THIRD THURSDAYS

Ohio Employment First Transition Framework

&

Eight Predictors of Transition Planning Success

EMPLOYMENT FIRST

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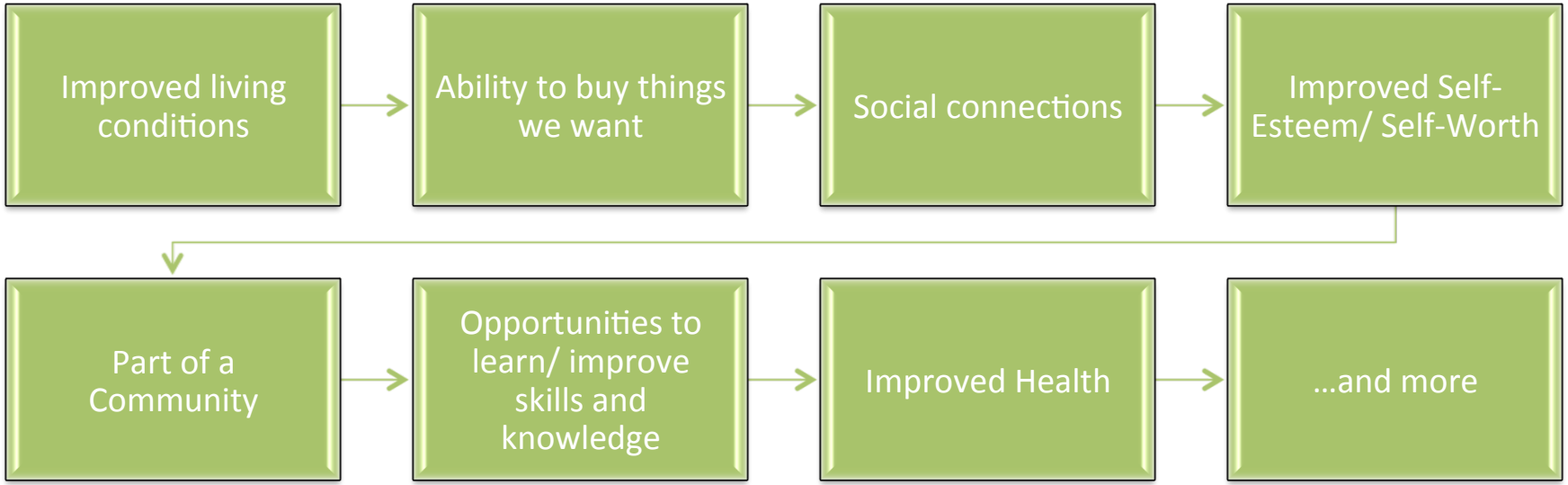
What Will We Discuss?

- What Employment First represents… and what it does NOT mean
- The National ‘Drivers” of Employment First
- A few activities that support Ohio Employment First
- The scope and structure of the Ohio Employment First Transition Framework
- What can be done while in school to improve adult life success

Why Employment?



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EMPLOYMENT FIRST

- On March 19, 2012, the Governor signed an Executive Order making Ohio an “Employment First State” and set the vision for community employment for all.

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"Community Employment is the First and Preferred Option for All People with Developmental Disabilities"

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What is “Community Employment”?

Employment that is both Competitive and Integrated

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- "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.

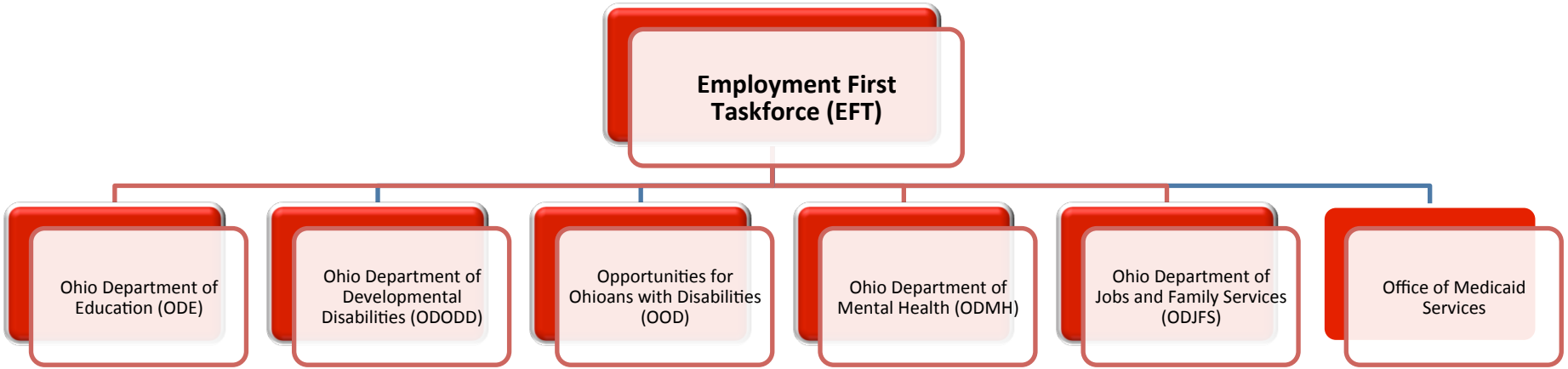
- “Integrated” means a setting typically found in the community where individuals interact with persons who do not have disabilities to the same extent non-disabled persons in comparable positions interact with other persons. "Integrated setting" includes employment settings in which employees interact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

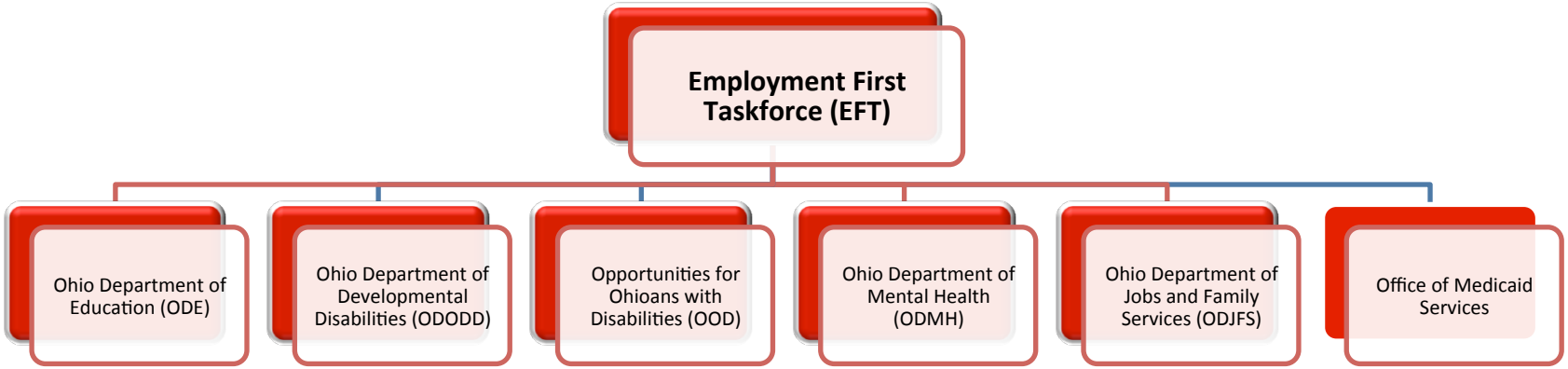
Wait a Minute…
Are you saying that everyone will be FORCED to work now?

