

NEEDS ASSESSMENT



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Introduction

This assessment was developed for you, the awardees of the Administration on Developmental Disabilities Partnerships in Employment Systems Change grants. Its purpose is to help you review state policy, practice, and strategy that impact opportunities for integrated employment for youth and young adults with intellectual and developmental disabilities (IDD). It incorporates elements that research suggests support high rates of participation in individual integrated employment as well as the successful transition from school to employment.

For the purposes of this document, priority will be placed on **individual integrated employment**, defined as working for pay in a community-based job where most people do not have disabilities. This may include competitive employment, individual supported employment, or self-employment. Throughout the document, when the term *employment* is used, it refers to individual integrated employment.

Wherever possible, please distinguish between specific employment outcomes in responding to this assessment. See the Glossary for definitions of different employment and day service outcomes and terminology specific to the transition process. After you complete the assessment, staff from the Partnerships in Employment Systems Change Technical Assistance Center (TA Center) will develop a summary containing recommendations for your state's work plan and an individualized plan for technical assistance.

Assessment Process

The assessment incorporates three major elements:

1. Collection of **documents and other resources** that describe the state's system, mission, and strategies for providing transition services and employment and day supports.
2. Completion of a **qualitative review** of state transition practices and strategies.
3. Development of a **longitudinal summary** of state employment participation and funding using data from the Institute for Community Inclusion's National Survey of Day and Employment Programs and data from other secondary sources, including the Rehabilitation Services Administration, U.S. Census, and Social Security Administration. Additionally, data on outcomes for transition-age youth will be gathered from the National Longitudinal Transition Study-2 (NLST2) and the measurement of Indicators 13 and 14 of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).

The assessment process consists of: (a) an initial discussion between the consortium members and TA Center staff, (b) a description of goals and existing state strategy and practice, and (c) a review of documents that describe



employment policy and strategy. Staff will conduct a site visit to each state to discuss and complete a qualitative summary of state policy and practices using the assessment framework as a guide. A supplement to the assessment is also available to gather input from providers and other stakeholders. The supplement is available in electronic document form, and also as an online survey. The online survey results can be easily collected and shared with state agency contacts in a report format.

Participating staff from awarded projects are asked to assist TA Center staff by defining the goals and outcomes the state intends to achieve through the grant project; gathering and reporting information on the state's current statutes, policies, and rules regarding the provision of transition and integrated employment services, including the use of inclusive post-secondary education to support individual employment outcomes; and providing a short summary of the current approaches the state uses to achieve integrated employment outcomes for transition-age youth and young adults.

Assessment Framework

The assessment will address the following key elements within the High-Performing Transition Model:

- I. Strategic goals and operating policies
- II. Leadership
- III. Financing and contracting methods
- IV. Training and technical assistance
- V. Collaboration
- VI. Services and service innovations
- VII. Employment performance measurement, quality assurance, and program oversight

A Framework for Employment

This table includes a detailed summary of each element, including descriptors and examples of state strategies. The elements come from the ICI's High-Performing Transition Model. The next few pages include each of the seven key elements along with descriptors and examples. This information represents practices demonstrated to be effective at enabling states to develop and sustain high-performing integrated employment systems and support successful transitions from school to employment for youth and young adults with IDD. Please read through pages 5-15 before completing the actual assessment. The questions in the assessment sections (A-C) are designed to capture a snapshot of your state. Rate your level of agreement with each statement, jot notes, and gather input from others. You are encouraged to refer to attachments or resource materials whenever possible.



