WELCOME LORAIN COUNTY TEAM

Employment First Transition Framework:
Assisting Youth with Developmental Disabilities to Achieve Community Employment

Chris Filler, Program Director       Sue Beck, Program Coordinator
Chris_filler@ocali.org               Sue_beck@ocali.org

Realizing Employment First for Youth

www.ohioemploymentfirst.org
The Governor Sets a Vision for Ohio Employment First

Community Employment for ALL

March 19, 2012
Employment First Means That.....

“Community Employment is the First and Preferred Option for All People with Developmental Disabilities”
“Community Employment”? What does that mean?

"Community employment" means competitive employment that takes place in an integrated setting.
... Competitive and Integrated?

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

- “Integrated” means a setting typically found in the community where individuals interact with persons who do not have disabilities to the same extent non-disabled persons in comparable positions interact with other persons. "Integrated setting" includes employment settings in which employees interact with the community through technology.
So why all the multi-agency focus \textit{now} on employment and community outcomes?
Ohio Employment First: A Comprehensive Strategic Systems Change Effort

Federal Action/Activity

- DOJ and Olmstead: Prioritization of Community Living, Learning and Working (Rhode Island)
- CMS: Funding to Prioritize and Allow only Community Based Services using Waivers
Where Did This Come From?

Civil Rights!

- **Americans with Disabilities Act (ADA) – July 26, 1990**
  - “physical or mental disabilities in no way diminish a person’s right to fully participate in all aspects of society, ....”
  - Equality of Opportunity
  - Full Participation
  - Independent Living
  - Economic Self Sufficiency

- “A public entity shall administer services, programs and activities in the most integrated setting appropriate to the needs of qualified individuals with disabilities.”
An Issue of Civil Rights

• Olmstead – June 22, 1999
  – "...the state (Georgia) discriminated against (2 women) by
    confining them in a segregated institution rather than
    providing them services in integrated community settings
  – ...the state’s actions in this case constituted
    discrimination...
  – ...the state has violated the core principle underlying the
    ADA’s integration mandate…”

• June 22, 2011 was 12th anniversary of the Olmstead Supreme
  Court Decision DOJ issued: Statement of the Department of
  Justice on Enforcement of the Integration Mandate of Title II
  of the Americans with Disabilities Act and the Olmstead v. L.C.
This Statement Defined the ‘Most Integrated Setting’

- The “most integrated setting” is defined as “a setting that enables individuals with disabilities to interact with non-disabled persons to the fullest extent possible.”
Defined ‘Segregated Setting’

• Segregated settings include, but are not limited to:
  – (1) congregate settings populated exclusively or primarily with individuals with disabilities;
  – (2) congregate settings characterized by regimentation in daily activities, lack of privacy or autonomy, policies limiting visitors, or limits on individuals ability to engage freely in community activities and to manage their own activities of daily living
  – (3) settings that provide for daytime activities primarily with other individuals with disabilities
Violations of ADA

• A public entity may violate the ADA if it promotes or relies upon the segregation of individuals with disabilities through its:
  ▪ Planning
  ▪ Service system design
  ▪ Funding choices, or
  ▪ Service implementation practices
DOJ and Violations of Olmstead

• Action has occurred in many states. Some are confirmed violations. Some with the entire state.
• Examples of states where DOJ activity occurred:
  – Oregon
  – Texas
  – Rhode Island and the City of Providence
  – Mississippi
  – New York
  – Massachusetts
  – And more....
Medicaid (CMS) Funding

• Medicaid Waiver funding is one of the primary sources of ongoing employment and day supports and services for individuals with disabilities

• CMS says that the Medicaid Waiver can only be used in settings and programs where:

  "The setting is integrated in and supports full access of individuals receiving Medicaid HCBS to the greater community, including opportunities to:

  – seek employment and work in competitive integrated settings,
  – engage in community life,
  – control personal resources, and
  – receive services in the community, to the same degree of access as individuals not receiving Medicaid HCBS."
Ohio Employment First: *A Comprehensive Strategic Systems Change Effort*
Ohio Employment First: A Comprehensive Strategic Systems Change Effort

This work belongs to everyone! Multi-Agency Responsibility. Multi-Agency Effort.
Employment First Taskforce

• The Taskforce is charged with expanding community employment opportunities by reducing barriers and aligning state policy
Path to Employment

Place 1: “I have a job, but I want a better suited job or to move up in the company.”

