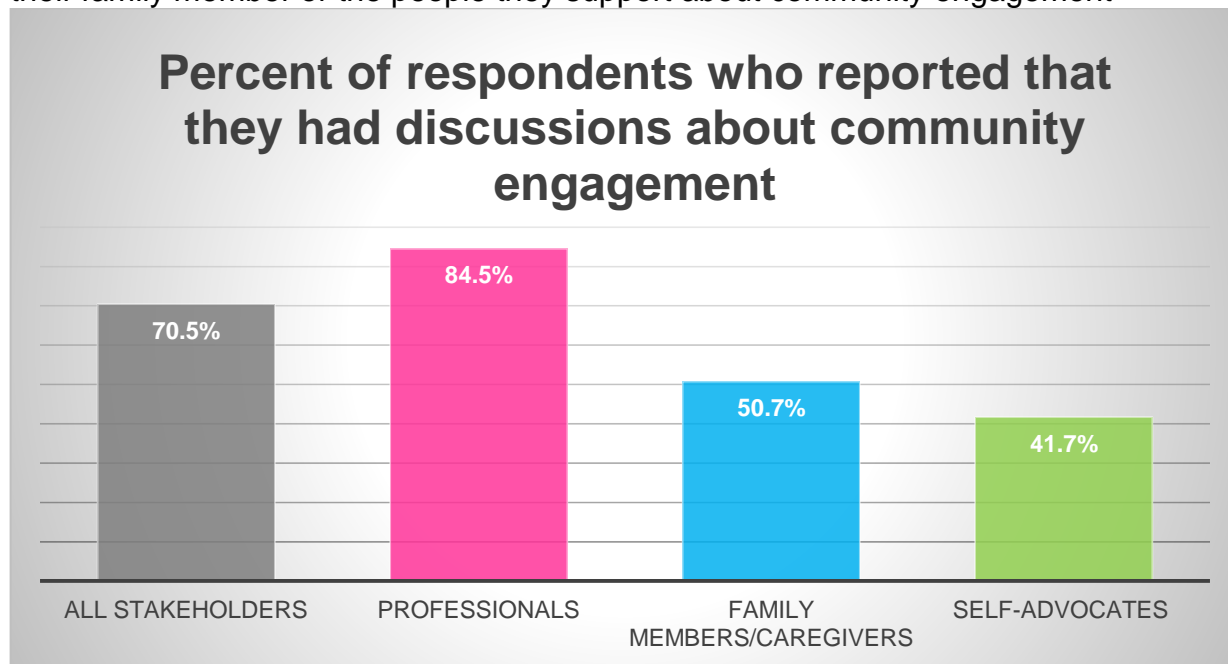
FINDINGS AND RECOMMENDATIONS REGARDING COMMUNITY LIFE ENGAGEMENT

VIII. Findings and Recommendations regarding Community Life Engagement

Quantitative Data Findings

Survey participants were asked to answer two (2) quantitative questions related to “Community Life Engagement.” The first question asked if anyone had ever talked to a person with developmental disabilities about “Community Engagement.” Data showed that overall, almost 71% of respondents reported that someone had discussed community engagement. When looking at the different types of respondents, professionals were much more likely to report that someone had talked with the person with a developmental disability (84.5%) about community engagement than family members (50.7%) and self-advocates (41.7%) (see Figure 12).

Figure 12. Percent of respondents who reported that someone has talked to them, their family member or the people they support about community engagement