STATEWIDE CROSS-AGENCY STRATEGIC GOALS AND OPERATING POLICIES

Element	Descriptors	Examples of the Strategy
<p>Statewide mandated transition partners' mission, goals, and operating policies emphasize employment and postsecondary education (PSE) for career development as the preferred outcomes for youth and young adults with IDD.</p>	<p>There is a clear understanding across stakeholders of the philosophical beliefs that support the state's service delivery model.</p> <p>Short-term and long-term policy goals establish clear benchmarks for expanding integrated employment for young adults.</p> <p>State policy establishes and provides clear guidelines for the use of inclusive postsecondary education (PSE) as a pathway to employment.</p> <p>The state's commitment to employment for young adults as a priority post-school outcome is emphasized by state policy and regulation.</p> <p>State practices clearly support employment and PSE and encourage innovative methods to meet policy expectations.</p> <p>Economic self-sufficiency is a priority in state policy and procedure.</p> <p>Youth are required to participate directly in the education and transition-planning process from age 16 until graduation.</p>	<p>There are concrete annual goals to increase employment outcomes for transition-age youth and young adults.</p> <p>State case managers identify employment as the priority outcome/service for all youth and young adults receiving services or entering the system.</p> <p>Employment outcomes for transition-age youth and young adults have been clearly defined at the state level.</p> <p>Stakeholders have a common understanding and definition of successful transition to employment.</p> <p>There is a statewide cross-agency policy stating that employment is the preferred outcome for transition-age youth and young adults.</p> <p>Individual Education Plan (IEP) processes require the inclusion of employment goals.</p> <p>IDD agency Individual Service Plan (ISP) processes require the inclusion of employment goals.</p> <p>All youth and young adults with IDD, regardless of their level of support need, are required to complete situational assessments in a community job site.</p> <p>Local education agencies and service management units (e.g., county or area agencies) are authorized to direct resources towards the development of innovative transition-to-employment pilot projects.</p> <p>Employment is included in IDD agency individual and family support plans.</p>



LEADERSHIP		
Element	Descriptors	Examples of the Strategy
Local and state-level administrators within state agencies and stakeholder organizations are champions for employment.	<p>There is shared accountability across state agencies and at all levels of administration (state, county, local) for ensuring youth and young adults transition successfully from school to employment.</p> <p>Senior administrative staff across state agencies communicate a continuous and consistent message that employment is the preferred outcome for transition-age youth and young adults.</p> <p>State policy and outreach initiatives support curriculum goals on self-determination throughout students' school career.</p> <p>Families receive information and support that leads them to expect that their family member can work and that employment is the expected outcome for adulthood.</p> <p>Families receive the information and support that they need to assist their family member to pursue inclusive PSE as a pathway to employment.</p>	<p>Local level coordinators focused on day and employment services educate transition-age youth and young adults and their families about the importance of obtaining employment.</p> <p>Dedicated IDD agency service coordinators support transition from school to adult life and focus on the importance of employment.</p> <p>State agencies employ peers with IDD who have transitioned from school to employment as navigators to support transition-age youth and young adults to transition to employment.</p> <p>State agencies allocate resources, including staff, to facilitate the transition to employment.</p> <p>Youth actively participate in transition-planning councils at the state and local levels.</p> <p>Families participate in local transition councils.</p>



FINANCING AND CONTRACT METHODS

Element	Descriptors	Examples of the Strategy
<p>Funding mechanisms and contracts with providers emphasize employment for transition-age youth and young adults as the preferred outcome.</p>	<p>Funds are available for seamless employment support as youth and young adults transition from school to adult supports.</p> <p>Providers receive greater financial compensation for integrated employment compared to other outcomes.</p> <p>Contracts and funding levels provide incentives for integrated employment.</p> <p>Goals or benchmarks for achieving integrated employment outcomes are included in provider contracts and operating agreements.</p> <p>Rate-setting methodologies correspond with service definitions that promote integrated employment.</p>	<p>Funding allocations and reimbursement rates emphasize employment as a preferred outcome and service option for transition-age youth and young adults.</p> <p>Funding is portable between non-work services (e.g., service-to work programs), PSE, and employment.</p> <p>Providers and local administrative agencies experience consequences for not meeting benchmark goals to increase integrated employment for transition-age youth and young adults.</p> <p>There is a moratorium on funding for sheltered employment and non-work services for new entrants into adult services.</p> <p>Local education agencies contract with employment providers approved by IDD and VR agencies, so that youth can receive employment services prior to exiting high school from the same service provider they will use post-graduation.</p> <p>Multiple funding sources (e.g., education, VR, IDD, Social Security) are blended and braided to support employment.</p> <p>The state Medicaid agency supports the flexible use of Medicaid waiver funding for employment.</p> <p>Transition-age youth and young adults have access to self-determined and individualized funding models that promote employment.</p>



