



Oregon's Employment First Seamless Transition Project Annual Report on Pilot, Phase 1

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I. Introduction

In October, 2013, Oregon began piloting a research-based seamless transition model with four selected local pilot teams. Core cross-system teams were established as a subset of the existing local Employment First Teams. Education, vocational rehabilitation, developmental disabilities, and employment service providers comprise the key players of these Teams that exist in Washington, Multnomah, Clackamas, and Umatilla counties. Lead staff from Oregon's Department of Human Services, Office of Vocational Rehabilitation, Office of Developmental Disability Services, and Department of Education, along with local pilot team leads and subject matter experts provide the leadership for this project. The project has been piloted across a two year period of time, from 2013 to 2015. This seamless transition project, Oregon's Employment First Seamless Transition Project (OEFSTP), has been embraced by a specifically created Community of Practice (CoP) of state and local partners. The activities of the CoP consisted of learning best practices of seamless transition, applying these practices, and adjusting/creating systems, policies, and procedures necessary for transition youth to achieve what is known as the Project's Gold Standard Expected Outcome: Students seamlessly transition from high school to individualized, competitive, integrated jobs of choice with supports in place prior to high school exit.

The OEFSTP is guided by and aligned with newly created policies and procedures. Oregon is an Employment First state. Employment First is based on the presumption that everyone who wants to work can do so, and that competitive integrated work is the first priority. Oregon Executive Order 13-04 issued in April 2013, and Executive Order 15-01 issued in February 2015, which supersedes Executive Order 13-04, requires the Oregon Department of Human Services (within which Vocational Rehabilitation (VR) and Office of Developmental Disability Services (ODDS) are housed), and the Oregon Department of Education to work to further improve Oregon's systems of designing and delivering employment services to those with intellectual and developmental disabilities (I/DD) toward fulfillment of Oregon's Employment First Policy. The Executive Order directive to collaborate and improve the design and delivery of employment services for individuals experiencing I/DD with the desired outcome of competitive integrated employment for every person who wants to work, requires the commitment, partnership and action of the local VR, DD, Education services, and direct service providers.

Seamless transition is further defined as a seamless process from school-to-work for students with disabilities that occurs when the first day after high school exit looks the same as their last day of high school. That is, students exit high school already in individualized, competitive integrated jobs with the needed supports in place to keep their jobs. Additionally, they are already linked to services that support the student in obtaining new jobs and career advancement throughout their adult life. Local partners actively and collaboratively engage to promote features of a Seamless Transition Model.

Features of Oregon's Seamless Transition Model

- Early identification, and engagement of students and their families in a discovery process to identify and develop competitive integrated employment goals;
- Early involvement of VR and DD with Education so that necessary employment services may be delivered in an efficient and timely fashion;
- Community-based work experiences throughout secondary school years to help students identify interests, skills and supports relevant to the attainment of adult employment;
- Individualized, paid work experience in an integrated workplace setting;

- Individualized, competitive integrated employment during their last year of high school where they are hired directly by the employer;
- Related employment activities performed in normalized community settings;
- Qualified employment service provider employment specialists working in conjunction with school personnel before school exit;
- Cost sharing resources of the education system, state vocational rehabilitation services, and state intellectual/ developmental disabilities services;
- Linkages to supports and in place prior to high school exit so that students maintain their employment post high school;
- An outcome of individualized, competitive integrated employment with post-school supports in place before high school exit.

Day-to-day Implementation of this Model

In the day-to-day implementation of this model, students spend their time primarily on the job during the last year in school. Ideally, these jobs are developed prior to the start of the final school year, and are in integrated settings with wages paid directly to the student by the employer. Each job is located based on student interest and preferences. When students are not working, they are engaged in individually arranged community referenced instruction and activities.

In this model, adult employment service providers deliver services to students with significant disabilities, who are concurrently enrolled in public school but receiving educational services outside of the school building. Ultimately, funding for this model not only comes from the school system, but also the vocational rehabilitation, and/or intellectual/developmental disabilities systems. At the end of public school responsibility, the latter systems share the cost of maintaining and expanding work and non-work preferred activities by authorizing the agencies to continue services on the first day of this formal exit. Attached to this report is the Seamless Transition Flow of Services Chart which illustrates the optimum flow of transition services to be experienced by students across a three year period of time that lead to the expected outcome of CIE before high school exit.

Benefits to Collaborators

Each collaborating entity must embrace the notion of presumed employability, the belief that all youth who want to can work in individualized, competitive integrated jobs. Beyond that, however, what is especially necessary is for each collaborating system to recognize that they have something to gain. In addition to getting more for their money, when youth seamlessly transition from being students to being employed adults:

- school systems have additional positive outcomes to add to their Indicator 14 reports, that is, their required post-school follow up shows more former students working;
- vocational rehabilitation agencies report more Status 26 closures, that is, services to youth with significant disabilities result in successful employment; and
- intellectual and developmental disabilities, and their vendors, do not have to start from scratch when providing services to transitioning youth who are already working.

II. Findings of Pilot Implementation

A multiple- tiered approach to process and outcome evaluation was employed for the OEFSTP to learn the degree in which the seamless transition model was being implemented in Oregon, and the impact the model had on student outcomes, systems policies, and local service delivery. A Fidelity Profile and Outcomes Report for each site may be found in the attachment section to this report. This site report contains student outcome data for 2013-2015 and the results of their self-reflection to the Fidelity of the Model.