Place 2: “I want to work! I need help finding a job that fits me.”

Place 3: “Not sure about work. Do not know what kind of job I would want”

Place 4: “Don’t want a job. Don’t want to work”

Meaningful Community Employment
EF and Transition Youth

The purpose of the Employment First Transition Framework is to assist youth to achieve Community Employment as they exit high school.
Realizing Employment First for Youth
The Employment First Transition Framework

The Employment First State Task Force agreed that there was a need for:

- A framework that becomes the ‘standard of practice’ for all professionals in all systems working with transition age youth.
- A ‘common vocabulary’ for transition professionals across all agencies.
- Use across all systems of Evidence Based Practices and Predictors that support and lead youth to successful community employment outcomes.
BARRIERS to Successful Transition to Community Employment

PREPARATION: Youth lack employability skills when exiting school programs

PROFESSIONAL DEVELOPMENT NEEDS: To support the youth development of employability skills

ONGOING SUPPORT: Lack of ongoing job supports

EXPERIENTIAL LEARNING: Lack of meaningful/authentic community work experiences

ACCESS to COMPREHENSIVE INFORMATION: Complete information is not readily available and easily accessible

Perceived “RISK” of EMPLOYMENT: Fear of losing benefits or safety concerns

AGENCY BARRIERS: from Multiple Agency policies and procedures

DISPOSITION or BELIEF in Community Employment

EMPLOYMENT FIRST: Realizing Employment First for Youth
Employment First Transition Framework: **IS NOT!!**

- PROGRAM
- EASY
- PILOT
- MENU OF SERVICES
- FUNDING STREAM
- TRAINING PROGRAM
A Conceptual Framework

Employment First Transition Framework: IS a Standard of Practice

- Expectation that all youth with developmental disabilities can achieve community employment
- Aligned with all other Employment First Efforts
- Foundational Elements: Agency Neutral Outcome Focused Person Centered
- Essential Functions: Teaming Planning Assessing Coordinating
- Tools/Resources for multi agency teams to engage in assessment and planning processes, including Evidence Based Practices/Predictors

Realizing Employment First for Youth
The Scope of the Transition Framework

State Level Activity

- Example Activity/Action: Task Force Partnerships
- Example Activity/Action: ODE/OEC lowering transition age to 14 requiring Employment Outcomes
- Example Activity/Action: DODD EF Rule requires County Board Partnerships with School Districts

Realizing Employment First for Youth

Regional

- Self Assessment
- Regional Plan

Individual

- Transition Assessment
- Transition Planning
- Evidence Based Practices and Predictors
- Tools and Resources

Realizing Employment First for Youth
**Agency Neutral**

- Multi agency teams engage in **collaborative planning processes**
- Create plan with and for youth that **no one agency owns** or is singularly responsible to implement.
- Implement plan systematically and collectively; **avoid duplication of services across agencies**

**Person Centered**

- Focus on the **NEEDS of the youth** based on data that reveals the youth’s **PINS**
- Develop plan that **belongs to the youth**... Not as documentation for any one agency
- Tailor intensity, duration, environment, types of supports to the **strengths and needs of youth**

**Outcome Focused**

- Identify and fill **gaps and disconnects** in critical services and supports; ‘pool’ services and resources
- Match activities, **services and supports to** needs of the youth for **progress on the path** to community employment
- **Monitor progress** toward community employment; gather data on effectiveness of services
The Scope of the Transition Framework

State Level Activity

Example Activity/Action: Task Force Partnerships

Example Activity/Action: ODE/OEC lowering transition age to 14 requiring Employment Outcomes

Example Activity/Action: DODD EF Rule requires County Board Partnerships with School Districts

