

Collaboration

It Takes A Team!

Overview of PowerPoint

1. Who are the team members? What are their roles?
2. What is the ISP, IPE, CDP, and IEP?
3. Discovery
4. What is the timeline and points of collaboration?
5. What is stabilization and how does it happen?
6. Transfer to long term supports
7. Frequently asked questions

Team Members

What role do they play?

The person: The reason there is a team! They share their goals, dreams, likes/dislikes, and ambitions to help create their individualized employment goals.

Family and/or friends (if the person chooses): Great support network! They provide insight, information, and background (if needed/wanted by the person).

County Service Coordinators and Brokerage Personal Agents: The planners of the team! SC's and PA's gather and organize information, authorize and approve services that align with the person's goals.

Vocational Rehabilitation Counselor (if applicable): VRC's are the hub of the employment process! They assist the person to identify a job goal and achieve an employment outcome that matches that goal.

Employment Provider: The keys to success! Providers are the trainers, coaches, and guides that assist people in exploring, finding, and maintaining successful employment.

Teacher (if still in school): The person's first exposure to employment! Teachers provide unique perspective and information that helps guide future employment. This first exposure to employment cannot be underestimated! The schools can also provide previous testing results and job exploration experiences!

What are the Plans?

Individual Education Plan (IEP)

- Identifies a student's education goals and accommodations
- Created by a student and their team for use in school

Individual Support Plan (ISP)

- Support plan that addresses a person's needs
- ISP team, including the individual, create ISP

Career Development Plan (CDP)

- Part of the ISP
- Addresses a person's specific employment goals

Individual Plan for Employment (IPE)

- Plan VRC creates to identify needs and goals for community job placement

Discovery

Time limited to 3 months (approximately 40 hours)

A useful tool for people who know they *want* to work, but are unsure *where* they want to work or *what* field they want to work in. Discovery is also helpful when a person will need a job that is highly customized, or if they now have physical limitations.

May be extended another 3 months by SC/PA and person based on specific criteria

Includes volunteering, job shadowing, work experience, or informational interviews in community

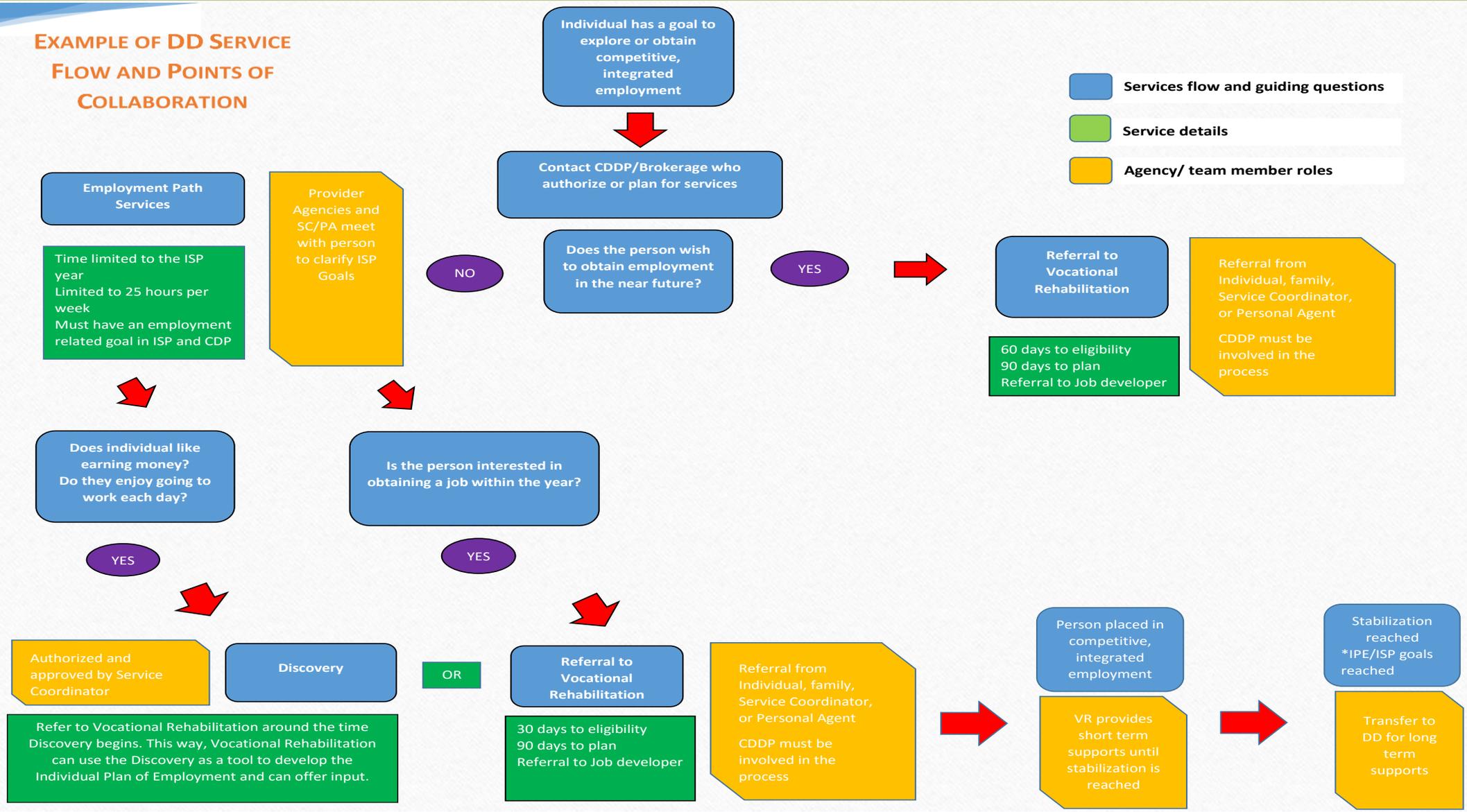
Expected outcome is a Discovery Profile and should result in a referral to VR