Fidelity to the Model

Several methods were used to measure fidelity implementation to the expectations of the model to include a self-administered checklist and an on-line survey with telephonic interview follow up. The Seamless Transition Fidelity Checklist, developed for Maryland's Seamless Transition Demonstration Project, was updated and used by the OEFSTP. This Checklist defines the expectations of the seamless transition model. It is comprised of 10 distinct best practice components and 50 elements. Each pilot team self-rated the degree in which it perceived it was implementing the model components and its elements from not implemented – there is no evidence that the element has been implemented- ; partially implemented – there is evidence that the element has been started but is not completely implemented-; to implemented – there is evidence that the element has been completely implemented. The Checklist was completed each year of Phase 1 of the project, in August 2014 and August 2015. It is the intent that the information gleaned from the Checklist is to be used to improve the technical assistance to each site, and for each site to use to continue improving their implementation.

Table 1 lists the model components, the percentage ratings across all sites for each component for each probe, and the percentage gains that were made between the two probes for each component. Probe one served as a baseline. The sites began developing their flow of services and worked toward assisting their first students, exiters of 2014, to achieve CIE before school exit. So these students received a shortened version of the flow of services. For probe two, the sites had the opportunity to learn and improve from their first year of implementation and to offer each student, 2015 exiter, the full flow of services.

The highest gain/improvement was in the Competitive Integrated Employment component, followed by Benefits Management, Connecting Activities & Systems Linkages, Discovery, Health & Social Services Linkages, and Family Involvement & Participation. The highest self-rating scores occurred across the two probes were in the Job Development, Benefits Management, and Family Involvement & Participation. The lowest self-rating scores across the sites were work-based experiences, organization/management, and discovery.

Postsecondary Education is a component of the seamless transition model. During phase 1, Oregon chose to only track and measure the CIE outcome. As a result, most sites did not include this component in their implementation or complete fidelity ratings

Table 1. Fidelity Self-Check by Model Components across Pilot Sites: Two Probes - Percentage Ratings and Percentage/Rankings of Gains/Improvements

Fidelity Self-Check by Model Components		Probe 1	Probe 2	Gain/Improvement	
		9/2014	9/2015	%age	Rank
1.	Organization/Management	65%	75%	10%	7
2.	Discovery	57.5	77	19.5	4
3.	Job Development	87.5	99.1	11.6	6
4.	Work- Based Experiences	62.5	70	7.5	8
5.	Competitive Integrated Employment (Paid Inclusive Employment)	30	82	52	1
6.	Postsecondary Education	NA	NA	NA	NA
7.	Family Involvement & Participation	67.5	82	14.5	5
8.	Connecting Activities & System Linkages	57.5	80	22.5	3
9.	Benefits Management	57.5	87	29.5	2
10.	Health & Social Service Linkages	62.5	82	19.5	4

Following the Fidelity Checklist, an online open-ended survey was administered to sites to obtain comment on the model process, outcomes achieved, satisfaction level with training and technical assistance, and perceived next steps to sustaining and expanding their work. The intent of the survey was to obtain a more in depth understanding of what enhanced the development of the model and what continued to impede implementation. The survey was followed by telephonic interviews. This evaluation method led to gleaning more specifics on what is working, what lessons were learned, and what needs to improve with state and local systems to achieve fidelity to the model and expected outcomes for students. Survey/Interview findings are organized in themes and may be found in each site’s Fidelity Profile and Outcomes report, see attached.

The final method of the process and outcome project evaluation was reporting on student outcomes. This Student Outcomes Summary presents data for the first two years of the project, October 1, 2013 – September 30, 2015. Table two that follows the narrative description contains data that have been reported by the pilot teams and compiled to address the key features/outcomes of the project. The Summary is not intended to be conclusive as it represents the project’s work in its beginning phase. The purpose of the project and its pilots is to study state systems and the changes needed for students to achieve the Project’s Gold Standard Outcome. Student enrollment is low for this reason.

Pilot sites report quarterly on services delivered as the enrolled students move through the Model’s flow of transition components/services. Contained in the report are these data described for 70 students: eight students enrolled in 2014 and are in Project follow-up , who have exited high school, and are in Project follow up; 23 students who exited in 2015; 16 students who will exit in 2016, and 19 students who are enrolled and will exit in 2017. At the time of the Report, the Pilot Teams were in the early stage of identifying students for 2018; four have been enrolled and are included in the report. Compared to the 2013-2014 Students Outcomes Report, an additional 24 students have been enrolled. Out of the 70 students, 10% or seven students have dropped from the Pilot; four received some services and three did not engage in any services. It is expected that with each additional year the Pilot Teams will become more adapt at early identification & enrollment, collaboration, coordination, and communication so that the “seamless” process and the achievement of key outcomes become the standard for transition students.

The Degree to which Key Features were obtained

OEFSTP is conceptually framed around key features: early VR involvement, self-discovery in relation to the world of work, engaging in career areas of choice through individualized, paid, integrated work experiences, and having early linkages to services/funding for necessary supports in order to obtain individualized, competitive, integrated employment before high school exit. The following narrative provides highlights of the student data contained in Table 2 to the degree in which the students have obtained outcomes based on the identified key features.

Early VR involvement. This feature is defined as students having a formal linkage with VR that includes an open case at least two years before school exit so that paid integrated work experiences, and linkages to needed support services may be delivered by a qualified employment service provider in collaboration with the transition education staff and personal agents/service coordinators. For the majority of the students, this early linkage is occurring; 88% or 35 students (2014 – 2016 exiters) are reported to have been linked to VR.

Discovery. From 2014 - 2017, 46 students were reported to have completed or are actively engaged in the discovery process: 86% of the 2014 exiters, 94% of the 2015 exiters, 73% of the 2016 exiters, and 42% of the 2017 exiters. Students were served who were not eligible for DD services; of which, 10 do not have resources for long-term supports. Identification and enrollment of additional 2017 and 2018 exiters had just begun at the time that this report was written. The onset of ODDS including discovery as a funded service in 2015 has clearly increased the availability of this critical service for the pilot students.