Initial Step: The Immediate Goal

Realizing Employment First for Youth

Regional

Self Assessment

Regional Plan

Transition Assessment

Transition Planning

Evidence Based Practices and Predictors

Tools and Resources

Individual

Embedded in Plan

Individual

Evidence Based Practices and Predictors

Tools and Resources
Community Investment in Transition Youth with Disabilities

An Agency Self-Assessment Tool to Develop Community Capacity to Support Employment Outcomes for Youth

www.ohioemploymentfirst.org
Groups and Stakeholders

*Examples of Participants*

- Individuals with DD
- Families
- Parent Mentors
- Education:
  - SST Transition Consultants, School Administrators, School Teachers, JTC (Career Tech)
- County Boards of DD:
  - School/Transition Support Staff, SSAs, Job Coaches, Job Developers, Administrators/Superintendents, County Board Member
- OOD
  - Counselors, Coordinators, Supervisors
- DD Council Members
- Mental Health/Behavioral Support Agencies
- Private Providers of:
  - Community Employment Services, Sheltered Employment Services, Day Habilitation Programs
- Local JFS Representatives
- Advocacy Groups/Support Groups
- Post-Secondary Programs
- Ohio School for the Deaf/Ohio Center for DeafBlind Education
- A few employers
- Public Transportation System
- Interagency Groups (LL and Transition Teams) that include TF agencies
Results of the Community Investment in Transition Youth with Disabilities Tool

• Using the results of the collective Self-Assessment Process, a plan is developed for the county.

• Team members decide where they need to start in creating both Investment and Capacity.

• This plan is generally directed at the middle ‘prong’ of the framework...the Regional or County Level Activity, Support and Coordination.
Individual Prong of the Framework

The EF Transition Framework also includes Tools and Processes to assist in addressing issues that impact individual youth planning, programs and services.

- Transition Assessment Planning
- Backwards Planning to Support Adult Outcomes
  - Evidence Based Practices and Predictors
    - Agency Table
  - Vocabulary Crosswalk
Individual Youth Prong

- Plans to *use the tools* for individual youth can be addressed in the County Plan.
- Pilots, Training and Technical Assistance can be part of the plan.
- The goal is to increase awareness of need, raise awareness of the resources and to *change practice*. 
Transition Assessment Guide

- A Process
  - NOT a FORM
- A Guide
  - NOT a Procedure
- A Support Tool
  - NOT Additional Steps

A Team-Based, Person-Centered, Way of Thinking
**Backwards Planning Template**

<table>
<thead>
<tr>
<th>Name</th>
<th>Birthdate</th>
<th>Time Span of this plan: From</th>
<th>To</th>
<th>Graduation Year</th>
<th>Team Coordinator</th>
</tr>
</thead>
</table>

**Adult Employment Outcome**

As an adult, I plan to:

<table>
<thead>
<tr>
<th>Steps to reach Milestone</th>
<th>Target Year</th>
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<tbody>
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</table>

**Adult Education/Training Outcome**

As an adult, I plan to:

<table>
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<tr>
<th>Steps to reach Milestone</th>
<th>Target Year</th>
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</table>

**Adult Independent/Community Living Outcome**

As an adult, I plan to:

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<tr>
<th>Steps to reach Milestone</th>
<th>Target Year</th>
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**Current Assessment related to Milestones**