Can use VR services without Discovery

At times, consult with VR prior to authorization, to determine if Discovery is needed and authorize if appropriate (example: Transition age youth requires VR involvement to make determination if Discovery is needed)

EXAMPLE OF DD SERVICE FLOW AND POINTS OF COLLABORATION

- Services flow and guiding questions
- Service details
- Agency/ team member roles



Potential Timeline

MONTH 1

Begin Discovery

- Authorized by ODDS
- Completed by Service Provider and person

MONTH 2

Referral to VR

- Referral made by person and SC/PA
- Attend VR orientation

MONTH 3

Discovery Complete/ VR Intake

- Final Discovery approval from SC/PA

*SC/PA may staff situations or gain counselor input on effective Discovery process for the person prior to referral

Stabilization

DEFINITION *(TRANSMITTAL VR IM 15-01)*

Job stabilization has multiple components delineated in the Code of Federal Regulations:

1. The person has reached the employment outcome in their Individualized Plan for Employment (IPE)
2. The person has met or made substantial progress toward meeting the hours-per week work goal
3. The person and the vocational rehabilitation counselor (VRC) consider the employment outcome to be satisfactory and agree that the person is performing well on their job
4. The employer is satisfied that the person is performing well on their job
5. Extended (i.e., ongoing long-term) services are available and can be provided without an interruption in services