- NO
- However, everyone will be given ***meaningful*** opportunities to learn about, discover, and pursue community employment
- To develop skills and interests

Ohio and Employment First

- Requires a systematic and strategic effort facilitated by a State Department Task Force





- Examine policies and procedures to identify gaps and opportunities
- Develop common language and definitions
- Craft Interagency agreements that allow the work to support opportunities for individuals to achieve community employment

Wait A Minute!

So… where did this come from?

Why all this interest now?

The Drivers of Employment First

1990 –Americans with Disability Act
1996 – Olmstead Supreme Court Decision

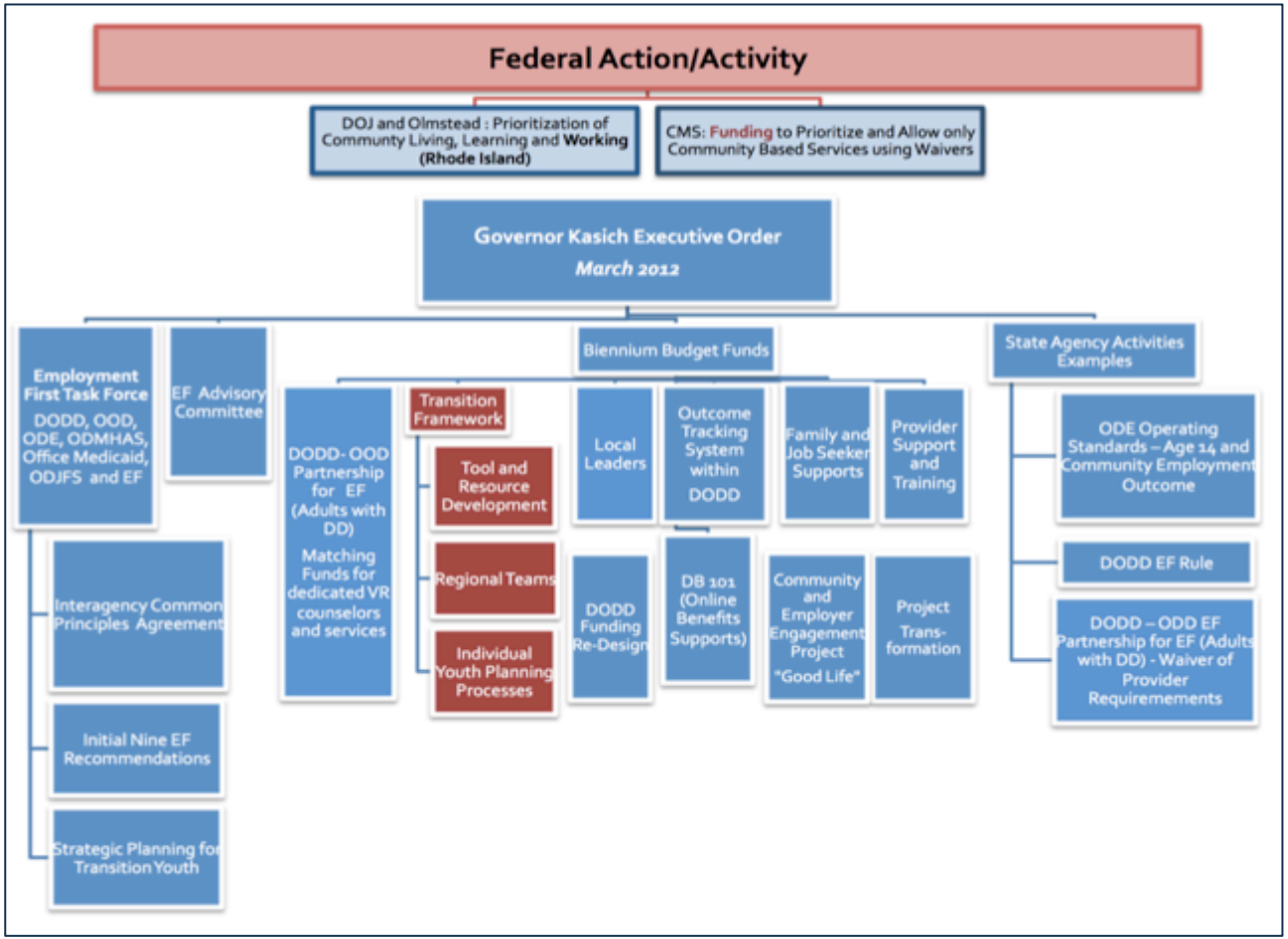
2011 –CMS Waiver Guidance for Employment and Employment Related Services
2014 – CMS Home and Community Based Services (HCBS) Final Rule

- How long does Ohio have to make changes to assure we are in compliance for CMS?

- States have five years
  - Deadline is March 17,2019
- States have up to a year to develop a transition plan for compliance
  - Ohio's transition plan submitted: March 2015
  - Ohio now has about four years to come into compliance

Does this mean that the current programs will shut down?