- Perceived “RISK” of EMPLOYMENT
- AGENCY BARRIERS
- PROFESSIONAL DEVELOPMENT
- YOUTH PREPARATION

**Milestones to be achieved by:**

- AGENCY BARRIERS
- PROFESSIONAL DEVELOPMENT
- YOUTH PREPARATION

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**Backwards Planning:**

*Start Where You Want to End*
## Agency Table

<table>
<thead>
<tr>
<th>Agency Overview: Eligibility</th>
<th>Opportunities for Ohioans with Disabilities (OOD) (BVR and BSVI)</th>
<th>Social Security Administration (SSA)</th>
<th>Medicaid and Medicaid Buy-In (Ohio Department of Job and Family Services (ODJFS))</th>
<th>Ohio Department of Mental Health and Addiction Services (ODMHAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is Eligible:</td>
<td>• Individuals of any age that have a developmental disability at that results in functional limitations may be eligible for support through OODD. This means the disability occurs, is documented before age 22.</td>
<td>• Eligibility is determined by use of COED and ODEI assessment tools. (Those under age 3 are determined eligible using other documentation.)</td>
<td>• Who is Eligible:</td>
<td>• Who is Eligible:</td>
</tr>
<tr>
<td></td>
<td>• Functional limitations refers to the ability to play, work, learn, etc.</td>
<td>• Eligibility is determined by use of COEDI and ODEI assessment tools. (Those under age 3 are determined eligible using other documentation.)</td>
<td>• Who is Eligible:</td>
<td>• Who is Eligible:</td>
</tr>
<tr>
<td></td>
<td>• Eligibility is determined by use of COEDI and ODEI assessment tools. (Those under age 3 are determined eligible using other documentation.)</td>
<td>• The needed level of support is also determined individually through the use of a variety of assessment tools and information.</td>
<td>• Who is Eligible:</td>
<td>• Who is Eligible:</td>
</tr>
<tr>
<td></td>
<td>• OODD administers three Home and Community-Based Medicaid Waivers that provide funding for services beyond basic Medicaid coverage. These are:</td>
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<td>• Who is Eligible:</td>
<td>• Who is Eligible:</td>
</tr>
<tr>
<td></td>
<td>• Level One Waiver</td>
<td>• Level One Waiver</td>
<td>• Eligibility Requirements include:</td>
<td>• Eligibility Requirements include:</td>
</tr>
<tr>
<td></td>
<td>• Individual Options (IO) Waiver</td>
<td>• Individual Options (IO) Waiver</td>
<td>• The person has a visual, physical or mental disability that interferes with the ability to work.</td>
<td>• SSIP (Supplemental Security Income) is financial support for individuals with low income, few resources, and are elderly or disabled. Individuals of all ages can be eligible to receive SSIP.</td>
</tr>
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<td></td>
<td>• SELF (Self-Empowered-Life-Funding) Waiver</td>
<td>• SELF (Self-Empowered-Life-Funding) Waiver</td>
<td></td>
<td>• Is general, the individual must have a disability that results in significant functional limitations and if over age 18 a disability that prevents sufficient employment to provide for living expenses (refer to as Substantial Gainful Activity or SGA). This means there is both a “disability” criteria and a “financial” criteria.</td>
</tr>
<tr>
<td></td>
<td>• Individuals must be eligible for both Medicaid and OODD services to obtain one of these waivers</td>
<td>• Individuals must be eligible for both Medicaid and OODD services to obtain one of these waivers</td>
<td>• The 2014 monthly SGA amount is $1,960 for blind individuals and $1,360. For non-blind individuals, the monthly SGA is $2,040. For those under 18, the family income is considered when determining eligibility.</td>
<td>• Medicaid Eligibility 2014: Earnings less than $2,394/month and resources to $11,149.</td>
</tr>
</tbody>
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[www.ohioemploymentfirst.org](http://www.ohioemploymentfirst.org)

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PROFESSIONAL DEVELOPMENT

Perceived “RISK” of EMPLOYMENT

ACCESS to COMPREHENSIVE INFORMATION

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EMPOWERMENT FIRST
Realizing Employment First for Youth
Vocabulary Crosswalk

Transition Vocabulary Crosswalk
A Reference Tool for Families, Youth and Multi-Agency Teams

www.ohioemploymentfirst.org
### Vocabulary Crosswalk

**Terms included in the Crosswalk**

Below are the terms that are included in the Crosswalk

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<tbody>
<tr>
<td>7. Competitive Employment</td>
<td>17. Job Coach (Coaching)</td>
<td>27. Transition Assessment</td>
</tr>
<tr>
<td>10. Employable</td>
<td>20. Person-Centered Planning (PCP)</td>
<td>30. Work Study</td>
</tr>
</tbody>
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www ohioemploymentfirst.org
Identifying Activities and Services for an Effective Transition Program

Evidence Based Practices and Predictors of Post School Success

“What Works”
Community Investment in Transition Youth with Disabilities

An Agency Self-Assessment Tool to Develop Community Capacity to Support Employment Outcomes for Youth
The following slideshow explains the Community Investment in Transition Youth with Disabilities: *Self-Assessment Tool*

Between today and the next time we meet, you will be completing* this tool with members of your agency.