TRAINING AND TECHNICAL ASSISTANCE		
Element	Descriptors	Examples of the Strategy
<p>There is a sustained and significant investment in training and technical assistance to support statewide goals regarding the transition from school to employment. These investments are targeted at education staff, adult service provider staff, and youth and young adults and their families.</p>	<p>Training and information on transition to employment is provided or supported by the state department of education.</p> <p>Training and information on using PSE to achieve employment goals is provided or supported by the state department of education.</p> <p>Training and technical assistance is available to educators and employment providers to support organizational change and development.</p> <p>Competency-based training is expected or required for direct-support professionals working to support transition to employment.</p> <p>There are minimum training requirements and qualifications for staff that provide employment supports and job development.</p> <p>Information and training is available to transition-age youth and young adults and their families about the transition from school to employment.</p> <p>Information and training is available to transition-age youth and young adults and their families about how to use PSE as a pathway to employment.</p>	<p>Education staff completes a basic training course in employment planning and support for transition-age youth and young adults.</p> <p>School-level and provider-level technical assistance is available to support organizational development.</p> <p>Training about transition, PSE, and employment for direct-support school and provider staff is available at little or no cost.</p> <p>Educators receive training on how to use person-centered planning to develop and implement an IEP that focuses on transition to employment and PSE.</p> <p>Educators receive training on how to use transition-to-employment and PSE curriculums to meet state and federal educational requirements.</p> <p>Statewide conferences and other forums showcase innovation and emphasize transition from school to employment and PSE.</p> <p>Information and examples about successful transition are readily available to youth and young adults and their families.</p> <p>Forums provide opportunities for families to share information about post-school services, and about individuals who have exited school and are working in the community and/or are enrolled in PSE.</p>



INTERAGENCY COLLABORATION

Element	Descriptors	Examples of the Strategy
<p>There is a shared statewide interagency responsibility and authority for coordinating transition services.</p>	<p>Cooperative networks exist within the education and adult services community and across state agencies to support transition to employment.</p> <p>Marketing and outreach efforts are geared at policymakers, families, providers, state agencies, individuals, workforce development professionals, and the business community to ensure that there is a unified outreach effort promoting community employment.</p> <p>State agencies partner in implementation of pilot or other transition-to-employment initiatives.</p> <p>Interagency agreements and processes support a seamless transfer of employment and PSE supports from school to adult life.</p> <p>Clear guidance and commonly understood procedures exist for blending/braiding funding to support transition to employment.</p> <p>At the state and local service level, interagency and cross-agency planning occurs to eliminate systemic and individual-level barriers to employment and PSE for youth exiting school.</p>	<p>Local transition councils coordinate resources and outreach activities and ensure seamless transition.</p> <p>Schools coordinate funding with adult service agencies for employment placement while the student is enrolled in high school.</p> <p>An established interagency working group and mechanisms at the state level support transition-to-employment policy and processes.</p> <p>Newsletters, brochures, and other agency communication highlight transition to employment and PSE.</p> <p>Partnerships exist between state agencies, including IDD, DOL, VR, and DOE, and provider associations to ensure front-line staff have access to employment-related training and technical assistance.</p> <p>Pilot project involves VR counselors and ID/DD case managers coordinating with schools to plan and implement transition services.</p> <p>Memorandums of understanding exist between state agencies designating the way in which services will be blended and braided to support transition outcomes.</p> <p>Statewide employment workgroup meets on a regular basis to identify barriers to employment and PSE for transition-age youth.</p> <p>Local employment workgroups meets on a regular basis to identify barriers to employment for transition-age youth.</p>