Individualized, integrated, paid work experiences. A key expected outcome is for all students to have a paid work experience, or internship, in an integrated work setting during the second year before they exit high school. The 2015 exiters were the target group to have this experience. State procedures were established in 2014 to pay for employment supports through VR (job development and job coaching) provided by employment service providers on the Pilot Teams and for intern wages to be subsidized by ODDS. Across the pilot sites, eight 2015-2018 student exiters have experienced summer paid internships. Of these internships, three employers paid the student wages and five students received wages that were subsidized by the state. Research informs us that paid work experiences are the number one predictor of successful competitive integrated employment. This feature has been under achieved by the Pilot. The issues that were faced should be carefully studied by state and local partners so that students in the upcoming year 2016 and beyond may have a higher chance of being engaged.

Unpaid work experiences were available to 12 students; three 2014 exiters, six 2015 exiters, and three 2016 exiters. Although it is expected that students experience a paid integrated internship, these students did have an opportunity to sample employment settings. One of the employment service providers set up through targeted vocational assessment for hire, a number of opportunities for students and employers to get to know one another. Some of these students were hired as a result of the assessment.

Individualized, competitive, integrated employment by high school exit: the gold standard and optimum outcome. Of the students actively engaged in the pilot, 56% percent of 2014 and 2015 student exiters (14 out of 25 students)

achieved a seamless transition to competitive integrated employment by school exit; 72% (18 out of 25) achieved CIE within three months from post-school exit; and 84% (21 out of 25) of the students within one year of post-school exit. The six students who dropped out of the pilot in 2014 and 2015 were not included in this optimum outcome measure. This percentage exceeds previous demonstrations using the Seamless Transition Model (e.g., 63%, Maryland Seamless Transition Demonstration) and far exceeds a traditional transition process in which fewer than 20% of the students transition into CIE by high school exit; 10-12% for students with the most significant intellectual and developmental disabilities.

Table three presents 27 individualized competitive integrated employment jobs that were acquired by 27 student participants by high school exit. The jobs represent entry-level job titles primarily in the hospitality and retail industries. The new employees earned on average \$10.33 per hour, ranging from \$9.25 to 11.64 per hour; and they worked on average 16.26 hours per week with a range from 2 – 40 hours per week. Six new employees worked more than 20 hours per week; and it was reported that two new employees worked 40 hours per week.

Linkages to supports in place prior to high school exit. This is a critical key feature of this model to ensure that students have the needed supports to maintain their employment post high school. It is expected that these linkages for funded supports (intensive training and long-term) occur within two years before the student is to exit. Primary funding is provided by VR and DD and services are delivered by employment service providers. As stated earlier, 88% of the enrolled students were linked to VR, 68% were linked to personal agents or county service coordinators, and 78% were connected to employment service providers.

This Project is very complex and multi-faceted. The Teams, as evidenced in the data compiled for this report, are maturing in their commitment to the fidelity of the model and in collaborating to deliver the model's flow of services in a timely and efficient manner. The Pilot Team members are to be commended for a productive two years, and the State Partners in seeking ways to support/change/create strategy to address system barriers at the local level. For transition services to be uninterrupted, and to achieve the student's desired outcome of individualized competitive integrated employment, all key partners at state and local levels must be effective in executing their roles and responsibilities and in delivering services in a timely fashion so that students may meet their outcomes before high school exit. Now, we have evidence that this seamless transition systematic process will continue to yield positive results for students transitioning from high school to competitive integrated employment.

Table 2. 2013-2015 Outcomes by Student Status, Pilot Site, Across All Pilot Sites

Student Status	Washington	Multnomah	Clackamas	Umatilla	Total # of Students across Pilots	Gold Standard Expected Outcome /Status to Date
2014 Exiter Outcomes						
<i>-In flow of services</i>	2	3	2	1	8	100% in CIE job by school exit
-In CIE by school exit	0	0	2	0	2	by school exit: 2/8 = 25%
-In CIE after school exit within 3 months	1	0	0	0	1	within 3 months: 1/8 = 13%
-In CIE after school exit within 12 months	1	2	0	0	3	within 12 months: 3/8 = 25%
						<hr/> 6/8 = 75%
2015 Exiter Outcomes						
<i>- In flow of services</i>	4	7	10	2	23	100% in CIE job by school exit
-in CIE by school exit	2	4	5	1	12	by school exit: 12/23= 52%
-In CIE after school exit within 3 months	1	2	0	0	3	Within 3 months: 3/23= 13%
						<hr/> 15/23= 65%
2016 Exiter (in process)						
<i>-in flow of services</i>	7	2	6	1	16	100% in CIE job by school exit
-in CIE by school exit	0	1	1	0	2	by school exit: 2
2017 Exiter (in process)						
<i>-in flow of services</i>	4	7	2	6	19	
2018 Exiter (in process)						
-in flow of services	0	0	0	4	4	

Student Status	Washington	Multnomah	Clackamas	Umatilla	Total # of Students across Pilots	Gold Standard Expected Outcome /Status to Date
Students to drop out Reason (Re):	1-2016 exiter, received some service Re: Not a US citizen, pursuing citizenship	1-2014 exiter, received some service, Re: family did not want student working 1-2015 exiter, received no service, Re: moved away	3-2015 exiter Re: 1-no service, left area 2-some service, left the country 3-no service, found job without VR-receiving long-term support thru brokerage	1-2015 exiter, received some service Re: quit his job and moved out of area	7	7/70 = 10% Some service – 4 No service - 3
Total Number of Students Enrolled: 2014 - 2018	17	19	20	14	70	Year 1 – 46 students Year 2 – 70 students Gain: 24 students