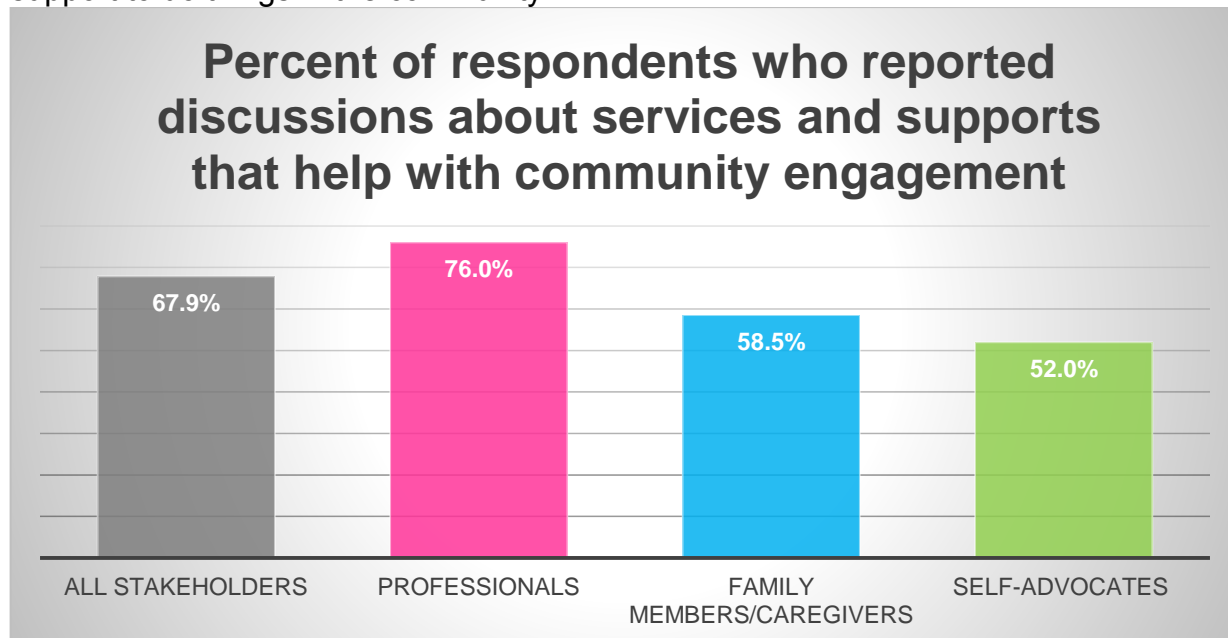


The second question regarding Community Life Engagement asked about services and supports for people with developmental disabilities that help people do things in the community. Of all stakeholders, 67.9% reported that services and supports that help with doing things in the community were talked about. Of all professionals responding to this question, 76% reported that services and supports were discussed. Almost 59% (58.5%) of family members reported that services and supports that help

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with community engagement were discussed, while 52% of all self-advocates reported that services were talked about (see Figure 13).

Figure 13. Percent of respondents who reported that someone has talked with them about services or supports that help them, their family member or the people they support to do things in the community



Qualitative Data Findings

Qualitative data analysis regarding community-life engagement revealed that themes could be split up into three main groups in regard to what professionals, family members, and individuals with disabilities believe should be changed and updated: 1) More opportunities, 2) support from providers, and 3) transportation options. Table 6 includes a categorization of these themes, their sub-themes, and representative quotations.

FINDINGS AND RECOMMENDATIONS REGARDING COMMUNITY LIFE ENGAGEMENT

Table 6. Community Life Engagement Qualitative Findings

THEME	SUB-THEME	REPRESENTATIVE QUOTE
More opportunities	Jobs	“Offer more careers, choices, and supports within the community” (Professional & Family Member)
	Social	“More opportunities for him to have friends and do things with them.” (Family Member)
Support from providers	Training for	“Better training and pay for direct support professionals” (Family Member)
	Guidance from	“Improvement in providers’ ability to support people in the community.” (Professional & Family Member)
Transportation options	Affordable	“Increase affordable transportation options 24/7” (Professional)
	Accessible	“You need more wheelchair accessible transportation” (Family Member)

More Job and Social Opportunities

Respondents felt that more *job opportunities* and *social opportunities* were needed for people with developmental disabilities in their communities. Professionals indicated the need for “more job opportunities for individuals with developmental disabilities” as well as “more unique opportunities and experiences” in order to provide “additional opportunities” for finding jobs. Family members suggested “greater awareness” among employers and “efforts to encourage employers to welcome those with disabilities as employees and promoting the benefits of doing so” in order to create more community-based job opportunities. Family members and professionals also said that people with developmental disabilities need more acceptance from the community and higher expectations from everyone. One family member stated:

“We need a commercial or PSA [Public Service Announcement] that talks about how people with disabilities are good employees.”

In addition to job opportunities, a professional explained that more “social opportunities” are needed in order to help individuals with developmental disabilities “develop more natural supports which should start in high school and continue to be nurtured.” Professionals from the Developmental Center also emphasized the need for social opportunities for their clients. They stated that there is a great need for more

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social outlets and funding to help people be successful in the community. Examples they provided included ‘meet and greets,’ clubs, dating service, social functions, etc. In addition, they felt that residents transitioning into the community would need more structure than is often provided. They mentioned the importance of providing and setting boundaries, helping people to develop relationships and video surveillance to protect both people with developmental disabilities and their staff.

A parent expressed frustration with the lack of social opportunities for her son, wishing for “more opportunities for him to have friends and do things with them.” One of the professionals also shared:

“People with developmental disabilities need to be able to learn from mistakes. They need to have the dignity of risk.”

A professional explained the lack of social opportunity, stating:

“We do have welcoming folks in our community, however, they want to create new groups or programs that are developmental disability-focused. This is well-meaning but counter-productive to our goals of inclusion.”

Some professionals stated that the community is not ready to embrace individuals who have more challenging disabilities and/or behaviors. Many outdated ideas and stereotypes still persist and many community members do not know about developmental disabilities. They said that more time and energy needs to be focused on “getting the community ready.” In addition, they stated that police and emergency personnel need to be better trained to work with people who have developmental disabilities and mental health issues.