- Not necessarily
- However, programs will need to be ‘overhauled’, transformed, and expanded to assure that meaningful, individualized community based access is available
- Some programs may decide to close



Ohio Employment First:

A Comprehensive Strategic Systems Change Effort

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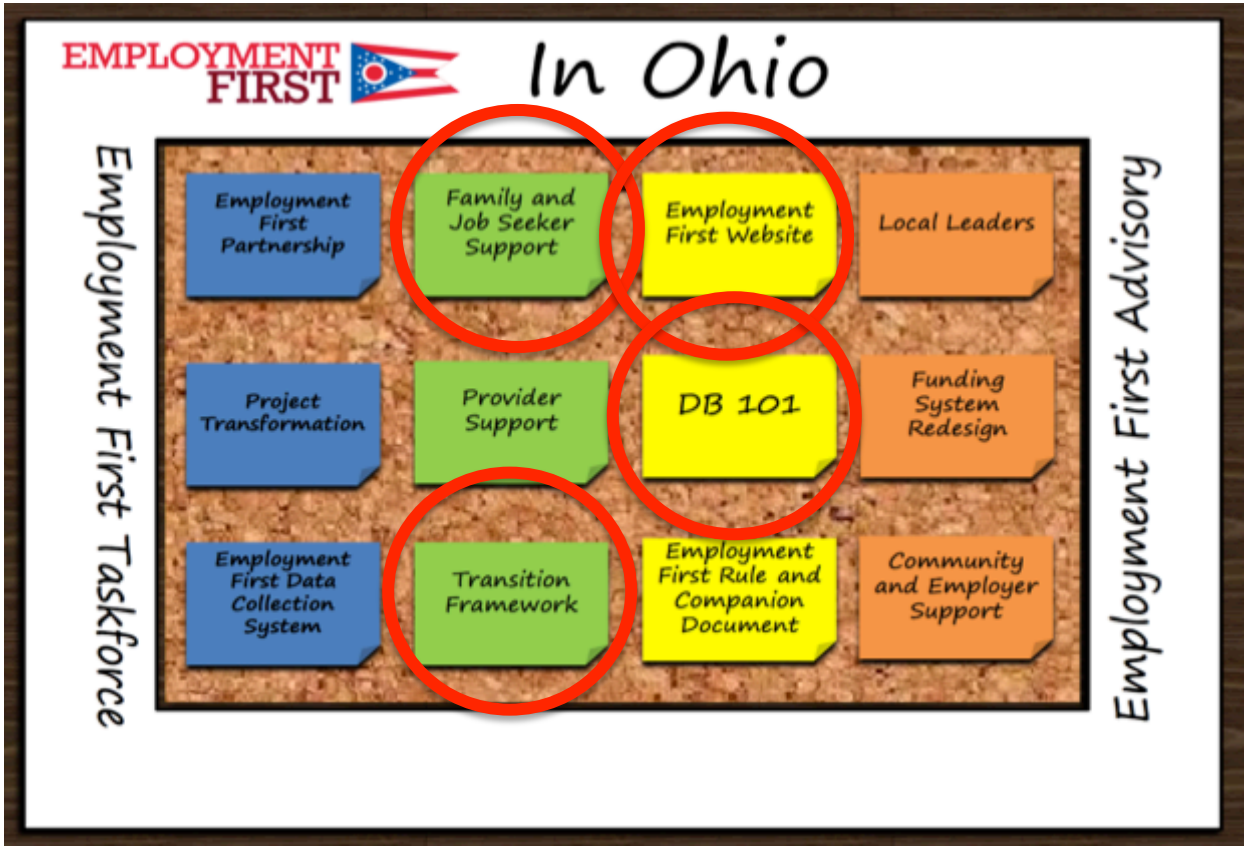

Highlighted Activities of Employment First

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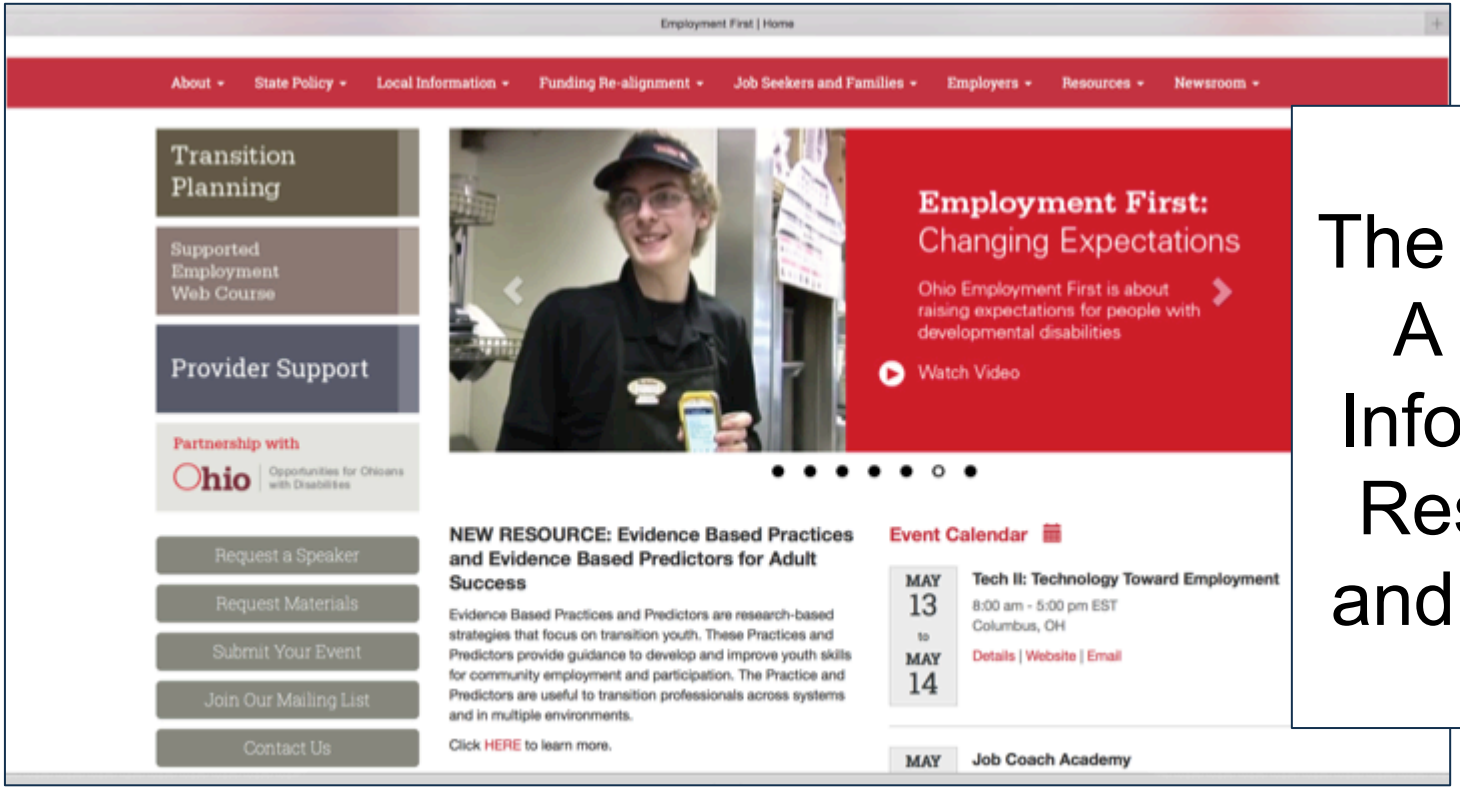