Summary

- **# of students enrolled 2014 – 2015: 31**
- **# of students enrolled 2014 – 2015 that dropped out of the pilot: 6**
- **# of students achieving CIE:**
 - **by school exit: 14**
(2014– 2, 2015 – 12)
 - **within 3 months post-school exit : 4**
 - **within 12 months post-school exit: 3**
- **2014 & 2015 exiting students achieving CIE prior to school exit: 56% (14/25 students)**
- **2014 & 2015 exiting students achieving CIE within 3 months post-school exit: 72 % (18/25 students)**
- **All 2014 & 2015 exiting students achieving CIE within 1 year post-school exit: 84 % (21/25 students)**

Component Services

Discovery	Washington	Multnomah	Clackamas	Umatilla	Total # of Students	Goal: 100% of students in Discovery Process
2014 exiters	2	3	1	0	6	2014: 6/7 (86%) 2015: 17/18 (94%) 2016: 11/15 (73%) Total: 34/40 = 85%(does not include 7 students)
2015 exiters	3	4	8	2	17	
2016 exiters	5	2	3	1	11	
2017 exiters	1	0	1	6	8	
2018 exiters	0	0	0	4	4	

Student Status	Washington	Multnomah	Clackamas	Umatilla	Total # of Students across Pilots	Gold Standard Expected Outcome /Status to Date
Total in Discovery	11	9	13	13	46*	who dropped from pilot in 2014-2016
Not eligible for DD services (SC/PA)	0	5	5	0	10**	*includes 7 students who dropped from the pilot ** 10 Active students, not eligible for DD services In process (data incomplete): 2017: 8/19 (42%) 2018: 4/4 (100%)
Linkages: Linked to services/funding						100% linked to services/funding by school exit
2014 exiters						
VR	2	3	1	1	7	7/7
PA/SC	2	2	0	0	4	4/7
Provider	2	3	1	0	6	6/7 *total count 8 students; 1 student dropped from pilot
2015 exiters						
VR	3	6	4	2	15	15/18
PA/SC	3	3	4	0	10	10/18
Provider	3	5	4	2	14	14/18 *total count 23 students; 5 students dropped from pilot
2016 exiters						
VR	5	2	5	1	13	13/15
PA/SC	5	2	5	1	13	13/15
Provider	5	2	2	1	10	10/15 *total count 16 students; 1 student dropped from pilot

Student Status	Washington	Multnomah	Clackamas	Umatilla	Total # of Students across Pilots	Gold Standard Expected Outcome /Status to Date
2017 exiters						
VR	1	0	2	4	6	6/19
PA/SC	0	0	2	2	4	4/19
Provider	1	0	2	2	5	5/19
2018 exiters						
VR	0	0	0	2	2	2/4
PA/SC	0	0	0	3	3	3/4
Provider	0	0	0	1	1	1/4
Total linkages (2014 – 2016)						VR: 35/40 = 88% PA/SC: 27/40 = 68% Provider: 31/40 =78%
In work experiences (2014 – 2016)						100% in paid inclusive work experience 2 years from exit
Paid internship (SYE)						Paid internship (SYE) = 8
2014 exiters	0	0	0	0	0	2014: 0
2015 exiters	0	0	3	0	3	2015: 3
2016 exiters	1	0	2	0	3	2016: 3
2017 exiters	1	0	0	0	1	2017: 1
2018 exiters	0	0	0	1	1	2018: 1
Unpaid work experiences						*employer paid: 3 Subsidized wage: 5
2014 exiters	0	3	0	0	3	Unpaid work experiences = 12
2015 exiters	0	5	1	0	6	2014: 3
2016 exiters	1	2	0	0	3	2015: 6
Total work experiences	3	10	6	1	20	2016: 3
Paid	2	0	5	1	8	
Non-Paid	1	10	1	0	12	

Table 3. Individualized Competitive Integrated Employment by High School Exit by Site, Company, Hours Worked, and Hourly Wages Earned

Pilot Site	Company	Job Title	Hours/Week	Wage /hour
Umatilla	1-Anthony Hospital	Kitchen Service/Dishwasher	24	11.64
	2-Table Rock Laboratories	-	4-6 /week	9.25
	3-Wal-Mart	-	-	-
	4-Family Farm	-	-	-
	5-Mike's Auto Clinic	Mechanic's Helper	16	9.25
Clackamas	1-Old Spaghetti Factory	Table Busser	10	9.10 + tips
	2-Round Table Pizza	Sign Spinner	PT- hours unknown	9.25
	3-Lexi Dog	D.D.C. Attendant	10-20/week	10.00
	4-Leupold & Stevens	Microfiche to digital images	18	11.00
	5-Portland Thorns	Janitorial	6	9.25
	6-Safeway	Courtesy Clerk	26	9.25
	7-Steelhead Manufacturing	Warehouse Stocker	40	10.00
	8-Bon Appetit	Kitchen Assistant	40	9.25
Multnomah	1-Jazzy Bagel	Baking Assistant	4	9.25
	2-Home Goods	Lamp Assembler	15	9.10
	3-Best Buy	Sorter-Stocker	8	9.25
	4-Walgreens	Stock Clerk	6	9.25
	5-Regal Cinemas	Greeter/Ticket Taker	15-20	9.25
	6-Arby's	Lobby Attendant	15	9.25
	7-Fabric Depot	Stock Clerk	12	9.25
	8-Walgreens	Stocker	-	9.25
	9-Adidas Outlet	Stock Clerk/Sales Associate	8	9.25
Washington	1-MOD Pizza	Dining Room Attendant	4	9.25
	2-Wal-Mart	-	20	-
	3-MOD Pizza	Dining Room Attendant, pizza box folder, pizza maker	6	9.25
	4-Hillsboro Library	-	3	-
	5-Papa's Pizza	-	2	-
Total Jobs	27		*	**

¹ *Hours worked per week: Average – 16.26, Range – 2 – 40 hours

² **Wages per hour: Average - \$10.33, Range - \$9.25 - \$11.64

(-) = missing data

III. Project Research Questions

Oregon's Department of Human Services Employment First Team leads designed research questions at the beginning of the Project that were aligned with their larger scale efforts in designing and implementing Employment First services. It was the desire of these leaders, that the OEFSTP efforts serve to inform this department and its state partners on how the model could work in Oregon and what is needed to change or improve at the state or local level in terms of policy, procedure, and services so that the seamless transition of youth approach could be brought to state scale. Summary of project's subject matter expert's observations and conclusions by research question follows.