However, another professional suggested how communities can begin opening up social opportunities to individuals with developmental disabilities, stating that there should be:

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“...more emphasis on opportunities for people to meet each other and develop friendships and hobbies. The hobbies and interests start when very young. Young parents are often unaware of how an interest in something, no matter how small, can open up opportunities for their kids later on.”

One of the challenges that a forum attendee indicated is that individuals and family members are forced to “do it,” in terms of finding social opportunities, “ourselves [with] natural supports through the community.”

Support from Providers

Respondents expressed that they needed *more support from providers* during the Community Life Engagement process, which includes both *training for* and *guidance from providers*.

The most common topic discussed was the need for better training and better pay for Direct Support Professionals (DPS). Many attendees shared that it is not good enough to “just” support successful community employment or community life engagement but that there is also the need to appropriately respond to peoples’ different phases of life, for example transition-age people with disabilities versus people who are close to retirement age. A family member explained that they wished for the availability of “highly trained direct support professionals who can support my family member as they participate in community activities.” A family member felt that a solution for increased support from providers includes “better training and pay for direct support professionals,” with another family member suggesting to “maybe offer some sort of training or certification for providers so that those on waivers can get out into the community with proper supports.” A professional agreed that “training for staff, families and teachers in building relationships” is necessary for a successful Community Life Engagement program. A forum attendee explained “providers need support around...find[ing] things to do around the community...around a person’s interests.”

One challenge that professionals discussed is that service providers in the community do not receive as much training as staff at Developmental Centers. One professional said that community-based service providers need better training in mental health, crisis management, trauma-informed care, resiliency and how to “avoid power struggles and control issues so there are less legal problems.” In addition, this professional mentioned that caseloads of service providers in the community are too high to provide optimal support.

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In addition to more training for providers, a family member expressed a need for “more guidance about what is available, eligibility requirements, the process” from providers. A professional and family member explained that there is a need for “improvement in providers’ ability to support people in the community.” A family member expressed frustration with the lack of guidance, asking “Again how do you get a case worker to help?” Another family member felt strongly about the need for guidance, as well, explaining:

“There needs to be more accountability to assure that services are being provided by providers. They are warm bodies doing next to nothing and then claiming they are doing everything. Much of the documentation being provided is false. How do we make sure they are really fulfilling the needs of the individuals which they serve?”

Transportation Options

There is a great need in local communities for reliable, affordable, safe and easy to access transportation. Transportation was brought up multiple times at all forum sessions as a major barrier. Many professionals, family members and self-advocates expressed great frustration with the lack of transportation options, with one parent stating that the community needs “accessible transportation. Our daughter has a power wheelchair and caregivers and caregiver agencies do not have accessible vans.” Professionals shared that they would like to see “transportation options improved.” One professional indicated, “Transportation is a huge barrier for my families to access the community” financially, and that communities should “increase affordable transportation options 24/7,” with another exclaiming that individuals with developmental disabilities need “more access to transportation!” A forum attendee shared these sentiments, “it is hard to get a job if there is no reliable way to get to and from work!” Another family member explained that “safe public or private transportation options” are needed, while another attendee expressed a need for a “public transportation system that goes all over the county.”

Recommendations for Improved Community Life Engagement

The large majority of professionals reported that they have had discussions about Community Life Engagement with their clients and that they talked about services and supports that can help with community life engagement and integration. However, the percentages of family members and self-advocates who report that they

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had discussions on Community Life Engagement and services and supports for it are much lower.

All stakeholders reported that more job and social opportunities are needed for a successful community life engagement and integration. Employers need to be more aware of people with developmental disabilities as good employees and more efforts are needed to increase job exploration and job opportunities.

Stereotypes about people with developmental disabilities still make community engagement and integration challenging at times. This is especially true for people who have more challenging behaviors. People with developmental disabilities need more opportunities for social interactions in the community to “practice” social relationships, develop friendships and build natural supports in their communities.

Community-based service providers need more education and training on how to support their clients in building a community life. Higher standards and better pay are needed for direct service providers. At the same time, service providers need to provide guidance to families and self-advocates about programs available in the community and how to connect to them.

Finally, the lack of reliable and affordable transportation is a huge barrier to community life engagement. All stakeholders mentioned transportation multiple times as one of the major challenges to community participation.

Based on the findings from the quantitative and qualitative data from the statewide stakeholder forums, online survey and key informant interviews, the following recommendations for improved Community Life Engagement are provided:

- *Improve communication about community engagement, services and supports between professionals, family members and self-advocates.*
Professionals know about community engagement and the supports and services that are available to their clients to help with community engagement. Family members and self-advocates need to know about what community engagement supports are available to help them be successful. Service providers need to increase their efforts to adequately inform family members and self-advocates and share available resources and supports with them to improve community-based outcomes.
- *Continue to develop local job opportunities.*
As mentioned previously, continued development of opportunities for job training and employment are needed and must be available in the communities in which people live.