The Website: A Hub of Information, Resources and Training

www.ohioemploymentfirst.org

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Coming Soon on the EF Website

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Coming Soon on the EF Website

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Assistance for understanding how benefits may *(or may not)* be impacted by employment

www.db101.org

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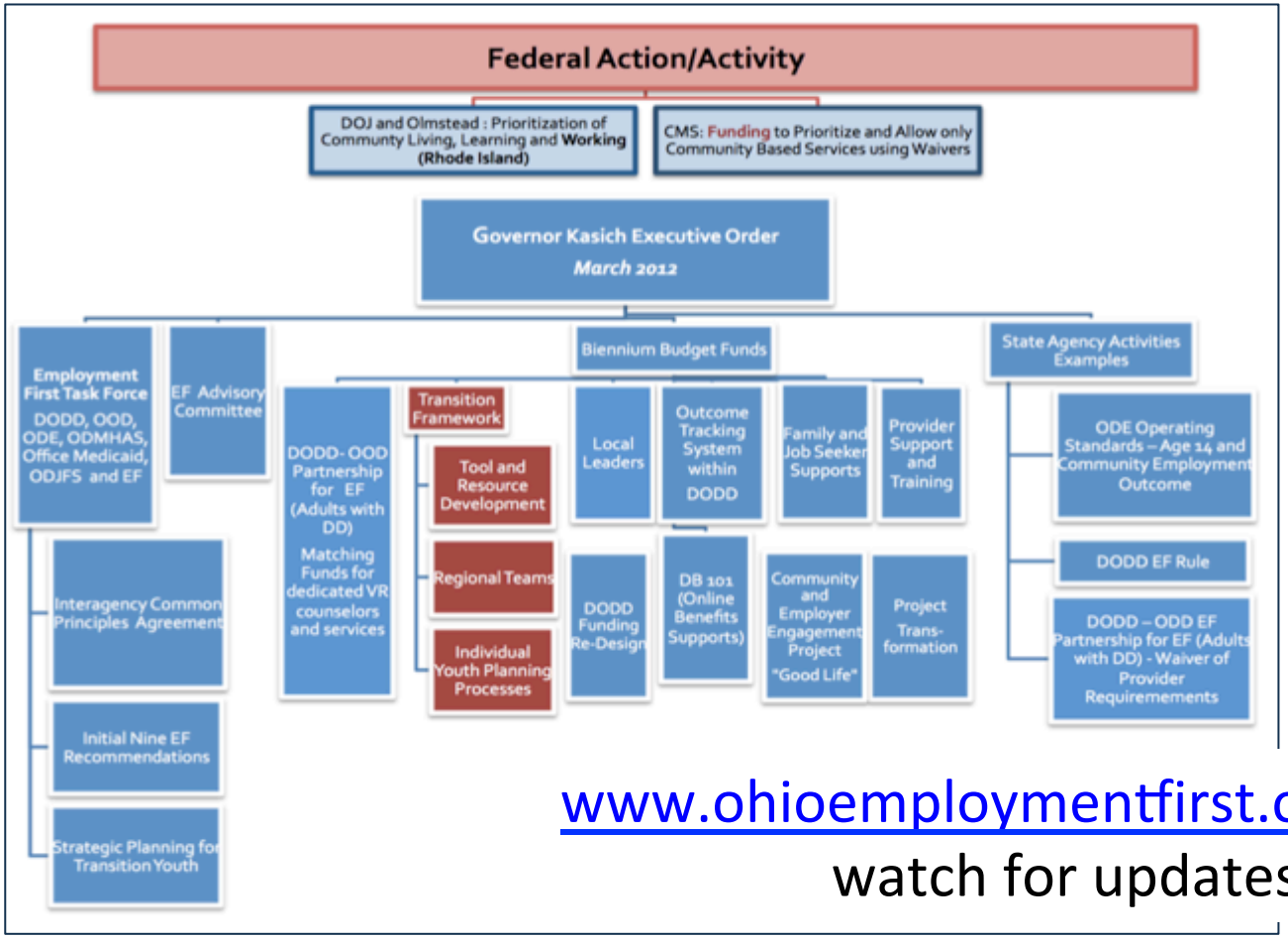

…and so much more

www.ohioemploymentfirst.org is the place to watch for updates and information

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Meaningful Community 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”

Goal:
To Put People on the Path to 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

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Realizing Employment First for Youth