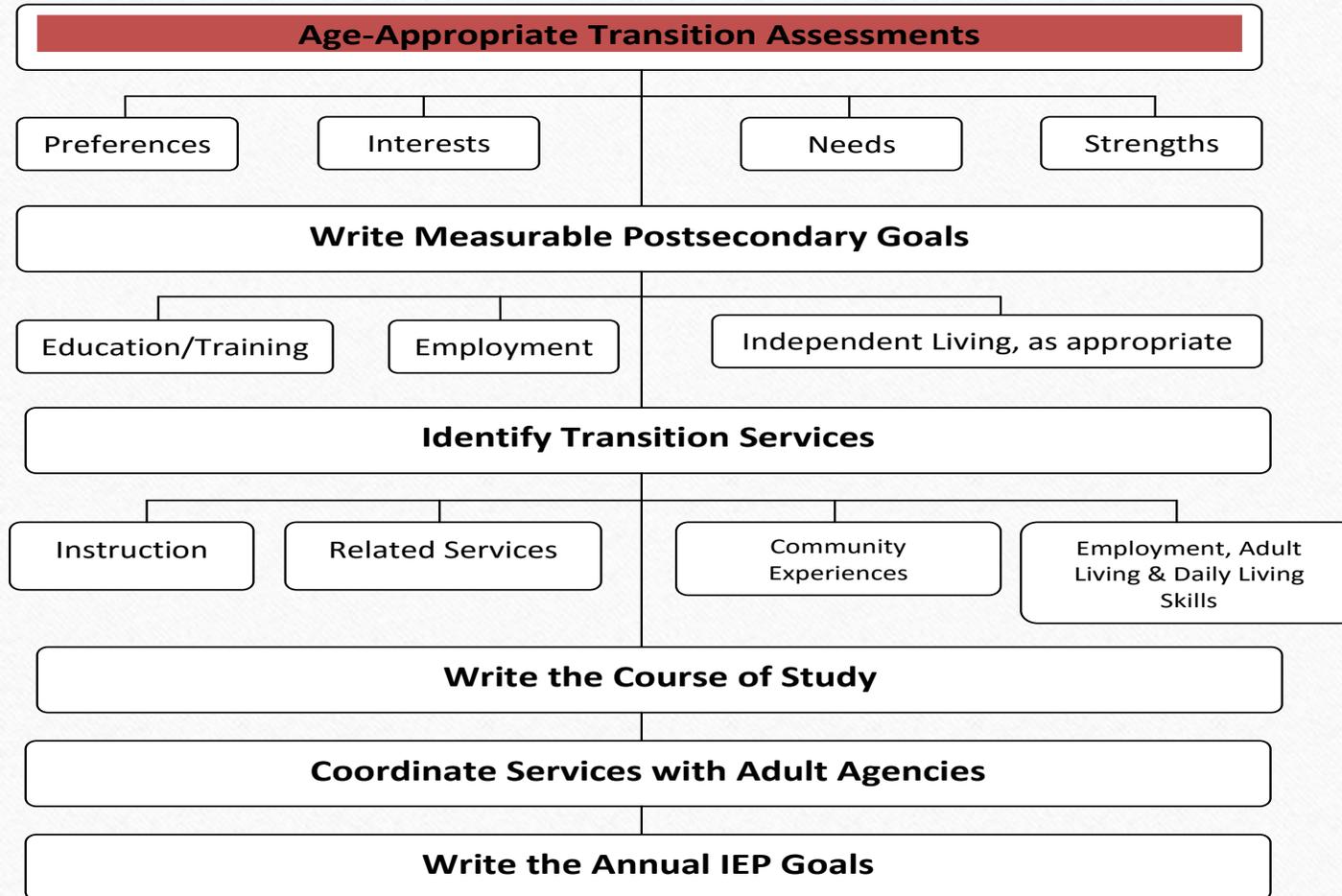
The expectation in federal statutes and Oregon VR policy is that transition to ongoing long-term support provided by ODDS waiver funding take place at or very near the point of job stability

Transfer of the case

One month prior to stabilization:

- *Set up meeting with SC/PA and person to discuss transfer to long term supports,
- *Allow time for SC/PA to set up long term supports,
- *Clarify vendors for long term supports, arrange transportation (this can be tricky!),
- *Clarify the goals set in the ISP and IPE (have these been met?)
 1. Is the person working the number of hours desired
 2. What is the projected fading plan?
 3. What is the plan, if any, to create natural supports
- *Develop long term, post- VR goals

Transition Flow Chart



Ideas For Collaboration at IEP

Case Manager shares information with the team (i.e. vocational experience, work site evaluation, vocational accommodations, transition assessment, what work's/doesn't work, Preference, Interest, Needs and Strengths)

Ask DD/VR representatives to share, with the student and IEP team, about their services and/or share ISP/IPE if applicable

Discuss how the team can all work together to best support the student.