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- *Increase opportunities for social interactions and social life in the community for people with developmental disabilities.*

People with developmental disabilities want to live in their communities. They want to have friends, husbands/wives and be close to their family members. They want to participate in community events. Their family members wish for them to have friends and be integrated in their communities. In order to have successful social outcomes for people with disabilities, they need more opportunities to participate in social interactions and social events, to build relationships with others and to develop networks of natural supports in their communities. More opportunities for being and interacting in the community will also increase opportunities for community members to interact with people with disabilities. This may lead to reduction in stereotypes and increase community awareness and acceptance.

- *Improve training and expectations and increase pay for direct service professionals.*

The current workforce of direct service providers does not always receive the training needed to develop successful community engagement opportunities. More training and higher expectations of direct service providers may lead to better and more professional workforce.

- *Develop innovative transportation options for people with developmental disabilities.*

Transportation was mentioned by all stakeholders as a major barrier to community life engagement. Changing existing transportation networks to better serve individuals with developmental disabilities will take a long time and many resources. Investment in alternative transportation ideas, such as Uber and other, community-based, innovative transportation models, may lead to improved transportation outcomes that could be scaled up from neighborhood or local reach, to regional or statewide impact.

CONCLUSION

IX. Conclusion

Since the inception of Employment First in 2012 in Ohio, there has been much movement in preparing people with developmental disabilities for community employment and supporting people with disabilities in getting and maintaining jobs. Data from the statewide stakeholder forums, online survey and key informant interviews illustrate that people with developmental disabilities want to live and work in their communities; that stakeholders are aware of the Employment First initiative; that they are (at least somewhat) engaged in person-centered planning and work toward community life engagement. Data also shows that there is room for continued improvement in all areas. Training for service providers in implementing Employment First; continued training and guidance in developing individualized, person-centered plans; skills development in the areas of job exploration and coaching; and skills development in supporting people with developmental disabilities in social interactions and relationships were all mentioned as being needed. There is also a need for training on how to better prepare people with behavioral challenges for community employment and community life. In addition, raising awareness of people with developmental disabilities being valuable employees and working with employers on how to integrate employees with disabilities in the workplace also needs to be addressed. Continued efforts around developing employment opportunities for people with developmental disabilities, including individuals who have significant developmental disabilities and/or behavioral challenges, in their communities is also important. Family members and self-advocates need to receive more information on the impact of Employment First on their future employment and community life opportunities. They need to be fully included in all person-centered planning efforts. Person-centered planning needs to be individualized for each and every client. Professionals need to be able to spend the time needed with each client to develop a truly individualized person-centered plan that will lead to successful employment and a meaningful life in the community. Finally, continued efforts are needed to support people with developmental disabilities in developing relationships and friendships so that they have the natural supports in place to be successful in their communities. This also includes raising awareness in the community about people with developmental disabilities and the many valuable contributions that they make.

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X. Appendix A. Stakeholder Forum and Key Informant Interview Protocol

SECTION	CONTEXT, QUESTIONS & SPECIFIC PROBES	SPECIFICATIONS
<p>OPENING REMARKS & PROCEDURE</p> <p>(5 minutes)</p>	<p>Welcome. My name is _____ and I am a _____ with the [UCCEDD at CCHMC]. I will be moderating the discussion this morning/evening. I really appreciate your taking the time to share your views and experiences with me. If you have not done so already, please sign in. Please let us know your first name only. Please also let us know if you are a person with a developmental disability, a family member or a professional.</p> <p>The <u>purpose</u> of this meeting/interview is to gather your feedback. We need your input on two topics that are important to people with developmental disabilities. They are (1) Ohio’s Employment First Initiative and (2) services and supports for community life engagement</p> <p>We asked you to come today because we need your feedback and input to help more people with developmental disabilities get jobs and spend time in their community. We need to know what strategies are</p>	<p>Brief introduction, purpose of focus groups and how information will be used.</p> <p>NOTE:</p> <ul style="list-style-type: none"> • Have people register before attending. When they arrive have them sign in with their first names only and provide area on form to check a box 1. Person with a Developmental Disability 2. Family Member 3. Professional • BRING NAME TAGS • Restrooms should be used prior to or after session. • Bring audio/video recorder. • Bring large sticky posters to take note of themes. • Bring large black marker • Bring larger note cards and pens • Bring business cards • Bring waters