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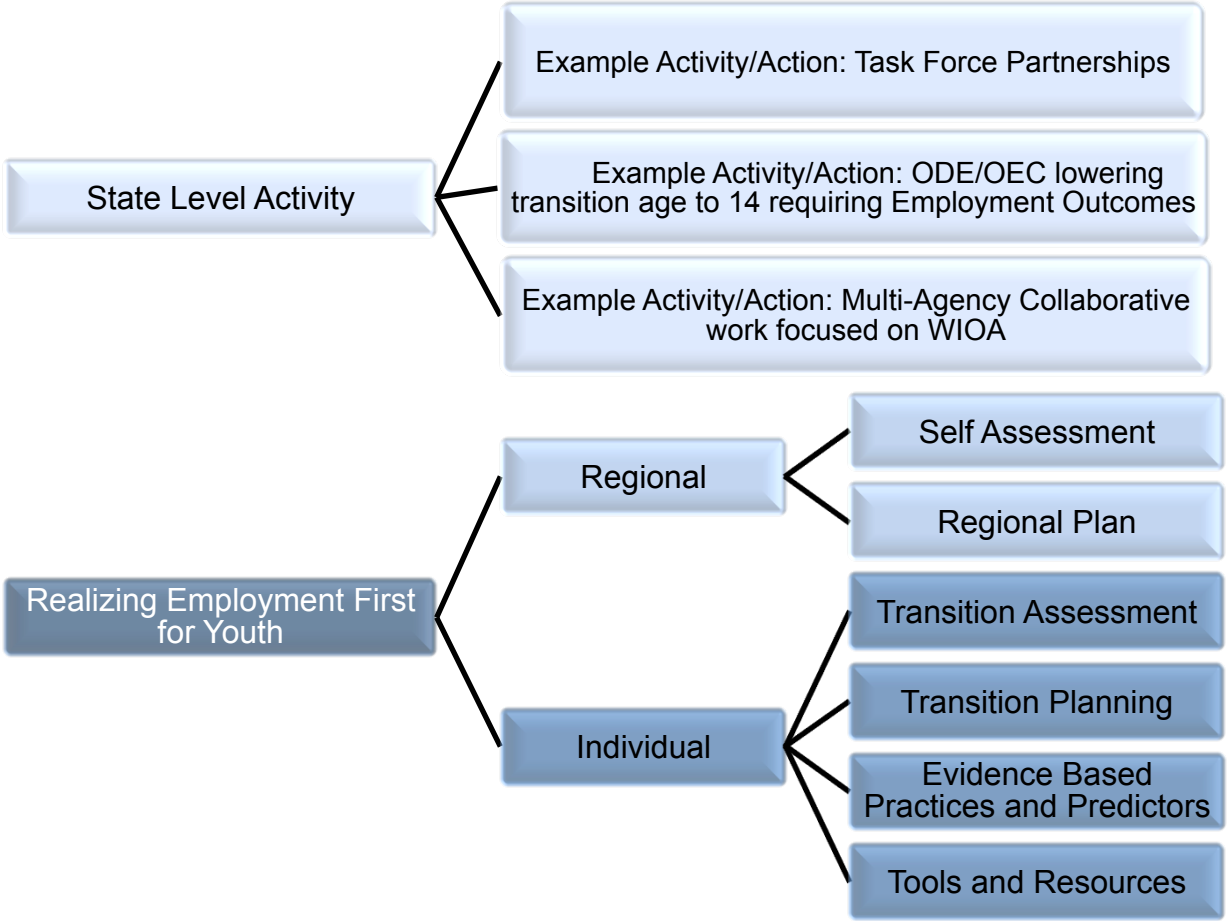
What did the Transition Framework need to address?

- Agency Processes
  - To create a single transition planning document
  - Used collaboratively by all partners
- Availability of Resources
  - About Agencies
  - About Processes
  - For Evidence-Based Practices and Predictors
- Regional Self Assessment Tools
  - To guide the identification and structure of the regional resources and partnerships for effective collaboration
- State Level Review and Guidance
  - Assistance to the Employment First Task Force



Overview of the Ohio Employment First Transition Framework

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Agency Neutral

Person Centered

Outcome Focused

Ohio Employment First Transition Framework

Non-Negotiable Foundational Elements

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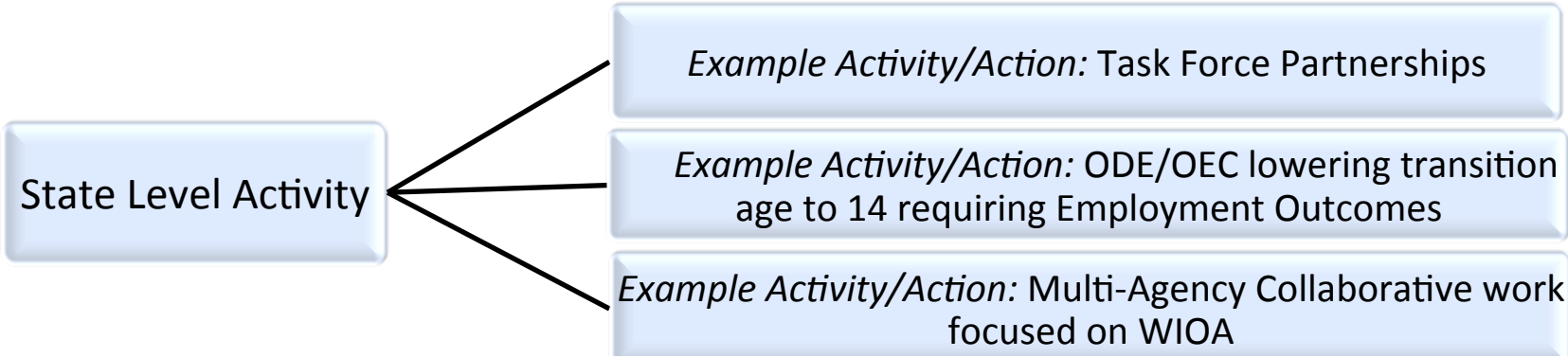
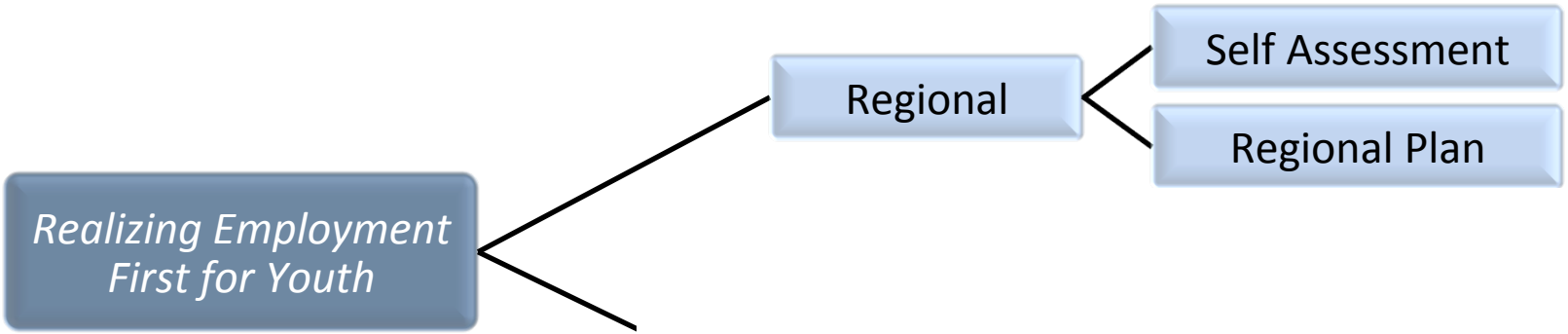
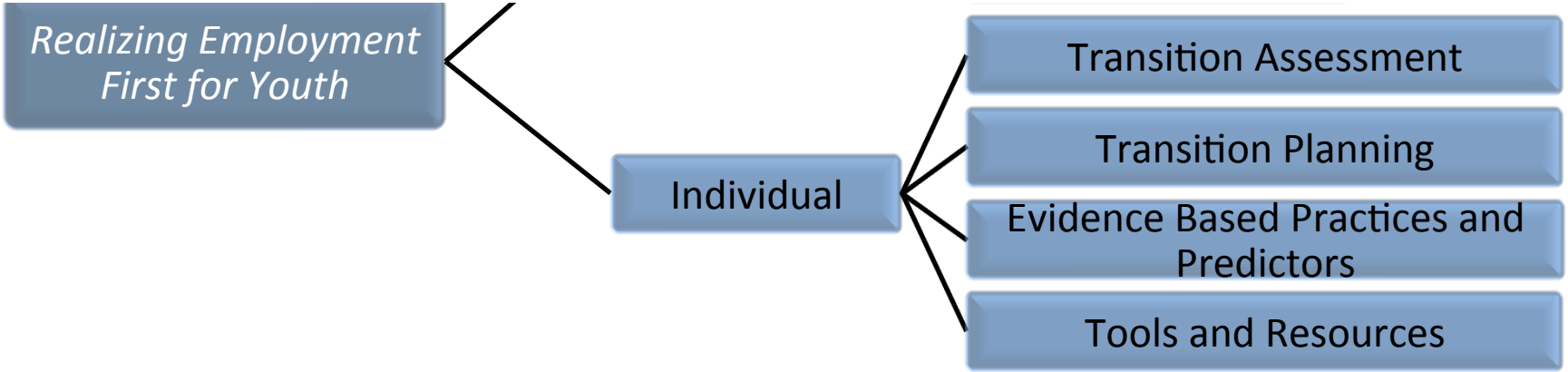
Ohio EF Transition Framework