SERVICES AND SERVICE INNOVATION

Element	Descriptors	Examples of the Strategy
<p>State agencies work to create opportunities for providers, youth and young adults, and families to make optimum use of the resources available for transition to employment.</p>	<p>The state targets transition-age youth and young adults to move directly into employment opportunities and PSE.</p> <p>Comprehensive benefits planning is available and provided to transition-age youth and young adults and their families.</p> <p>Employment and community-based services emphasize that individuals with IDD are valued members of their community.</p> <p>Transition from school to adult life is identified as a priority and resources are targeted for this population on a regular basis.</p> <p>PSE and technical training options are explored for all youth and young adults.</p> <p>Person-focused career planning is used to identify an individual's strengths, skills, and support needs for employment. Results of this planning inform the IEP.</p> <p>Technical and academic coursework are used to fulfill state education assessments and graduation requirements for students with IDD, including students with significant disabilities.</p>	<p>Targeted funding exists for employment and PSE services for youth and young adults in transition to adult life.</p> <p>Outreach projects target transition-age students and families prior to graduation.</p> <p>Students and families select and begin receiving services from their adult service provider prior to the student exiting high school.</p> <p>Transition-age youth and young adults are fully included in technical, vocational, and academic coursework.</p> <p>Internships and job trials can become permanent paid employment opportunities.</p> <p>Service opportunities for transition-age youth and young adults emphasize employment, PSE, and community participation, and use age-appropriate natural community settings, including colleges.</p> <p>Transition-age youth and young adults receive support to participate in resume-building activities outside of the traditional school day and year. These activities include paid employment, national service, internships, and job trials.</p> <p>Transition-age youth and young adults ages 18+ receive education services at off-high-school</p>



**EMPLOYMENT PERFORMANCE MEASUREMENT, QUALITY ASSURANCE,
AND PROGRAM OVERSIGHT**

Element	Descriptors	Examples of the Strategy
<p>Statewide interagency data-collection systems are used as a strategic planning tool to further the goal of increasing employment for transition-age youth and young adults. These systems support the development of interagency policies and procedures.</p>	<p>The state collects and publishes data on pre-graduation career experiences and pre- and post-graduation employment outcomes.</p> <p>Information on career experiences and employment outcomes is collected on a regular basis and shared in summary form.</p> <p>Data are used to inform strategy and contracting.</p>	<p>Core employment outcome variables are assessed on a regular basis, including individual earnings, hours of employment, receipt of fringe benefits, level of workplace integration, and job satisfaction.</p> <p>Core career experience variables are assessed on a regular basis, including participation in internship positions, specific job-training programs, and PSE, as well as the receipt of Work Incentives Planning and Assistance, person-centered planning, job development, and job coaching.</p> <p>Provider-level employment data are made available to transition-age youth and young adults, families, and local school districts to support youth in choosing service providers.</p> <p>The provision of data to the state is a requirement in provider contracts.</p> <p>State and local education agencies make data on transition outcomes widely available.</p> <p>State education department provides the number of transition-age youth and young adults who will be exiting school services to state VR and IDD agencies at least one year prior to exit.</p>



Strategic Assessment

Section A: Description of Current Transition-to-Employment Services

<p>Identify the strengths of your state’s current transition-to-employment services or network. Include exemplary programs and services, operational practices, funding policies, and key stakeholders.</p>	
<p>Identify needed improvements in transition-to-employment services; programs that do not achieve identified goals or outcomes; areas of consumer, provider, or staff complaint; and vulnerabilities.</p>	
<p>List and briefly describe the primary barriers to improving identified transition-to-employment outcomes. Please be as specific as possible.</p>	
<p>Identify existing opportunities or resources that can be tapped to improve transition-to-employment outcomes.</p>	

Section B: Documents and Other Resources

Please forward copies of all statutes, policies, regulations, procedures, and other documents related to the employment of transition-age youth and young adults with intellectual and developmental disabilities (IDD), including the following:

[ffl: provided, NA: not applicable or not available]

I. Strategic goals and operating policies	
	State IDD agency mission and goal statement(s)
	State department of education mission and goal statement(s) for youth with IDD
	State department of vocational rehabilitation mission and goal statement(s)



	Statements of broad policy directions or commitments to achieving identified employment outcomes
	Individual and interagency policy goals related to the achievement of employment outcomes for youth and young adults with IDD
	Individual and interagency operating policies related to the achievement of employment outcomes for youth with IDD
	Individual and interagency regulations pertaining to the provision of transition-to- employment and other day services
	State organizational structure with respect to the provision of transition-to-employment and day supports