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<p>OPENING REMARKS & PROCEDURE</p> <p>(Continued)</p>	<p>working for you and what strategies are not working for you.</p> <p>Your responses are very important and will help us to think about how we can improve outcomes for people with intellectual and developmental disabilities throughout the state of Ohio. Your answers will help the State of Ohio set priorities.</p> <p>During this meeting today, we'd like to discuss your experiences and impressions over the past year. Our meeting today will last approximately 2 hours. I will ask you approximately 30 questions divided into three parts. The discussion for each section will last approximately 30 minutes. If at any point during the conversation you find yourself getting tired or frustrated by the conversation, please feel free to take a break or decide not to participate.</p> <p>If you have any questions about the meeting/interview, I would be happy to answer them before we start. I will also take questions after this session as well.</p>	
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SECTION	QUESTION & SPECIFIC PROBES	SPECIFICATIONS
<p>CONSENT AND RULES</p> <p>(5 minutes)</p>	<p>Your participation is completely voluntary and you don't need to discuss anything that you do not feel comfortable talking about. You can leave at any time. All information you provide today will be kept confidential. Everyone will be asked to keep what is said during the focus group to themselves. However, complete confidentiality cannot be guaranteed.</p> <p>To protect your confidentiality, your comments will not be linked with identifying personal information and will be used only to help guide our team in developing programs to help improve employment and community living outcomes for people with intellectual and developmental disabilities. No identifying information about you will appear when we publish the results.</p> <p>We will be audio taping our discussion so that those of us who are working on this project can listen to your comments later and make sure that they are</p>	<p>Review the general rules of focus group discussions (Standard):</p> <ul style="list-style-type: none"> - Confidentiality – what is said in this room, stays in this room; don't share what anyone said with others who are not here - Only one person talk at a time since we are recording - Be respectful of others; it's OK to have a different opinion - Use first names only - Cell phones and pagers off - ADD any others that might be pertinent

APPENDIX A. STAKEHOLDER FORUM AND KEY INFORMANT INTERVIEW PROTOCOL

	<p>accurately represented. Only members of the evaluation team will listen to the tapes. To protect your confidentiality, please use your FIRST names only.</p> <p>As we talk today, I'd like you to give me your honest feedback and impressions. It is okay if you disagree with someone else or if your experiences are different than someone else's. Since I want to hear from all of you and we have a lot to talk about, I may need to interrupt someone to keep to our schedule. It will be easier for us to hear the audiotape if you speak up, try to talk only one person at a time, and identify yourself by your first name before you talk. Also, please turn your name tags so that I can see them.</p> <p>Does anyone have any questions before we begin?</p>	
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SECTION	QUESTION & SPECIFIC PROBES	SPECIFICATIONS
<p>PARTICIPANT INTRODUCTIONS (5 minutes)</p>	<p>Let's begin with brief introductions.</p> <p>I'll tell you a bit about me first. I am a _____.</p> <p>Who all is from ____ county?</p> <p>Great, let's get started.</p>	<p>Group Introductions:</p> <p>Have brief introductions in this section so respondents can feel at ease before getting into main topic of discussion.</p> <p>Important to keep this section very brief.</p>

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SECTION	QUESTION & SPECIFIC PROBES	SPECIFICATIONS
<p>GROUP DISCUSSION</p> <p>(90 minutes)</p>	<p>Part 1: Individualized Person-Centered Planning Process</p> <p>This part of the forum will ask you to discuss if you, your family member or people you support have participated in an “individualized person-centered planning process.”</p> <ol style="list-style-type: none"> 1) By show of hands, how many people here have ever heard of the phrase “Person Center Planning”? 2) Regardless of whether you have heard the phrase, what comes to mind when you hear “person centered planning? What do you know about it? <p>“Person Centered Planning” is an ongoing problem-solving process used to help people with disabilities plan for their future. In person centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future.” http://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp</p> <p>An “individualized person-centered planning process” is used to help you/your family member/ client “identify unique strengths, interests, abilities, preferences, resources, and desired outcomes as they relate to community employment as well as how to have a meaningful life in the community”.</p> <p>These questions are usually initiated by your team at your local country board of developmental disabilities. The driver/main</p>	<p>Try to elicit feedback by asking open ended questions that allow people time to give input and feedback, not simply yes or no answers.</p> <p>Possible Additional Info. to Share for Part 1 if people do not know about Person Centered Planning:</p> <p>DODD’s Person Centered Principles</p> <ol style="list-style-type: none"> 1. Beginning with a comprehensive understanding of the person is essential. (People should know you.) 2. Empowering informed choices