1. Project Goals

1.1. The seamless transition of students with significant disabilities from secondary education to individualized, competitive, integrated employment of choice with supports in place before school exit.

Through the OEFSTP a systematic process of identifying students and linking them with appropriate services and providers has been established. This is done in a collaborative way with representatives from education, VR, DD, and employment service providers. In most cases, youth participants exited school with CIE jobs. It should be noted that the easiest route to success was with those students who were DD eligible; those who weren't are more puzzling because of questions around long term support.

1.2. Clear expectations and effective collaboration among the necessary local and state entities.

There were clear expectations established primarily among the entities that had representation on the core pilot team who worked directly with students. There were glitches that still need to be worked out with the County Service Coordination and some Brokerage agencies for effective and efficient participation to occur on an ongoing basis. Most Teams approached these glitches head on by getting the right staff on the core team. But in all there was a clear understanding concerning who should do what with effective communication leading to an overall collaborative effort.

2. Overall, What are the policies and procedures that need to exist to effectively assure a seamless transition from school to careers?

Please Note: The response to the following questions have been organized by themes and aligned with goals from Oregon's Integrated Employment Plan.

2.1. What is working that needs to be continued and supported?

2.1.1. Service and Capacity Building (Integrated Employment Plan, 3.0. Capacity Building-Training-TA)

The OEFSTP has executed essential trainings with an organized training plan to carry them out within a short period of time. The menu of training and technical assistance made available to each team improved the capability of employment service providers, vocational rehabilitation and education personnel, and county service coordination/brokerage personnel to effectively prepare students for CIE upon exit from school.

The regular Statewide Community of Practice Meetings assisted the pilot sites to maintain fidelity to the model and provided best practices communication between project sites. During the CoP meetings, best practices are shared such as using community-based work experiences.

Skill building trainings which support School-to-Career transitions were delivered in timing with the model component prior to its expected delivery to the participating students.

2.1.2. Resource Allocation and Distribution (Integrated Employment Plan (IE Plan) 2.0. Rates-Funding)

Knowing that the Discovery would be funded by ODDS has enhanced the ability for Teams to get to know the student earlier in the process. Discovery provided a positive profile for each student that led to individualized goal creation for students based on their assets, skills, and support needs. Also VR was ready to fund those services necessary to lead to CIE once discovery was completed. This seemed to be a seamless process for students and employment service providers. Clarification of who would be responsible for what funding was very important.

The model called for each Team to appoint a Team Lead. This person served as a point of contact for the project and State and was most importantly assisted members coordinate each student's linkages and flow of direct services. This is a critical role for starting teams and existing teams that will continue. The State Agency Lead allocated \$10,000 for each Team to cover the cost of this Lead. There is concern that these Leads are incentivized to continue this all important role.

2.1.3. Policy or practice clarifications or changes (IE Plan 1.0. Public Policy-Infrastructure)

The policy direction has been clearly set via the Governor's Employment First Executive Order and the Lane v. Brown proposed settlement. The challenge is communicating this to stakeholders and providing funding to provide the capacity to deliver seamless transition practices.

Clarification is needed with school systems to include an early path to CIE in their curriculum which is complemented with mandated resource and service planning with the student, family, and post-school partners.

As VR moves towards implementing WIOA there should be a strengthening of its role in working with students early. Providers are concerned about the adequacy of the new VR funding rates for job development and job coaching.

2.1.4. Outreach and Awareness

A Share Point page has been created for acquisition of information and materials related to OEFSTP. This should be made available to the Project and its pilot Teams and updated on a scheduled basis.

There should be values training for providers, funders, and case management so they are totally on board with belief in CIE is for all students. This is change for everybody and it is important to address the transition in service philosophy for all involved.

Each of the teams developed an outreach approach that included “family information nights”. Continue outreach efforts to families through Transition Information Nights and Transition Fairs, presentations, and materials. Continue work with FACT of Oregon to reach families.

A more focused approach on disseminating information about Social Security benefits and use of programs such as PASS, ERWE, and ticket to work would be very helpful. Certified benefit planners are not needed to give basic information to students, parents and others. This should be routinely presented at least three years before school exit and re-visited each year until student’s high school exit. Schools holding routine parent nights could devote one session to Social Security concerns. At the close of the session it should be emphasized that all individuals are unique and one should get a full blown benefit planners opinion when they are starting on their path to CIE.

2.1.5. Quality Assurance-Data Reporting, Collection and Analysis

For OSTP, data were collected quarterly on site progress and student progression through the model of services with measurements for achieving key feature outcomes. Site self-assessment on the fidelity to the model occurred in several formats – fidelity checklists (with model components/elements), one probe each year to measure perceived gains; and an online survey to provide more open-ended process, outcome, and satisfaction responses.

These methods were a learning opportunity for the Teams as well as provided them with the opportunity to assess their performance against research-based optimum performance expectations; and to stay on track each quarter in assessing student progress against the achievement of expected outcomes. The Teams have reported that the quarterly tracking of student’s progress has given the Teams purpose and has made them accountable.

2.1.6. Innovation

The creation of a team approach where all partners recognize the importance of one another was new to most everybody and it worked!