II. Leadership

	Individual and interagency organizational chart(s) with areas of responsibility or focus
	Recent releases regarding individual and interagency support of transition-to- employment activity (newsletters, annual reports, etc.)
	Examples of how the employment message is communicated to stakeholders both internal and external to the grant partners (bulletins, proclamations, website, etc.)
	Examples of how transition-age youth and young adults are included in changing policy and practice for the transition to employment at the state and local levels
	Examples of how families of transition-age youth and young adults are included in changing policy and practice for the transition to employment at the state and local levels

III. Financing and contracting methods

	Service definitions of supported employment included in the state's 1915(C) Medicaid waiver programs
	Service definitions for day habilitation and other supports furnished under the state's 1915(C) Medicaid waiver programs
	Sample interagency contracts for the provision of school-to-employment supports
	Funding and rate structures for employment and other day-service supports
	Guidelines for how multiple funding sources are blended and braided

IV. Training and technical assistance

	Training requirements and/or curricula for state agency and local education personnel involved in transition to employment, including case managers, educators, vocational rehabilitation counselors, service coordinators, and transition coordinators
	Training requirements and/or curricula for direct support school and adult service professionals involved in transition to employment
	Outreach and educational materials for families that address transition and employment, including manuals, timelines, training initiatives, and transition events
	Outreach and educational materials for transition-age youth and young adults that address transition and employment, including manuals, timelines, training initiatives, and transition events



V. Interagency collaboration

	Agreements or memoranda of understanding with other state agencies regarding transition-to-employment services (including vocational rehabilitation, department of education, and workforce development)
	Other documents that illustrate current working relationships with other entities around areas such as improving employment outcomes
	Guidelines for mandated partners in local transition councils
	Guidelines for commitment of employment funds prior to school exit

VI. Services and service innovation

	Information disseminated about creative strategies to support individuals to obtain integrated employment prior to school exit (including access to internships, post-secondary education, vocational and technical education, and job trials)
	Documents describing how transition-age youth and young adults are supported to receive supports from adult service providers prior to school exit
	Documents describing how transition-age youth and young adults and their families access Work Incentives and Planning and Assistance
	Documents describing how natural community settings are used to provide services for transition-age youth and young adults
	Documents describing the process for bringing local innovative programs or demonstration projects around transition to scale across the state

VII. Employment performance measurement, quality assurance, and program oversight

	Standards for evaluating the quality of transition-to-employment supports
	Description of quality assessment and monitoring procedures for transition-to-employment services
	Data summaries or outcome reports related to the transition to employment and other day supports
	Data summaries or outcome reports related to activities to prepare individuals for the transition to employment and other day supports

NOTES:



Section C: Summary of State Practice and Strategy

The survey questions are based on elements from the High Performing Transition Model collected through extensive research conducted within states. The questions represent a series of practices demonstrated to be effective at enabling states to develop and sustain high rates of participation in integrated employment for transition-age youth and young adults. The questions are designed to get a snapshot of your state in each area. Please rate your level of agreement with each statement. You are encouraged to refer to attachments or resource materials whenever applicable.

Please note that for the purposes of this self-assessment, the term employment refers to integrated employment for people with developmental disabilities. See the glossary for definitions of different types of employment and day services as well as terminology specific to the transition process.

Strategic goals and operating policies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
	1	2	3	4	5	6
There is a clear understanding across stakeholders of the philosophical beliefs that support the state's transition service delivery model.						
The state has measurable goals with clear benchmarks with respect to achieving transition-to-integrated employment outcomes.						
The state has an initiative around expanding employment for all people with IDD.						
Asset management and economic self-sufficiency are acknowledged as a priority in transition policies and procedures.						
Requirements are placed on service providers for achieving employment outcomes for transition-age youth and young adults with IDD.						
Requirements are placed on local school districts for achieving employment outcomes for transition-age youth and young adults with IDD.						
Employment is addressed as a priority within the individual service planning process.						
Employment is addressed as a priority within the individual education transition plan.						