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<p>GROUP DISCUSSION (Continued)</p>	<p>decision maker of this process should be the person living with a developmental disability.</p> <ol style="list-style-type: none"> 3) If you have participated in a person-centered planning meeting; what role did you play in the process? 4) Can you give some details of the process that you went through? (Areas such as employment and community integration or engagement.) What do you think your role should be? (We want to know about how is this happening? How is it being implemented? How do you see your role in it being implemented?) 5) Has someone asked you or your family member what your interests, abilities and preferences are? 6) Has someone considered your strengths or what you are good at, your desired outcome or what resources you have that might help you? 7) Based on what we described about “person centered planning,” what challenges have you faced with “person centered planning?” (Is there anything that is not working well?) 8) Based on what we described about “person centered planning,” what successes have you had with “person centered planning?” (Is there anything that is working well?) 9) How do you think your life, your family member’s life, or the lives of the people you support have changed because of Person centered planning? 10) Has going through the process of “Person Center Planning” been beneficial to you/your family member? If so, how? If not, how not? 	<p>increases independence. (People who support you should give you info. that helps you make choices.)</p> <ol style="list-style-type: none"> 3. Involving trusted supports increases opportunities for success. (People who support you can help you be part of your community.) 4. Increased community membership enhances natural supports. (Friends and family can also be people who support you.) 5. Ensuring plans and services are
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<p>GROUP DISCUSSION (Continued)</p>	<p>11) What suggestions do you have to improve this process?</p> <p>Part 2: Ohio’s Employment First Initiative</p> <p>This part of the forum will ask you to discuss if you, your family members or people you support have had the opportunity to pursue a job in the community.</p> <p>12) By show of hands, how many people have heard the words “Employment First” and “community employment”?</p> <p>13) For those of you who raised your hand, how would you describe Employment First?</p> <p>The “Employment First” policy means that “people with developmental disabilities are presumed capable of community employment.” The priorities include the expectation that people with disabilities should have opportunities to pursue competitive, integrated employment, and that community employment must be considered in every person-centered plan.” In other words, Employment First gives people with developmental disabilities</p>	<p>driven by the person is vital. (You can make choices for yourself about your Service Plan.)</p> <p>Possible Additional Questions Part 2:</p> <p>“Opportunity to get jobs in the community. Commitment to support community employment is available. Everyone has the support to learn skills needed to pursue community employment. Or to support you to pursue other options.”</p> <p>•If you do NOT have “community employment”, were</p>
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	<p>(DD) in Ohio the chance to get jobs in their communities. If you would like to work in your community, Employment First makes sure that you have support in high school, while looking for a job, while working, and beyond.</p> <p>These questions are usually initiated by your IEP team; team at your local county board of developmental disabilities; by your Support Service Administrator (SSA) or case manager; or in a meeting with Opportunities for Ohioans with Disabilities (OOD). The driver/main decision maker should be the person living with a developmental disability.</p> <p>14) By show of hands, how many people here talked about community employment during their planning meeting(s)?</p> <p>15) For those of you who have discussed working in a planning meeting, can you please describe it? Was it beneficial? How? How not?</p> <p>16) By show of hands, how many people/have a family member/people you support are working in the community? This could be in a group, like an enclave or work crew, or in an individual placement.</p> <p>17) Who has helped you in the process to get a job in the community? (e.g. which agencies, which team, which employer, etc.)</p> <p>18) By show of hands, how many people have worked with the Opportunities for Ohioans with Disabilities (OOD)? OOD is where the Bureau of</p>	<p>you ever asked if you:</p> <ul style="list-style-type: none"> -desire to obtain community employment? -need support to obtain community employment? -need help to identify career options and employment opportunities? -need support to learn more about careers and employment opportunities? -need help to understand the economic impact of the decision to work? -need help to understand the economic impact of the decision not to work? <p>•If you do have “community employment”:</p> <ul style="list-style-type: none"> -Where is it located?
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	<p>Vocational Rehab sits. What worked well? What didn't work well?</p> <p>19) Can you tell me about the opportunities you or your family member may have had/provided to explore community employment?</p> <p>20) Can you tell me what supports are available for you or your family member, or what supports you have provided to pursue choices and opportunities in community employment?</p> <p>21) What challenges have you faced regarding support in community employment? (Is there anything that is missing/not working well?)</p> <p>22) What successes have you had to support work in the community? (Is there anything that is new/was newly created/working well?)</p> <p>23) What changes or improvements would you like see to help, promote or increase opportunities for people with developmental disabilities to work in their communities?</p> <p>24) What suggestions do you have to improve "community employment" for people with developmental disabilities?</p> <p>25) What could be done to help you/your family member/ people you work with to help improve community employment outcomes? (Follow up explanation) what kinds of things, such as training for staff, community development, etc. could be done to help more people with DD get jobs in the community?</p>	<p>-How do you get there each day?</p> <p>-How long have you kept your job? (duration)</p> <p>-How did you obtain employment? Who helped you to achieve this/make this happen?</p> <p>-What characteristics of your service providers led to better your chances? (Examples: certifications, education level, etc.?)</p> <p>-What were the biggest barriers to finding work?</p> <p>-What are the biggest barriers of getting to work?</p> <p>-What part of your employment is working out well for you?</p> <p>-What part is not working out well for you?</p>
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		<p>-What do you need in your workplace so you can be successful?</p> <p>-Were you ever asked if you need:</p> <ul style="list-style-type: none"> - support for job stabilization or job improvement? -support for career advancement? <p>•If you left it, why did you leave your employment? (causes for job loss)</p> <p>•Has anyone moved from sheltered work to community employment? (transition)</p>
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	<p>Part 3: Community Life Engagement</p> <p>This part of the forum will ask you to discuss if and how you, your family members or people you are supporting are accessing the community through waiver or county board services or other community resources.</p> <p>These services might include opportunities to work, volunteer, meet people in the community, and engage in community life. Some people may call this community engagement. Some of you may have heard this called Medicaid “Home and community-based services (HCBS).” All of these terms mean that people with developmental disabilities, who are Medicaid beneficiaries, should be provided opportunities “to receive services in their own home or community rather than institutions or other isolated settings.”</p> <p>http://medicaid.ohio.gov/FOROHIOANS/Programs.aspx#623546-long-term-care.</p> <p>You may have been asked about what services or supports you want with your SSA or case manager. The driver/main decision maker of this process should be the person living with a developmental disability.</p> <ul style="list-style-type: none"> 26) By show of hands, how many people have heard of community life engagement, or community engagement? 27) What does community engagement mean to you? 28) By show of hands, has anyone here been talked to about services to help support you, your family member, or 	<p>Possible Additional Questions Part 3:</p>
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APPENDIX A. STAKEHOLDER FORUM AND KEY INFORMANT INTERVIEW PROTOCOL