Collectively, the Teams have developed standard operational procedures for the OEFSTP components such as Discovery, Summer Youth Employment, and Job Development.

2.2. What needs to be changed, created or improved?

2.2.1. Service and Capacity Building (3.0. Capacity Building-Training-TA)

As this effort grows, continued and ongoing training and technical assistance should be available to all agencies interested in employment of persons with disabilities. Transition services for youth with I/DD and a single agency capacity, ODDS, has been well addressed through the proposed settlement; however, there is concern about plans to increase system capacity to address the numbers of students needing services.

The Project should continue to deliver of Training on a consistent basis. Suggested just-in-time trainings should include: General Values Training, Seamless Transition Best Practices, Discovery of the World of Work, Employer Relations and Customized Job Search, Positive Personal Profile development, Marketing to Employers, Outreach to Families, Behavior Supports in the Workplace, and Using Assistive Tech to Support Independence in the Worksite. Follow up on these trainings to sites on how to implement what was learned should be provided through a pool of SMEs.

Continue use of SMEs to keep things on track, provide fidelity to the model, and provide communication and coordination with new and existing teams.

Develop a Start up Boot Camp for new project sites based on current materials and experiences gained during Phase 1 of the pilot period.

Create a “How To Manual” for new sites based on current EFOSTP materials and experiences gained during pilot period. Make this available to all sites, both new and existing. Existing sites will have new members coming onto the teams who would benefit from the manual. The manual should include expectations from each partner in service delivery and braided service delivery timelines.

2.2.2. Resource Allocation and Distribution

Provide funding for a designated team lead for each team. This is a professional staff that has the title and focused job responsibilities with their employer or agency, not just money to the person, but to the organization that will then put the activities in the person’s job requirements.

Figure out some way to address the need to fund employment service providers so that they can engage with students much earlier to implement summer youth employment.

To have the capacity within employment service providers to meet the needs of the numbers of transition youth with I/DD in Oregon, the state should continue to be in conversation with employment service providers about costs and forecasting number of students to be served across a designated span of time. Across the country, as states have continued their progress in Employment First Initiatives, capacity within employment service providers, both in terms of staff recruitment and retention have been issues. To attract and keep quality employment service providers, the State must work to keep rates at an adequate level and engage in conversations with employment service providers about adequate funding levels for OSTP activities.

2.2.3. Policy or practice clarifications or changes (IE Plan 1.0. Public Policy-Infrastructure)

Finalize and adopt a local agreement among partners in the EFOSTP. State Partners must take the lead in having the conversation in their regional and/or local network offices. Actively demonstrate support and “how to” execute the agreement if roles/responsibilities differ from existing policy or has not been formerly developed.

Develop a systematic way for County Service Coordinators and Brokerage-PAs to understand the Seamless Transition Model flow of services so that request and receipt of funding by individual students occurs in a timely manner. Have Lead County Service Coordinator/PA in each office, and strategically replace the PA lead if the position is vacated. Develop written standard operating procedures for all coordinators and Pas to follow. Service Coordinators/PAs should attend the local team meetings and be active participants.

Participating schools must identify a lead to be on the team and participate in regular meetings. This has been difficult at some pilot sites.

2.2.4. Outreach and Awareness

Continue effort to educate and engage families in recognizing CIE as a primary goal for their son or daughter upon completion of high school.

Make training and support available on leading Family Information Nights and Transition Fairs. At present, all OEFSTP sites are doing Parent Information Nights. Some are leading Transition Fairs. There are no materials to guide a site on how to lead these events. There should be an orientation or workshop available on what to include in these events and community resources to call upon to participate in the events. Families should be a part of identifying what is needed. Materials should be available on the Statewide Share Point page for OSTP sites to utilize.

2.2.5. Quality Assurance-Data Reporting, Collection and Analysis

Continue the systematic collection of information on student outcomes and their movement through the model flow of services.

In general, make the Outcomes Data collected by the Dept of Ed, survey of student engagement one year after exiting school, available to all and found easily online. This is a requirement of IDEA. Data should be looked at along with I//DD data when not only looking for outcomes, but for areas of the state which might need additional training and technical assistance around School-to-Work transition.

2.2.6. Innovation

Include Workforce on the OEFSTP team, utilizing their resources and staff to improve school to work outcomes in Oregon.

Build relationships with employers in OEFSTP efforts with the focus on increasing community- based work experience options and to increase school to work outcomes.

IV. Overall Recommendations

Within a two year time period, Oregon has made significant gains in creating and implementing a seamless transition from school to work approach for youth with significant disabilities. Pilot Teams have demonstrated their commitment to the seamless transition approach and State Partners have responded to the local needs by communicating project intent to regional/local staff and demonstrating flexibility in how funding resources are to be available to individuals. However, improvements are needed for year 3 of the project to realize quality, effectiveness, efficiency and expansion to new students/new team members within existing sites, and starting up new core teams at new sites. The following recommendations offered to the State are intended to address improvements.

These overall recommendations are based on the authentic experiences of the Subject Matter Experts with the project, and the actual performance and comments made by the pilot sites of the Seamless Transition Project. To support our recommendations, the Oregon Employment First Executive Order, Lane v. Brown proposed Settlement, and the Employment First Integrated Employment Plan were mined for regulatory and procedural expectations for Oregonian youth with intellectual and developmental disabilities. The framework for the recommendations is a crosswalk between the goals in the Integrated Employment Plan and research questions established at the onset of the Oregon Employment First Seamless Transition Pilot Project.