Question or Element	Response
What are the measurable goals of your system with respect to the achievement of transition-to-employment outcomes?	
How are system-level goals communicated to stakeholders?	
<p>How is integrated employment defined in your state's developmental disabilities system (IDD, VR, education, etc.)?</p> <p>Include all specific employment models.</p> <p>How do the definitions vary across agencies?</p>	
How are other service options including sheltered employment and non-work services defined?	
Briefly describe state initiatives aimed at improving integrated employment outcomes over the past five years. Include all initiatives regardless of agency.	
What requirements are placed on service providers for achieving employment outcomes for transition-age youth and young adults with disabilities?	
How are employment and PSE addressed in the individual service planning process (ISP)?	
How are employment and PSE addressed in the individual education plan (IEP)?	
Outline transition-to-employment staffing patterns at the state, regional, and local levels, including program development and quality assurance resources.	



Leadership	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
	1	2	3	4	5	6
Leadership within the state clearly supports employment as a priority outcome for transition-age youth and young adults.						
There are specific staff within the state who are responsible for the development of transition-to-employment policy, strategy, and training.						
There is a core network of stakeholders within the state who are committed to and advocate for the transition to employment.						
There are specific staff people at the local or regional level who are responsible for managing the development of transition-to-employment services and supports.						

Question or Element	Response
Who are the champions for the transition to employment? What factors have made them successful or unsuccessful?	
How successful have leaders been in rallying widespread support for transition to employment as a priority? What strategies have been put into place to make this happen?	
What communication and outreach strategies are used?	
Who participates regularly in working groups to discuss transition to employment and PSE issues?	



Financing and contracting methods	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
	1	2	3	4	5	6
Adult service rates and rate structures for individual supported or competitive employment encourage employment over other day-service options.						
Rate-setting methodologies correspond with service definitions that support the transition to employment.						
Performance-based funding is used to encourage providers to meet employment goals for transition-age youth and young adults.						
Financial incentives are offered to providers to increase integrated employment outcomes for transition-age youth and young adults.						
Other resources outside of the state ID/DD agency are used to support integrated employment for transition-age youth and young adults.						
Clear guidelines exist to facilitate how financial resources are to be blended and braided to support youth employment while youth are still enrolled in school.						
Targeted funds are available to support transition-age youth and young adults to exit school and be employed.						

Question or Element	Response
What are the rates and rate structures in place for individual supported or competitive employment? Provide more than one if necessary.	<p>IDD rate:</p> <p>IDD billing unit or structure:</p> <p>IDD source(s) of funds:</p> <p>VR rate:</p> <p>VR billing unit or structure:</p> <p>VR source(s) of funds:</p>



Question or Element	Response
<p>What are the rates and rate structures in place for group supported employment, including enclaves or mobile work crews?</p>	<p>IDD rate:</p> <p>IDD billing unit or structure:</p> <p>IDD source(s) of funds:</p> <p>VR rate:</p> <p>VR billing unit or structure:</p> <p>VR source(s) of funds:</p>
<p>What are the rates and rate structures in place for sheltered employment?</p>	<p>IDD rate:</p> <p>IDD billing unit or structure:</p> <p>IDD source(s) of funds:</p> <p>VR rate:</p> <p>VR billing unit or structure:</p> <p>VR source(s) of funds:</p>
<p>What are the rates and rate structures in place for facility-based non-work services (day habilitation or day activity services)?</p>	<p>IDD rate:</p> <p>IDD billing unit or structure:</p> <p>IDD source(s) of funds:</p> <p>VR rate:</p> <p>VR billing unit or structure:</p> <p>VR source(s) of funds:</p>
<p>What are the rates and rate structures in place for community-based non-work services (e.g., community integration services)?</p>	<p>IDD rate:</p> <p>IDD billing unit or structure:</p> <p>IDD source(s) of funds:</p> <p>VR rate:</p> <p>VR billing unit or structure:</p> <p>VR source(s) of funds:</p>



Question or Element	Response
What financial incentives are offered to providers to increase integrated employment outcomes?	From IDD: From VR: From Education:

Training and technical assistance	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
	1	2	3	4	5	6
The state provides or funds sufficient training opportunities for teachers and other school personnel working to support the transition from school to employment.						
The state provides or funds sufficient training opportunities for direct-support professionals including job coaches, employment specialists, and job developers working in adult supports.						
The state offers technical assistance or consultation resources to provider organizations to assist them in expanding or improving employment outcomes for transition-age youth and young adults.						
The state offers technical assistance or consultation resources to schools to assist them in expanding or improving employment outcomes for transition-age youth and young adults.						
Waiver service definitions establish minimum training requirements and qualifications for employment supports and job development skills and expertise for adult-service providers.						
State personnel including case managers, vocational rehabilitation counselors, and education program managers receive training on transition-to-employment supports and outcomes.						
Transition-age youth and young adults receive training on transition-to-employment supports and outcomes.						
Families of transition-age youth and young adults receive training on transition-to-employment supports and outcomes.						



Question or Element	Response
What training does the state provide or fund for direct-support professionals and educators working in employment for youth?	
What technical assistance or consultation resources does the state offer to provider organizations or school systems to assist them in expanding or improving employment outcomes for youth?	
What training do transition-age youth and young adults receive on transition-to-employment supports and outcomes?	
What training do families of transition-age youth and young adults receive on transition-to-employment supports and outcomes?	
What training do state agency (IDD, VR, Workforce Investment) personnel receive on transition-to-employment supports and outcomes?	



Interagency collaboration	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
	1	2	3	4	5	6
Informal relationships or collaborations exist among state, regional, and provider agencies and employers to support integrated employment for youth.						
Formal interagency agreements or collaborations exist to support integrated employment.						
Resources are provided to schools to assist in the development of transition plans from school to work.						
State agencies partner in implementation of pilot or other employment initiatives for transition-age youth and young adults.						

Question or Element	Response
Who are the key integrated employment stakeholders in your state?	
What informal relationships or collaborations exist among state, regional, and provider agencies and employers to support integrated employment for transition-age youth and young adults?	
What formal interagency agreements or collaborations exist to support integrated employment for transition-age youth and young adults?	
What resources are provided to schools to assist in the development of transition plans from school to work?	



Services and service innovation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
	1	2	3	4	5	6
The state supports and encourages innovation in employment services for transition-age youth and young adults.						
The state disseminates information about creative strategies to support transition-age youth and young adults in employment.						
Transition-age students and their families are encouraged to choose employment over other service options.						
Post-secondary options are explored for transition-age youth and young adults.						
Resources are available to individuals waiting for services and their families to encourage them to choose employment over other service options.						
The case management/service coordination process supports employment as a primary goal.						
The education planning process supports employment as a primary goal.						
The services received and service providers supporting the individual are the same on the last day of school and the first day of adulthood.						

Question or Element	Response
How does the state support and encourage innovation in transition-to-employment services?	
What are some examples of actions the state has taken to facilitate innovations?	
How are benefits planning resources provided to transition-age youth and young adults and their families?	



Question or Element	Response
What resources are available to transition-age youth and young adults and their families to encourage them to choose employment over other service options?	
What processes are in place to ensure that the services received and service providers supporting the individual are the same on the last day of school and the first day of adulthood?	

Employment performance measurement, quality assurance, and program oversight	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
	1	2	3	4	5	6
Information on employment outcomes for transition-age youth and young adults is collected on a regular basis and shared in summary form with stakeholders.						
Data are used to inform transition-to-employment strategy and contracting.						
Core outcome variables including individual earnings, hours of employment, benefits, level of workplace integration, and job satisfaction are assessed on a regular basis.						
Core career experience variables are assessed on a regular basis, including participation in internships, specific job training programs, and post-secondary education, as well as the receipt of WIPA, person-centered planning, job development, and job coaching.						
Provider-level employment data are made available to transition age youth and families to support choosing an employment provider.						
Accountability for achieving employment outcomes is managed at multiple levels (state, county/region, or local).						