	<p>people you support, do things in the community? (You may have done this in a planning meeting?)</p> <p>29) By show of hands, has anyone talked with you about “choices” for community-engagement?</p> <p>30) If yes, please tell us more about what was discussed? Who discussed it with you?</p> <p>31) Do you feel like you, your family member, or people you support are engaged in the community?</p> <p>32) Have you been able to choose to do things that you enjoy? Can you tell me about opportunities you may have had/have provided to do things that you enjoy or interested in?</p> <p>33) Can you tell me what supports are available to you/you have provided to do things you enjoy in the community?</p> <p>34) What have your experiences been regarding receiving services to engage within the community?</p> <p>35) What challenges have you faced with services provided to support community engagement? (Is there anything that is missing/not working well?)</p> <p>36) What successes have you had with services provided to support community engagement? (Is there anything that is new/was newly created/working well?)</p> <p>37) What services are missing to help people with developmental disabilities integrate successfully within their communities?</p> <p>38) What changes or improvements would you like see to help, promote or increase opportunities for people with developmental disabilities to live and engage within their communities?</p>	
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<p>WRAP-UP (10 minutes)</p>	<p>That's all the questions I have for you. Is there anything else that you think it is important that we know about that we haven't talked about today?</p> <p>Does anyone have any questions about the things we discussed today?</p>	<p>Thank you so much for coming.</p>
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APPENDIX B. ONLINE SURVEY QUESTIONS

I. Appendix B. Online Survey Questions

Ohio Employment First and Community Engagement Online Survey Questions

The purpose of this survey is to gather your feedback on two topics that are important to people with developmental disabilities. The two topics are (1) Ohio's Employment First Initiative and (2) supports for community engagement.

We need your feedback and input to help more people with developmental disabilities get jobs and spend time in their community. We need to know what strategies are working for you and what strategies are not working for you.

Your responses are very important and will help us to think about how we can improve outcomes for people with intellectual and developmental disabilities throughout the state of Ohio. Your answers will help the State of Ohio set priorities.

We'd like you to share your experiences and impressions over the past year. All information you share will be used to help guide our team in developing programs to help improve employment and community living outcomes for people with intellectual and developmental disabilities. No identifying information about you will appear when we publish the results. To protect your confidentiality, do not share any identifying personal information.

There will be a total of 25 questions. This survey should take approximately 10-15 minutes.

1. Please mark all that apply. I am a
 - Person with a Developmental Disability (Self-Advocate)
 - Family Member
 - Professional
 - Prefer not to disclose
 - OtherComment:

2. What county do you live in?
If you prefer not to disclose, please leave blank.

APPENDIX B. ONLINE SURVEY QUESTIONS

Part 1: Individualized Person-Centered Planning Process

Part 1 of the survey will ask you to discuss if you, your family member or the people you support have participated in an "individualized person-centered planning process."

3. Have you ever heard of the phrase "person-centered planning"?
 - Yes
 - No
 - Not sure

4. What comes to mind when you hear "person-centered planning"? What do you know about it?

"Person-Centered Planning" is an ongoing problem-solving process used to help people with disabilities plan for their future. In person-centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future.

An "individualized person-centered planning process" is used to help family members/people with developmental disabilities identify unique strengths, interests, abilities, preferences, resources, and desired outcomes as they relate to community employment as well as how to have a meaningful life in the community.

These questions are usually initiated by your team at your local county board of developmental disabilities. The driver/main decision maker of this process should be the person living with a developmental disability.