Ohio EF Transition Framework



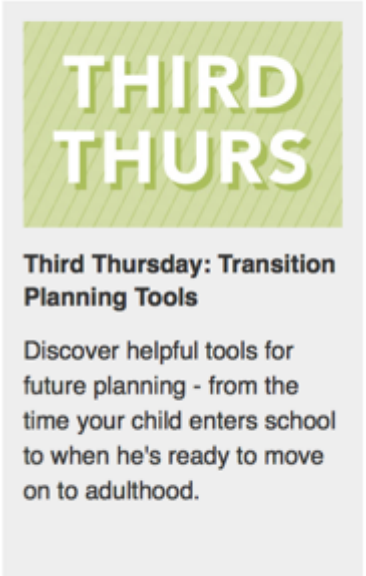
Ohio EF Transition Framework



Individual Youth Prong of the Framework

Tools and Processes for Youth Plann **Archive** ***l Services***

- Transition Assessment Planning Guide
- Backwards Planning to Support Adult C
- Agency Table
- Vocabulary Crosswalk
- Evidence Based Practices
- Evidence Based Predicto



www.ocali.org/project/third-thursday

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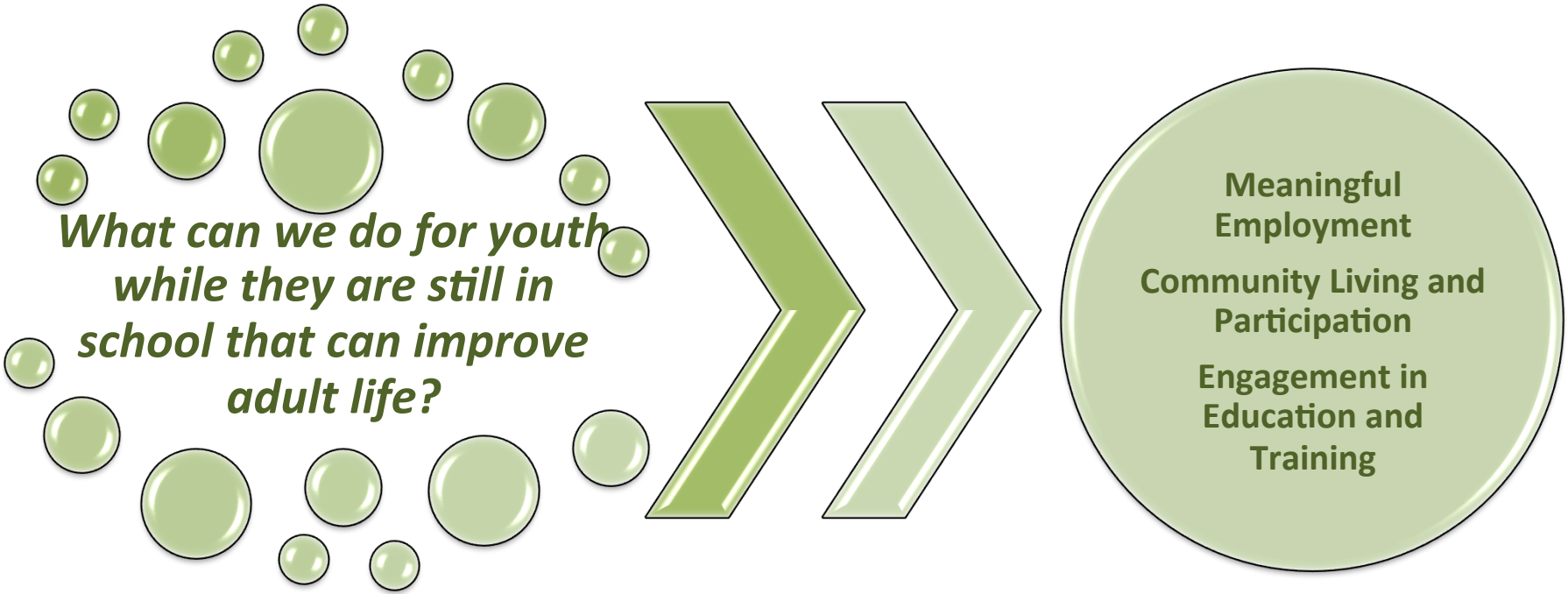
What can we do for youth while they are still in school that can improve adult life?
Meaningful Employment
Community Living and Participation
Engagement in Education and Training

Evidence Based Predictors of Adult Success

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Realizing Employment First for Youth

Evidence Based Predictors for Post-School Success

Ohio Employment First Transition Framework
Evidence Based Predictors Tool

Guidance for educational services, vocational programs and employment supports to prepare youth to successfully transition to community

www.ocali.org/center/transitions

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Ohio Employment First Predictors of Post School Success Tool:

Eight Predictor Areas

Collaborative Networks for Student Support

Inclusive Practices and Programs

Individualized Career Development

Self-Determination, Independent Living Skills Instruction and Skill Building

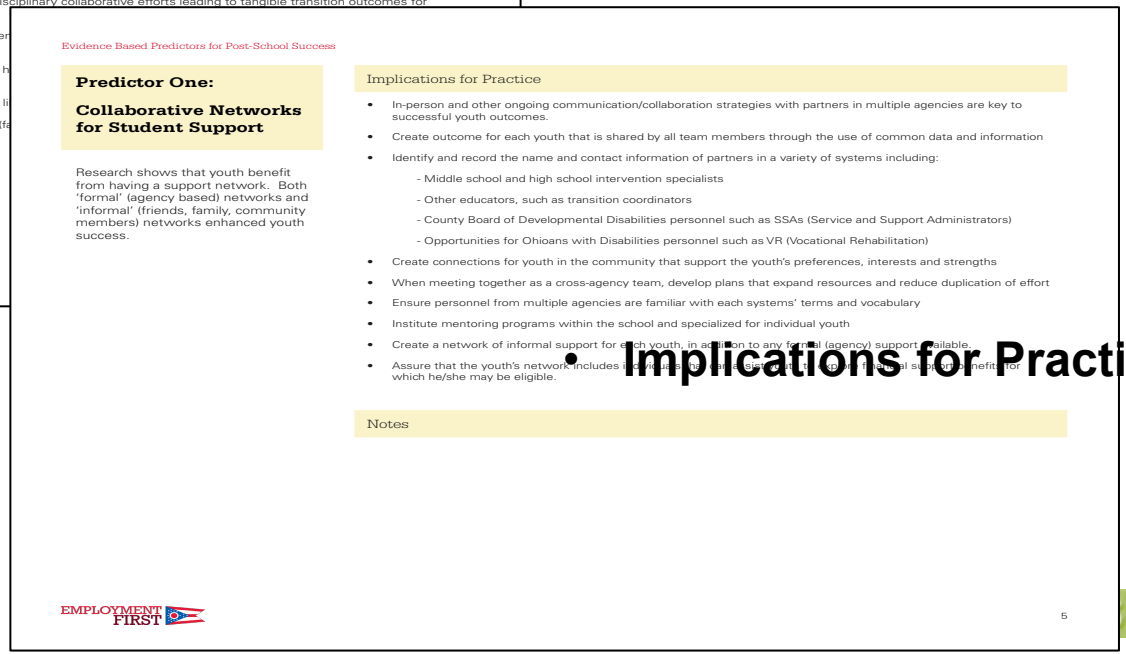
Authentic Community Based Work Experience

Supporting Parental Involvement and Expectations

Social and Social-Emotional Instruction and Skills

Academic, Vocational, Occupational Education and Preparation

- Evidence from Research



- Brief Overview and Description
- Implications for Practice

Overview and Description

Evidence Based Predictors for Post-School Success

Predictor One:

Collaborative Networks for Student Support

Research shows that youth benefit from having a support network. Both 'formal' (agency based) networks and 'informal' (friends, family, community members) networks enhanced youth success.

Descriptor

As a youth moves towards graduation, a variety of agencies, organizations and people can and should become part of the transition team. Adding agency partners and others to the team provides the youth with the support of a network of people who provide services and resources in multiple environments to prepare students to achieve their specific post school outcomes. Interagency collaboration and coordination is a clear, purposeful, and carefully designed process. It promotes cross agency, cross program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.

Student support includes both formal and informal networks of people (e.g., family, friends, educators and adult service providers). Research indicates that youth success is enhanced by a network of people that provide support and resources, regardless of the formal or informal nature of that network. These networks promote individualized planning and services to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests, and needs.

What Does the Research Say?

Evidence from Research

Findings:

- Students who received assistance from 3 to 6 community-based agencies (as compared to students with assistance from 0 to 2 agencies) were more likely to be engaged in post-school employment or education
- Interagency collaboration and coordination, which is a clear, purposeful, and carefully designed process, promotes cross agency, cross program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.
- Students with support from self-family-friend network to find a job were more likely to be engaged in post-school employment
- Students with formal or informal mentors had higher self-esteem and were more likely to be employed during high school
- Students with informal mentors are more likely to have greater academic success
- Students who had support from informal (family/friends) or formal (vocational rehabilitation service) were more likely to work in community based work settings

So What Does This Suggest About the Way We Practice?

Implications for Practice

- In-person and other ongoing communication/collaboration strategies with partners in multiple agencies are key to successful youth outcomes.
- Create outcome for each youth that is shared by all team members through the use of common data and information
- Identify and record the name and contact information of partners in a variety of systems including:
  - Middle school and high school intervention specialists
  - Other educators, such as transition coordinators
  - County Board of Developmental Disabilities personnel such as SSAs (Service and Support Administrators)
  - Opportunities for Ohioans with Disabilities personnel such as VR (Vocational Rehabilitation)
- Create connections for youth in the community that support the youth's preferences, interests and strengths
- When meeting together as a cross-agency team, develop plans that expand resources and reduce duplication of effort
- Ensure personnel from multiple agencies are familiar with each systems' terms and vocabulary
- Institute mentoring programs within the school and specialized for individual youth
- Create a network of informal support for each youth, in addition to any formal (agency) support available.
- Assure that the youth's network includes individuals that can assist youth to explore financial support/benefits for which he/she may be eligible.

Eight Predictor Areas

Collaborative Networks for Student Support

Inclusive Practices and Programs

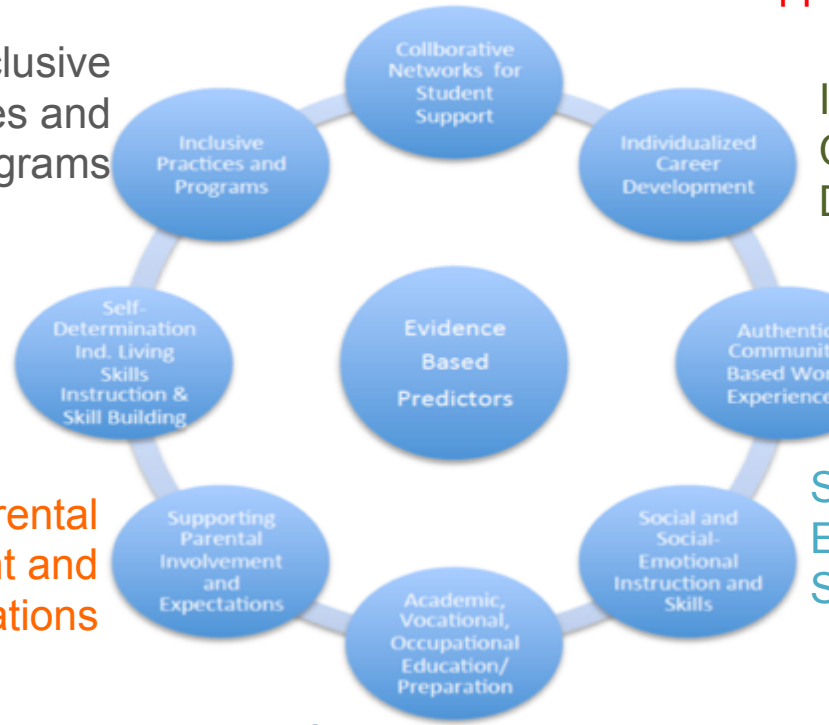
Individualized Career Development

Self-Determination, Independent Living Skills Instruction and Skill Building

Authentic Community Based Work Experience

Supporting Parental Involvement and Expectations

Social and Social-Emotional Instruction and Skills



Academic, Vocational, Occupational Education and Preparation

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Predictors

Collaborative Networks for Student Support

- Formal and Informal
- Agencies and Community
- Builds ‘Social Capital’