You will bring that information to the next team meeting to assist in creating a regional team plan.
Community Investment in Transition Youth with Disabilities Tool

• The Community Investment Tool is a self-assessment process to guide agencies to examine their readiness (investment) to move transition youth into community employment.
How was the Investment Tool Developed?

• Developed by multi-agency stakeholders
• Needs and Barriers to community employment identified by EF Advisory Committee guided focus of tool
• Experts in field of transition believe *regional or local community investment* is required to effectively implement *individual* programs/services
Barriers Inform the Indicator Areas

Community Investment Assessment Tool

Mission Statement

Policies and Procedures

Practices and Programs

Professional Development

Provision of Ongoing Support

Communication and Collaboration

Perceived Barriers to Employment

Experiential Learning

Professional Development

Disposition

Agency Barriers

Access to Comprehensive Information

Ongoing Support

Perceived “Risk” of Employment

Barriers

Indicator Areas
What is the Goal of the Community Investment Tool

Community Investment in Transition Youth with Disabilities Tool

Self-Assessment Process

To Measure:
- Investment
- Commitment
- Readiness

To Identify:
- Capacity
- Strengths
- Resources
- Needs
Capacity and Investment

Capacity

An organization’s knowledge, skills, resources, and foundational readiness to participate in preparing youth with disabilities for adulthood
Capacity and Investment

Investment

Refers to the level at which an organization has dedicated resources and the importance placed on developing and maintaining the necessary capacity.
Based on the Self Assessment Process a Plan is Developed for the County
Example Targets of Regional Plans

Disposition/ Belief
- Training Sessions
- Planning Early with School Partners
- Videos other Materials to Promote Message
- Establish Ongoing Regional Entity
- Agency Barriers- Coordination/ Communication
  - Data Collection: Baseline and Communicate Information
  - Surveys to Determine Level of Knowledge

Availability of Comprehensive Information
- Information Located in a Single Location
- Providing Information in Multiple Formats
- Reviewing Current Summer ‘Options for EBP&P
- Pilots for Use of EF Transition Tools
- Employer Advisory Council

Practices and Programs
Begin with Agency Mission

What is the Agency’s Mission, Vision and Focus for transition youth with developmental disabilities related to community employment?

Is there a regional transition network, council or other collaborative entity? If so, what is this group’s Mission / Vision and shared purpose for the transition youth with developmental disabilities related to community employment?
How to Complete the Tool

• Important: Do not stress about each and every detail!!

• A global picture of your strengths and priorities is the important result of this tool
Investment Tool Overview

• Indicator Area Names (7)
• Indicator Statements (7 for each area)
• Evidence of Statement Implementation
• Rating of Statement
• Prioritization of Statement
• Resources and Needs Table
• Graph of Total ratings
• Action Plan Template
Investment Tool Indicator Areas