5. Based on what you just read, have you gone through the process of "person-centered planning?"
 - Yes
 - No
 - Not sure

Comment:

6. Please mark all that apply. Someone has asked you, your family member or the people you support about your/their
 - Interests

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- Abilities
- Preferences
- None of these were asked
- Not sure

Comment:

7. Please mark all that apply. Someone has considered your/your family member's/the people you support and their

- Strengths
- desired outcomes
- resources that you/they might have that may help you/them
- None were considered
- Not sure

Comment:

8. If you have been through the "person-centered planning process," please describe some details of the process that you went through. (For example what did you do in this process? What role did you see yourself in when it was being implemented? How was this process implemented overall?)

9. What challenges have you had with the "person-centered planning process"?

10. What successes have you had with the "person-centered planning process"?

11. What suggestions do you have to improve the "person-centered planning process"?

Part 2: Ohio's Employment First Initiative

Part 2 of the survey will ask you to discuss if you, your family member or the people you support have had the opportunity to pursue a job in the community.

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12. Have you heard of the "Employment First" policy or "community employment"?

- Yes
- No
- Not sure

13. How would you describe "Employment First"? What does it mean to you?

The "Employment First" policy means that people with developmental disabilities are presumed capable of community employment. The priorities include the expectation that people with disabilities should have opportunities to pursue competitive, integrated employment, and that community employment must be considered in every person-centered plan.

"Community employment" means competitive employment that 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 without a disability.

"Integrated setting" means a setting typically found in the community where individuals with developmental disabilities interact with individuals who do not have disabilities to the same extent that individuals in comparable positions who do not have a disability interact with other individuals, including in employment settings in which employees interact with the community through technology.

Definitions from ohioemploymentfirst.org and Ohio Revised Code 5123.022.

Employment First gives people with developmental disabilities (DD) in Ohio the chance to get jobs in the community. If a person with a DD would like to work in the community, Employment First makes sure that the appropriate supports are in place in high school, while looking for a job, while working, and beyond.

These questions are usually initiated by the IEP team, team at your local county board of developmental disabilities, by a Support Service Administrator (SSA) or case manager, or in a meeting with Opportunities for Ohioans with Disabilities (OOD). The

APPENDIX B. ONLINE SURVEY QUESTIONS

driver/main decision maker of this process should be the person living with a developmental disability.

14. Based on what you just read about "Employment First," was "Community Employment" or getting a job in the community ever considered in your/your family member's/the people you support's planning meetings?

- Yes
- No
- Not Sure

Comment:

15. If you, your family member or the person you support with a developmental disability is working in the community (this could be in a group, like an enclave or work crew, or in an individual placement), who helped in the process to get that job?

16. What supports are available for you, your family member, the people you support that you have used to pursue choices and opportunities for getting a job in the community? (examples: which agencies? which team? which employer/type of employer?)

17. Have you ever heard of Opportunities for Ohioans with Disabilities (OOD)? (OOD is sometimes called the Bureau of Vocational Rehabilitation (BVR) or the Bureau of Services for the Visually Impaired (BSVI).)

- Yes
- No
- Not sure

18. Have you/your family member/the people you support faced any challenges with regard to getting "community employment"? (Is there anything that is not working/does not go well?) Please tell us about your challenges in the comments section.

- Yes
- No

APPENDIX B. ONLINE SURVEY QUESTIONS

N/A

Comment:

19. Have you/your family member/the people you support had any successes with regard to getting "community employment"? (Is there anything that is working/is going well?) Please tell us about your successes in the comments section.

Yes

No

N/A

Comment:

20. What could be done to help you, your family member, the people you support to improve "community employment" outcomes for people with developmental disabilities?

Part 3: Community Engagement

Part 3 of the survey will ask you to discuss if and how you, your family members or people you are supporting are accessing the community through waiver or county board services or other community resources.

These services might include opportunities to work, volunteer, meet people in the community, and engage in community life. Some people may call this community engagement. You may have also heard this called Medicaid "Home and community-based services (HCBS)." All of these terms mean that people with developmental disabilities, who are Medicaid beneficiaries, should be provided opportunities to receive services in their own home or community rather than institutions or other isolated settings.

You may have been asked about what services or supports you want with your SSA or case manager. The driver/main decision maker of this process should be the person living with a developmental disability.

APPENDIX B. ONLINE SURVEY QUESTIONS

21. Has anyone talked to you, your family member or the people you support about community engagement? If yes, please tell us about it in the comment section.

- Yes
- No
- Not sure
- Other

Comment:

22. What does community engagement mean to you?

23. Has anyone talked with you about services or supports that help you, your family member or the people you support to do things in the community? If yes, who? What was discussed? Please provide comments below.

- Yes
- No
- Not sure

Comment:

24. What services do you think are missing and still needed to help you, your family member or the people you support to live successfully within your/their communities?

25. What changes or improvements would you like see happen to help you, your family member or the people you support live within your/their communities?

This is the end of the survey. Thank you very much for completing this survey today!