Individualized Career Development

- ‘Development’
  - Assesses where the youth is and the steps, experiences, services, and instruction needed to move along the career path
  - Individualized

Predictors

Authentic Community Based Work Experience

- STRONG Predictor of future success
- Real Work
- Paid Work
- Skill development in work and ‘soft skills’
- School hours, after school, summer

Social and Social- Emotional Instruction and Skills

- Associated with many areas of adult life
- Intentional
- May use a curriculum, but requires practice and mastery in authentic settings

Predictors

Self-Determination, Independent Living Instruction & Skill Building

- Independence is Key
- Intentional
- Systematic
- Authentic Situations
- Instructed, Practiced and Reinforced

Inclusive Practices and Programs

- Opportunities to learn in a general education environment and the community
- Exposure to concepts and information important now and in the future
- Does not replace individualized efforts

Predictors

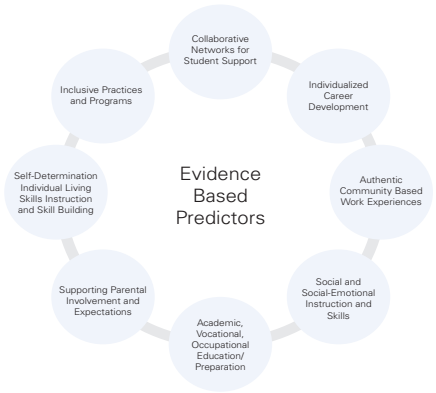
Academic, Vocational, Occupational Education and Preparation

- More than academics
- High Expectations
- Well Balanced

Supporting Parental Involvement and Expectations

- Parental/Family Engagement is Essential!
- Set the Bar High
- Will need a team, but no one can replace the family

Review and Planning Tool



Team Review and Planning

Research provides clear 'evidence' that youth who have benefit of involvement with the Evidence Based Predictors for Post School Success are more likely to be productively engaged in working, learning and living as an adult.

School Based or Multi-Agency teams
the level to which the Evidence Base
Success are present in a district or s
community partners.

**How to Use the Evidence Based Pr
Success Team Review and Planni**

1. Understanding the Predictors.

- Review the information in th
Based Predictors of Post Sch

2. Team Review and Planning Tool -

- Determine if the focus of the
narrowed to a specific schoo
- Select the statement that m
implementation of each pred
- Briefly explain the rating.

3. Team Review and Planning Tool -

- Summarize Impressions of t
- Record suggestions for actio
implementation of evidence

Team Review and Planning Tool - Section ONE

1. Determine whether the ratings will reflect implementation district-wide or for a specific school building.

☐ A global profile of the school district _____
(name of school district)

☐ OR A profile of _____ in the school district of _____
(name of school building) *(name of school district)*

2. Select the rating statement that most closely describes the current implementation of each predictor in the school or district. Select an in-between rating (1.5 or 2.5) when implementation of the predictor falls somewhere between two rating statements.

3. Briefly make note of factors considered when deciding on the rating. Use this information during your summary discussions.

Predictors	Current Implementation Statements and Ratings						
1. Collaborative Networks for Student Support	☐ 3 Consistent and effective partnerships and communication occurs between school staff and many community/agency partners. Youth are connected to agencies early. Agency partners routinely meet with school teams to engage in transition planning with youth.	☐ 2.5	☐ 2 Inconsistent partnerships and communication between school staff and community/agency partners. Youth are sometimes connected early. Some agency partners attend IEP meetings for some youth.	☐ 1.5	☐ 1 Little to no evidence of implementation.	☐ No Rating Not enough data to determine implementation	
Explain the rationale for the selected rating. What elements related to the predictor influenced your decision and why?							
2. Individualized Career Development	☐ 3 Youth with disabilities are included in all whole school career development activities, including guidance counseling. All teachers make connections between academics and careers. Youth are afforded individualized experiences and counseling to develop career awareness, exploration and planning.	☐ 2.5	☐ 2 Youth with disabilities inconsistently included in whole school career development activities or guidance counseling. Some teachers make connections between academics and careers. Some youth are afforded individualized experiences and counseling to develop career awareness, exploration and planning.	☐ 1.5	☐ 1 Little to no evidence of implementation. Or not individualized.	☐ No rating Not enough data to determine implementation	
Explain the rationale for the selected rating. What elements related to the predictor influenced your decision and why?							

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Predictors	Current Implementation Statements and Ratings					
3. Authentic Community Based Work Experience	☐ 3 All youth have access to school supported, community-based work experience programs. The culture of the school and community encourages youth to seek employment, volunteering and/or internships while in high school.	☐ 2.5	☐ 2 Some youth have access to school supported, community-based work experience programs. Some youth seek employment, volunteering and/or internships on their own, but it is not seen as a priority within the school.	☐ 1.5	☐ 1 Little to no evidence of implementation. Or not individualized.	☐ No Rating Not enough data to determine implementation
Explain the rationale for the selected rating. What elements related to the predictor influenced your decision and why?						
4. Social and Social-Emotional Instruction and Skills	☐ 3 Social skills are systematically assessed and taught with the same rigor as academic skills. Instruction is individualized and youth are provided opportunities to practice and use skills in the authentic environments in which they will be required.	☐ 2.5	☐ 2 Social Skills are not systematically assessed and taught to all youth. Instruction is sometimes individualized for youth with the greatest needs in this area. Opportunities for practice are limited to rehearsal within the school.	☐ 1.5	☐ 1 Little to no evidence of implementation. Or no individualization	☐ No Rating Not enough data to determine implementation

Presumption of Competence

Employment First means we presume people are capable of achieving more!

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