1. Mission Statement
2. Professional Development
3. Policies and Procedures
4. Practices and Programs
5. Communication and Collaboration
6. Provision of Ongoing Support
7. Perceived Barriers to Employment
<table>
<thead>
<tr>
<th>Rating Scale: (circle one)</th>
<th>Indicator</th>
<th>Evidence</th>
<th>Priority for Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>Mission Statement, Vision, Philosophy that Guides Agency Commitment to Community Employment</td>
<td>Include descriptions or location of evidence to support the Indicator Statement</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>1. The school/agency has a mission statement that communicates a value for community employment.</td>
<td></td>
<td>Medium</td>
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<tr>
<td></td>
<td>2. Staff at all levels can articulate the mission statement and describe how it supports community employment.</td>
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<td>High</td>
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<td>3. The mission statement is evident in the daily work of the school/agency.</td>
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<td>4. The school/agency mission statement is supported by the prioritization of resources (i.e., funding, staff) allocation.</td>
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<td>5. The school/agency's mission statement communicates intent to work collaboratively with other agencies/systems to achieve community employment.</td>
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<td>6. The school/agency's mission specifically includes working with transition youth to achieve community employment.</td>
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<td>7. The school/agency has a process to include youth and family input in developing or revising the mission statement.</td>
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<table>
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<tr>
<th>Grand Total Mission Statement</th>
<th>Team Consensus of Priority Rating</th>
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<tbody>
<tr>
<td></td>
<td>Low</td>
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EmploymentFirst@ohio.dodd.gov
How to Complete the Tool:

**Review of Sections**

**Indicator Statements**

- Statements that describe activities, priorities, or ways of functioning that create “investment”

- Represent components that are evident in agencies and regions where investment and capacity exists
<table>
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<td>Include descriptions or location of evidence to support the Indicator Statement</td>
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<td>Low</td>
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Grand Total Mission Statement

Team Consensus of Priority Rating
Selected Examples

Indicator Area:
• Mission Statement, Vision, Philosophy that Guides Agency Commitment to Community Employment

Statements Include:
• The school/agency has a mission statement that communicates a value for community employment
• Staff at all levels can articulate the mission statement and describe how it supports community employment.
• The school/agency’s mission statement communicates intent to work collaboratively with other agencies/systems to achieve community employment.
Selected Examples

Indicator Area:

- Provision of Ongoing Supports and Services that Promote and Sustain Successful Community Employment

Statements Include:

- The school/agency collects and analyzes data to monitor the effectiveness of ongoing supports provided by the agency to youth employed in the community.
- The school/agency explores/considers multiple and individualized options for ongoing support, using monitoring data to determine the effectiveness.
- The agency participates in the identification/development of natural supports and the use of work incentives to extend needed supports.
Selected Examples

Indicator Area:

• Established Agency Policies and Procedures that Facilitate Community Employment

Statements Include:

• The school/agency has policies that promote the culture of Employment First (community employment as the preferred outcome) for transition youth

• The school/agency policies support braiding and blending of funds from other sources to provide transition services for youth to achieve community employment

• The school/agency procedures promote community employment outcomes based on the youth’s preferences, interests, needs and skills
How to Complete the Tool: *Review of Sections*

Evidence

- Examples of what the agency has done to operationalize each statement can be documented in the area of the document labeled “evidence”

- *Guidance document will provide some ideas*
  - Will review guidance document later
Evidence of Implementation of Indicator Statements

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Grand Total Mission Statement

Team Consensus of Priority Ratings
How to Complete the Tool:

*Review of Sections*

**Indicator Statement Implementation Rating:**

- Rate each statement.
- 1 – 4 likert rating scale of agency current function
  - ✓ 1 = *not in place at this time*
  - ✓ 2 = *in place but minimally effective*
  - ✓ 3 = *in place but needs review*
  - ✓ 4 = *in place and effective*
- Total is calculated and documented at end
## Rating of Indicator Statements