Table 4. Overall Recommendations by Project Research Question aligned with Integrated Employment Plan Goals by Regulatory/Procedural Expectations

Research Questions	Integrated Employment Plan Goals	Overall Recommendations	Regulatory and Procedural Expectations
<p>1. Service & Capacity Building</p>	<p>3.0. Capacity Building-Training-TA</p>	<p>1. Continue to deliver Training on a consistent basis. Suggested trainings include: General Values Training, Seamless Transition Best Practices, Discovery of the World of Work, Customized Job Search, development of Positive Personal Profiles, Marketing to Employers, Outreach to & involvement of Families, Behavior Supports in the Workplace, and Using Assistive Technology to Support Independence in the Workplace.</p>	<p>Supports 3.0 activities of Integrated Employment state plan.</p> <p>Supports Lane v. Brown Activities.</p> <p>Supports Executive Order 15-01 calling for more training to providers.</p>
		<p>2. Continue to provide specific consultation to existing sites through a pool of SMEs.</p>	
		<p>3. Continue to align specialized regional staff from VR, ED, DD with pilot teams to provide TA on problem solving system issues and improving funding timeliness and efficiencies.</p>	

Research Questions	Integrated Employment Plan Goals	Overall Recommendations	Regulatory and Procedural Expectations
		<p>4. Education must provide the critical technical assistance to pilot team partner school systems to set up an early identification and enrollment process that begins when the student is a rising 9th grader. A formal linkage with high schools for 18-21 programs is critical.</p>	
		<p>5. Education should define Discovery curricular activities for students that focus on CIE and include self-determination instruction, student-led IEP; and transition assessment to include the development of a positive personal profile.</p>	
		<p>6. Education should make available the critical TA to pilot team partner school systems to provide enrolled students with early community-based work experiences, starting as early as four years from exit and no later than three years from exit, that are aligned with their interests.</p>	
		<p>7. Provide training to educators, VR staff, and employment service providers on developing and supporting paid, integrated work experiences (SYE-paid internship), two years before high school exit.</p>	

Research Questions	Integrated Employment Plan Goals	Overall Recommendations	Regulatory and Procedural Expectations
		8. Continue to maintain an optimum goal of employer-paid internships.	
		9. Initiate meaningful community life training (wrap around day and CIE in a normalized setting) for existing and new sites.	
		10. Expand student expected outcomes to include Postsecondary Education.	
		11. Develop a Start up Boot Camp for new project sites based on current materials and experiences gained during pilot period.	
		12. Create a “How-to Manual” for new sites based on current OEFSTP materials and experiences gained during pilot period.	
2. Resource Allocation & Distribution	2.0. Rates-Funding	1. Provide funding for a designated team lead for each team. The team lead should be a professional staff that has the title and focused job responsibilities with their employer or agency, not just money to the person, but to the organization that will then put the activities in the person’s job requirements.	

Research Questions	Integrated Employment Plan Goals	Overall Recommendations	Regulatory and Procedural Expectations
		<p>2. State agencies must map the flow of resources that match the Project’s Flow of Services, identify which agency pays for the service, determine timelines for engagement, and how this information gets to the local level so there is consistency across the state.</p>	
		<p>3. Ensure that service funding for Summer Youth Employment (SYE) is adequate to match the output of services provided by the employment service provider. Particularly, closely examine VR resources for (SYE).</p>	
		<p>4. Strategically determine means for involving the workforce system in SYE along with VR and DD, i.e., connection to employers, protocol for delivering SYE, etc.</p>	
		<p>5. Determine means for rapidly executing services and payment for student stipend wages for SYE.</p>	
<p>3. Policy or Practice Clarifications or Changes</p>	<p>1.0.Public Policy-Infrastructure</p>	<p>1. Dissemination of the OEFSTP local agreement needs immediate attention to get maximum cross-partner direct service from existing sites and new sites.</p>	<p>This supports the Executive Order item XI on Interagency Collaborations and MOUs</p>

Research Questions	Integrated Employment Plan Goals	Overall Recommendations	Regulatory and Procedural Expectations
		<p>2. State partners must take the responsibility of clarifying with regional and local staff their agencies involvement with the project’s local agreement. Leads that sign the agreement must review agreement, specifically roles/responsibilities, with their direct charges.</p>	<p>IE Plan 1.4 to make formal agreements to include MOUs.</p>
		<p>3. Establish expectations through the development of a working protocol for each state/local key agency for operating OEFSTP. Designate lead staff within each state/local key partner agency to include County Service Coordination and Brokerage.</p>	
<p>4. Outreach and Awareness</p>	<p>4.0. Outreach and Awareness</p>	<p>1. Expand outreach to families to more strongly include the value of CIE and Social Security Benefits Analysis. Employment organizations and teachers involved in the OEFSTP still report there are some families who do not participate in the process because they do not believe their sons and daughters can work, or will be adequately supported to work.</p>	<p>This is supported by the IE Plan 4.0</p> <p>The Executive Order item VII which states there should be outreach to address the benefits of employment and the perceived obstacles to employment by families.</p>

Research Questions	Integrated Employment Plan Goals	Overall Recommendations	Regulatory and Procedural Expectations
		<p>2. Develop a working protocol for starting and maintaining family engagement through formal means, i.e., family night, transition fairs, and informal means, e.g. meet families on their own terms at their own location, time, and date.</p>	<p>Lane v. Brown proposed Agreement as it related to identifying the necessary services which can include Social Security Benefits Analysis prior to leaving school.</p>
<p>5. Quality Assurance-Data Reporting, Collection & Analysis</p>	<p>5.0. Quality Assurance-Data Reporting, Collection & Analysis</p>	<p>1. Continue to evaluate the Project toward the Fidelity of the Seamless Transition Model.</p> <p>2. Establish an electronic data management system for the OEFSTP.</p> <p>3. Tag, or add a data field, to each existing state data base, ED, VR, DD, to capture seamless transition outcomes of the pilot students.</p> <p>4. Make changes/improvements based on data.</p>	<p>Aligns with IE Plan 5.0 and Executive Order item XIII.</p>
<p>6. Innovation</p>	<p>6.0. Innovation</p>	<p>1. Continue to convene statewide CoP meetings to work across systems and build collaborative alignment.</p>	<p>This supports Employment First Executive Order requirement of new approaches and partnerships with government.</p>