If provider agency does not attend, share resources and information about the agencies. Provide relevant agency information pages from Planning My Way To Work

http://ocdd.org/index.php/ocdd/employment/category/planning_my_way_to_work_transition_guide/

Align IEP and CDP goals

For school-age transition students:

What are the goals of the CDP and how do they fit in the IEP model (as collaboration with other agencies occurs)?

CDP goals should align with transition goals that have been met in the IEP, indicating the person is ready for a job. That job will be their transition point before exit to be a seamless transition- can't be done if the job is still to learn and support goals on IEP (instructional sequences and goals for transition).

Would be great if the student had a job that supports the Post Secondary Outcomes/goals indicated by student before they exit.

Gathering Data

When the individual is a student – acquire as much information from the student, IEP team, para-pros, classroom teachers and peers about PINS (preferences, interests, needs and strengths) and collect as much “little d” data as possible from any work experiences, job shadows and present levels in the IEP as they relate to transition goals, to determine whether a Discovery is needed or not.

If Discovery is needed for a student

Student/School IEP team/SC/PA (and possibly VR) at the table together.

ALL AGREE that more information is needed AFTER all little d data has been collected and addressed.

The CDP must document why available information is not sufficient

The outcome will be competitive, integrated employment that will be supporting the student in a seamless transition phase reflecting Post Secondary Outcomes – not supporting IEP transition goals still to be mastered in a school transition program or supportive work experience.

When someone may come to VR who is already working?

Stabilization: Has been interrupted due to changes in management or job duties

Job coaching: persons may need increased support and VR expertise/advisement due to additional duties added, a change in job description, in jeopardy of losing the job, as examples

Job development: A person may wish to explore other employment opportunities, increase job skills, or look for a higher paying position

What if someone finds a job but is not enrolled with VR?

Someone with I/DD, who has already found a job and needs support services to learn and/or maintain employment, has 2 options:

1. Discuss with the VRC if an interim eligibility (expedited) would be appropriate. This can take from a few days to 2 weeks and requires branch manager approval. After job stabilization, transfer to ODDS waiver funded initial and ongoing supports.
2. Request ODDS waiver funding for initial and ongoing supports without going to VR first. This is currently available as an exception.

Frequently asked questions and best practices

I'm having trouble identifying and getting in touch with the client's DD Service Coordinator or Personal Agent (SC/PA). What should I do?

Brokerage and CDDP directories are periodically updated and available on the Case Management Staff tools pages. Both the person contact info for case managers and supervisors/directors and general office numbers are available on this site. Clients receiving services, their families or transition staff should know the SC/PA name, or the office that they work through. With a release of info and the directory lists, the local offices should be able to help you find out who to contact.

Things are going well and the client is progressing towards stabilization. When should I let the SC/PA know to best facilitate the transfer to ongoing job coaching through DD funding?

Ideally, members of the individual's team, could discuss job stability and transfer of long-term supports during plan development. Early discussions allow for the time needed by the SC/PA to revise the ISP and to identify long-term support providers. At the very latest, the VRC should notify the team at the point of a job offer to start the process.

Frequently asked questions and best practices

Should the SC/PA attend the intake meeting? What about the Stabilization or Exit meeting?

Yes! The SC/PA will assist with the coordination of all long-term ongoing supports for the person, so being there at the beginning to share relevant info that they have will be important for success in the short and long term. If there are any changes in service, especially ones that may result in stabilization or exit, the SC/PA will want to be involved to help build long-term supports around the person.

Sometimes, the client has a discovery provider identified and in place with CDDP/Brokerage funding before intake with VR. Is this OK?

Many factors determine the timelines involved with Discovery and how the provider is initially selected by the person. Best practice would be to have both VR and Brokerages/CDDPs involved from the beginning of the discovery discussion so that VR knowledge and resources, DD long term supports and the goals of the person are all represented in the planning for this service. Occasionally, a provider will be assigned and begin working before VR involvement. This is OK, but VR and Brokerage/CDDP personnel should check in frequently to ensure that the way the Discovery service is being structured by the provider is most helpful in assisting the person to meet **their** short and long term employment goals. In either case, frequent communication is helpful to ensure **continuity of service and progress** towards the person's stated goals.

Contact Information

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