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<td>Not in place</td>
<td>Mission Statement, Vision, Philosophy that Guides Agency Commitment to Community Employment</td>
<td>Include descriptions or location of evidence to support the Indicator Statement</td>
<td>Low, Medium, High</td>
</tr>
<tr>
<td>In place minimally effective</td>
<td>1. The school/agency has a mission statement that communicates a value for community employment.</td>
<td></td>
<td>Low, Medium, High</td>
</tr>
<tr>
<td>In place, needs review</td>
<td>2. Staff at all levels can articulate the mission statement and describe how it supports community employment.</td>
<td></td>
<td>Low, Medium, High</td>
</tr>
<tr>
<td>In place, effective</td>
<td>3. The mission statement is evident in the daily work of the school/agency.</td>
<td></td>
<td>Low, Medium, High</td>
</tr>
<tr>
<td>In place, effective</td>
<td>4. The school/agency mission statement is supported by the prioritization of resources (i.e., funding, staff) allocation.</td>
<td></td>
<td>Low, Medium, High</td>
</tr>
<tr>
<td>In place, effective</td>
<td>5. The school/agency’s mission statement communicates intent to work collaboratively with other agencies/systems to achieve community employment.</td>
<td></td>
<td>Low, Medium, High</td>
</tr>
<tr>
<td>In place, effective</td>
<td>6. The school/agency’s mission specifically includes working with transition youth to achieve community employment.</td>
<td></td>
<td>Low, Medium, High</td>
</tr>
<tr>
<td>In place, effective</td>
<td>7. The school/agency has a process to include youth and family input in developing or revising the mission statement.</td>
<td></td>
<td>Low, Medium, High</td>
</tr>
</tbody>
</table>

**Team Consensus of Priority Rating**
How to Complete the Tool:

**Review of Sections**

**Priority for Change Rating**

- Assign a high, medium, or low priority to each statement to help target action plan

- Items rated “low” may seem to be the highest priority, but not always.....
  - Some low rated items may require preparation that the region is not ready to implement
  - High rated items may offer a foundation to work from and generate regional energy and may be the place to start
# Priority for Change

<table>
<thead>
<tr>
<th>Rating Scale: (circle one)</th>
<th>Indicator</th>
<th>Evidence</th>
<th>Priority for Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mission Statement, Vision, Philosophy that Guides Agency Commitment to Community Employment</td>
<td>Include descriptions or location of evidence to support the Indicator Statement</td>
<td>□ Low</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Grand Total Mission Statement</th>
<th>Team Consensus of Priority Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Low</td>
</tr>
</tbody>
</table>

[Source: EmploymentFirst@ohio.dodd.gov]
How to Complete the Tool: 

*Review of Sections*

Resources/Needs

- Record resources or assets that exist within the agency that address each indicator

- Identify needs that would allow the agency to improve the investment in the corresponding indicator
<table>
<thead>
<tr>
<th>Indicator Area</th>
<th>Currently Available Resources/Assets to Assist in Improving this Indicator</th>
<th>Resource Needs Related to Improving this Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mission</td>
<td></td>
<td></td>
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<tr>
<td>2. Professional Development</td>
<td></td>
<td></td>
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<tr>
<td>3. Policies and Procedures</td>
<td></td>
<td></td>
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<tr>
<td>4. Practices and Programs</td>
<td></td>
<td></td>
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<tr>
<td>5. Communication and Collaboration</td>
<td></td>
<td></td>
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<tr>
<td>6. Ongoing Support</td>
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<tr>
<td>7. Perceived Barriers to Employment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to Complete the Tool:

**Review of Sections**

**Score Table**

• Scores are graphed in order to quickly view where the global strengths and needs exist

• Patterns may be identified that cause a team to re-examine the items or may validate the general discussions of the group
Sample Score Table

Enter Grand Total for each Indicator.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A</td>
<td>15</td>
<td></td>
<td>Mission Statement</td>
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<td>B</td>
<td>18</td>
<td></td>
<td>Professional Development</td>
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<td>C</td>
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<td>Policies and Procedures</td>
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<td>Practices and Programs</td>
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<td>Communication and Collaboration</td>
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<td>F</td>
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<td>Ongoing Support</td>
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<td></td>
<td>Barriers to Employment</td>
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</tbody>
</table>

![Graph](image)
How to Complete the Tool:  
**Review of Sections**  

**Action Plan Template**  

• Select several indicator statements that require action  

• Do *not* feel obligated to:  
  ....Address each indicator area  
  ....Take on more than the team feels they can handle  
  ....Start with the most difficult issues
# Action Plan