Question or Element	Response
What types of employment data are collected on transition-age youth and young adults, providers, and services?	
What key employment-related variables are collected, how are they collected, and how often?	
What key career experience variables are collected, how are they collected, and how often?	
How is transition-to-employment data used by state agencies, county/ regional agencies, school systems, and provider agencies? Is it shared with stakeholders?	
How is transition-to-employment addressed in state quality assurance systems or processes?	<p>IDD:</p> <p>VR:</p> <p>Education:</p>
How is accountability for achieving transition-to-employment outcomes managed at a state, county/ region, or local level?	



Glossary

Integrated Employment Services and Programs

Individual integrated Employment services are *competitive employment, individual supported employment, and self-employment supports, and include customized employment approaches*. Services are provided in a community setting (rather than facility-based) and support paid employment in an individual community-based job where most people do not have disabilities. Individual integrated employment is the priority outcome for ADD Partnerships in Employment systems Change projects.

Competitive Employment services are:

- Time-limited job-related supports or job placement services provided to the worker with a disability in order to obtain employment.
- Individuals earn at least minimum wage and are an employee of the community business. This includes transitional employment.

Individual Supported Employment services are:

- Ongoing job-related supports provided to the worker with a disability in order to acquire or maintain employment in an integrated job, and
- Individuals earn at least minimum wage and are an employee of the community business.

Self-Employment services include self-employment, home-based employment, and small business ownership that is controlled and owned by the individual. This category does not include a business that is owned by an organization or provider.

Group Supported Employment services are groups of employees who have disabilities who work together on a job site or employees who typically move to multiple work sites receiving continual support. This service includes *enclaves* and *mobile work crews*.

- **Enclaves** are:
 - » Groups of up to 8 employees who have disabilities working together in a site where most people do not have disabilities.
- **Mobile Work Crews** are:
 - » Groups of employees with disabilities who typically move to different work sites where most people do not have disabilities.



Non-Integrated Employment and Non-Work Services and Programs

Facility-Based Work includes all employment services that occur in a segregated setting (rather than in the community) and where the majority of employees have a disability.

- These activities occur in settings where continuous job-related supports and supervision are provided to all workers with disabilities.
- This service category is also referred to as Sheltered Workshops, Work Activity, or Extended Employment programs.
- This category also includes Work Center Based Employment such as affirmative industries, NISH, National Industries for the Blind, and other federal and state set-asides that do not meet the definition of group supported employment.

Individual Community-Based Non-Work includes all services that are located in the community (rather than at a facility) and do not involve paid employment of the participant.

- These activities focus on supporting people with disabilities to access community activities where most people do not have disabilities.
- Examples include general community activities, volunteer experiences, recreation and leisure, improving psychosocial skills, or activities of daily living.
- This service category is also referred to as Community Integration or Community Participation Services.

Facility-Based Non-Work includes all services that are located in a segregated setting (rather than in the community) and do not involve paid employment of the participant.

- These activities include: psycho/social skills, activities of daily living, recreation, and/or professional therapies (e.g., Occupational Therapy, Physical Therapy, Speech Therapy).
- Continuous supports and supervision are provided to all participants with disabilities.
- Includes day activity, day habilitation, and medical day care programs.



Transition Terminology

- **Family forums** provide opportunities for individuals and their families to receive information and training about services and supports available to individuals with IDD and their families.
- An **Individual Education Plan (IEP)** is the education-planning document required for any student with a disability who requires special education and related services under the Individuals with Disabilities Education Improvement Act.
- An **Individual Service Plan (ISP)** is a comprehensive document developed by the state IDD agency to document the care and training an individual is to receive.
- **Post-secondary education** is any type of school or training beyond the high-school level (e.g., community college, four-year university, vocational training program).
- **Transition-age youth and young adults** include all individuals with IDD ages 16 to 24 who are receiving services from a state agency.
- **Transition councils** are collaborative organizations that bring together stakeholders to address barriers to transition for youth and young adults. These councils can be used to address employment barriers and engage in problem-solving for specific youth and young adults.
- **Transition fairs** provide opportunities for individuals and their families to network with organizations and agencies that provide services for transition-age youth and young adults.
- **Work Incentives Planning and Assistance (WIPA)** is a service provided by the Social Security Administration to support Social Security beneficiaries in making informed choices about work.



For More Information

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