<table>
<thead>
<tr>
<th>Indicator Statement</th>
<th>Desired Rating</th>
<th>Objectives</th>
<th>Action Steps</th>
<th>Timeline/Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>What statement do you wish to address/change?</td>
<td>What would the team like the rating to improve to after the action plan is implemented?</td>
<td>What will change or be achieved?</td>
<td>What specific activities will need to occur to achieve the desired objective and the desired rating?</td>
<td>Who is responsible?</td>
</tr>
<tr>
<td>What is the current rating and evidence?</td>
<td>What will new evidence will be noted?</td>
<td>How will practices, knowledge, or skills change?</td>
<td>Record the targeted steps. Add additional pages if necessary to outline steps</td>
<td>What person and/or agency?</td>
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</tbody>
</table>

When will steps be complete?
<table>
<thead>
<tr>
<th>Indicator/Indicator Statement</th>
<th>Desired Rating/Change</th>
<th>Objective</th>
<th>Action Steps</th>
<th>Timeline/Person Responsible</th>
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<tbody>
<tr>
<td>Including Current Rating and Evidence</td>
<td>How will the status of the indicator change after action plan? Example: What will be developed or how will current practices, policies, knowledge, skills change?</td>
<td>What do we want to achieve?</td>
<td>What specific activities need to occur to achieve the outcome?</td>
<td>Who and When</td>
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Team Process

1. Each agency represented on the team will:
   - Complete* their own Investment Tool specific to their agency
     - If possible, pull together several people at the agency
   - Draft/make notes/ jot down ideas for steps of an action plan that would improve agency’s investment and capacity
     - May include steps that reflect other agencies or team members

2. Bring the completed* tool to next team meeting
Team Process

3. Using strengths, resources, and identified needs from each agency ......create one regional/community plan

- Enhance, revise, expand, focus the Local Leader Plan
- And/or determine action steps that the sub-group may wish to address as the focal area of their work

To begin this work the next day we meet
Community Investment in Transition Youth with Disabilities: Guidance Document
Guidance Document for Community Investment Tool for Youth

• To Assist in Clarifying Indicator Statements

• To Offer Examples of Evidence

Indicator Statement

Guidance

Evidence
Each Indicator is represented on a page with corresponding clarifications and examples.
**Examples from Guidance Document**

<table>
<thead>
<tr>
<th>Indicator #3</th>
<th>Guidance Clarification of the statement and/or Indicator</th>
<th>Evidence Examples of evidence that supports this statement and/or Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policies (a definite course or method of action) and Procedures (a particular way of accomplishing something or of acting)</strong></td>
<td></td>
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</tbody>
</table>
| 1. The school/agency has policies that promote the culture of Employment First (community employment as the preferred outcome) for transition youth. | This means that as an agency, the established agency actions direct an Employment First approach | • Policy Manual states community employment is always the 1st option for the individual  
• Policies show a progression of vocational/employment options that lead to community employment |
| 2. The procedures of the school/agency promote the culture of Employment First (community employment as the preferred outcome) for transition youth. | This means that the actions and ways that the agency and staff operate prioritize and support the outcomes of community employment | • The actions of staff reflect Employment First language  
• Agency wide procedures document a desire to move individuals into successful, meaningful community-based employment |
How to Use the Guidance Document

1. Use this companion document along with the tool to assist the group/team to gain consensus on the meaning of the statements.

2. Refer to the evidence examples to help direct the team members “where to look” for their unique evidence. Do NOT consider these examples as priorities or exemplars. Each agency will have their own “best examples”.

3. Make the guidance document available for each team members when completing the tool.
LINKS TO DOCUMENTS

• Community Investment in Transition Youth
  – *Self Assessment Tool for Agencies*
  – *Companion Guidance Document*

• On the *Ohio Employment First Website*
  – Look under the *Transition Planning* button on the front page
Either ‘click’ will take you to the Transition Framework Page
YOUR ASSIGNMENT

- Before you meet next time, use this tool with your agency colleagues
- Bring the information that is generated to the team meeting
- Information will be used to assist in creating a the regional team plan and action steps

October 28, 2014

8:30 AM – 3:30 PM
Lorain County Board of DD
1095 Infirmary Rd, Elyria, OH