Research Questions	Integrated Employment Plan Goals	Overall Recommendations	Regulatory and Procedural Expectations
		<p>2. Provide training to teachers and employment providers on developing Community- Based Work Experiences that are truly integrated, community- based (off the school campus), available to all students (not just the most capable), individualized to meet the student’s employment goals, and compliant with the US Department of Labor laws.</p>	<p>This supports 6.2 Innovation in IE Plan to use and teach evidence- based practices.</p> <p>This aligns with Executive Order that no longer allows vocational assessments in sheltered industry for transition aged youth, and Lane v. Brown stating schools will no longer purchase placement in sheltered industry for transition aged youth, school will no longer create “mock” work or pre-vocational/sheltered industry style work as training while in school, and students will have the opportunity to experience work while in school.</p>
		<p>3. Develop a 5-year expansion plan for the OEFSTP projecting the number of youth to serve each year for each local Project area to build capacity overtime.</p>	
		<p>4. Build relationships with employers to support OEFSTP efforts.</p>	<p>This supports IE Plan 3.3 for outreach to the business community.</p>

V. References

Lane et.al. v. Brown et. al., United States District Court Case, No. 3:12-cv-00138-ST. Settlement agreement.

Luecking, D.M. & Luecking, R., 2015. Translating research into a seamless transition model, *Career Development and Transition for Exceptional Individuals*, 38, No. 1 (4-13).

Oregon executive order 15-01, issued February 2015.

Oregon department of human services integrated employment plan, July 6, 2015.

VI. Attachments

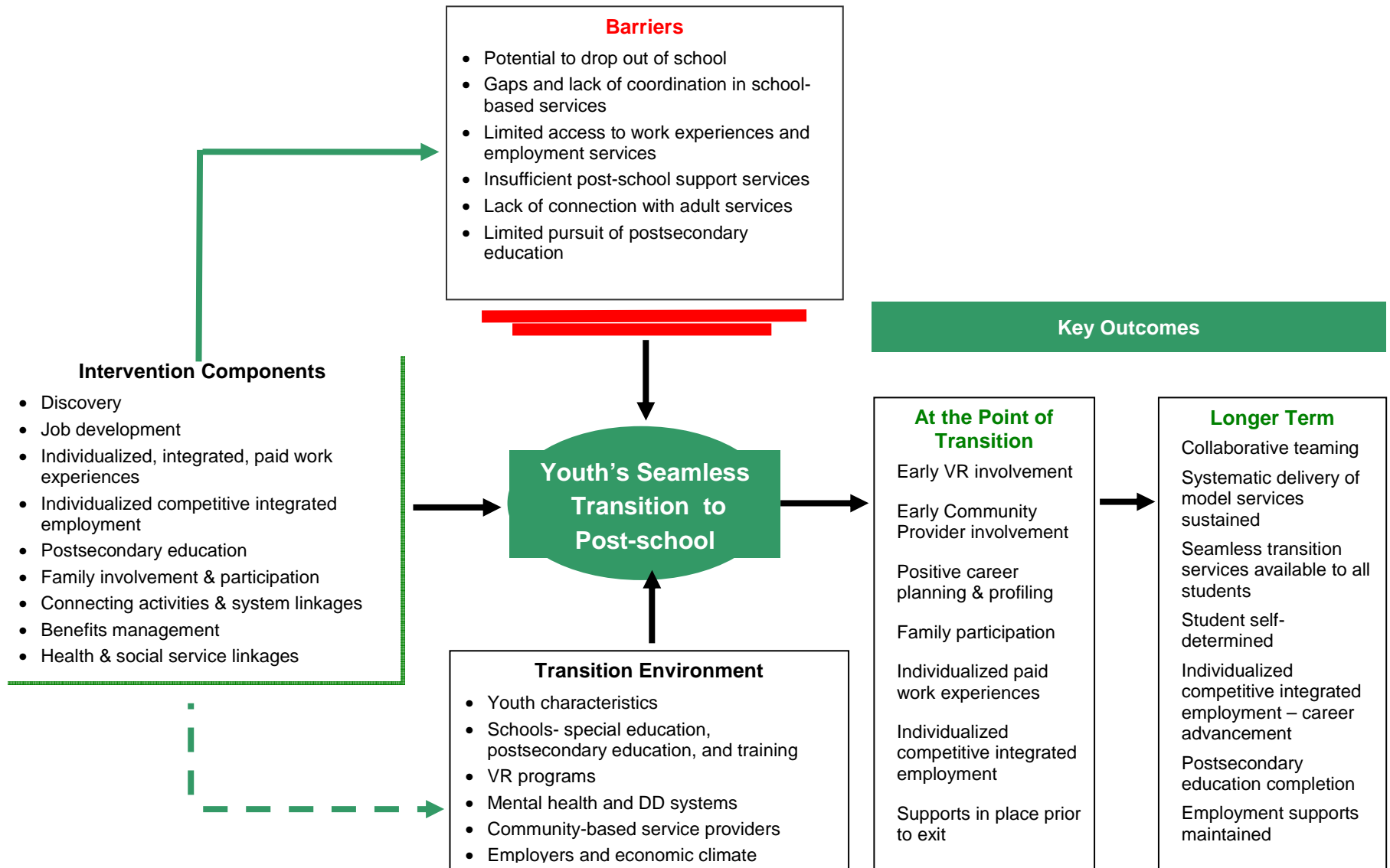
Conceptual Framework

Student Flow of Services Chart

Site-Specific Fidelity Profile and Student Outcomes Reports:

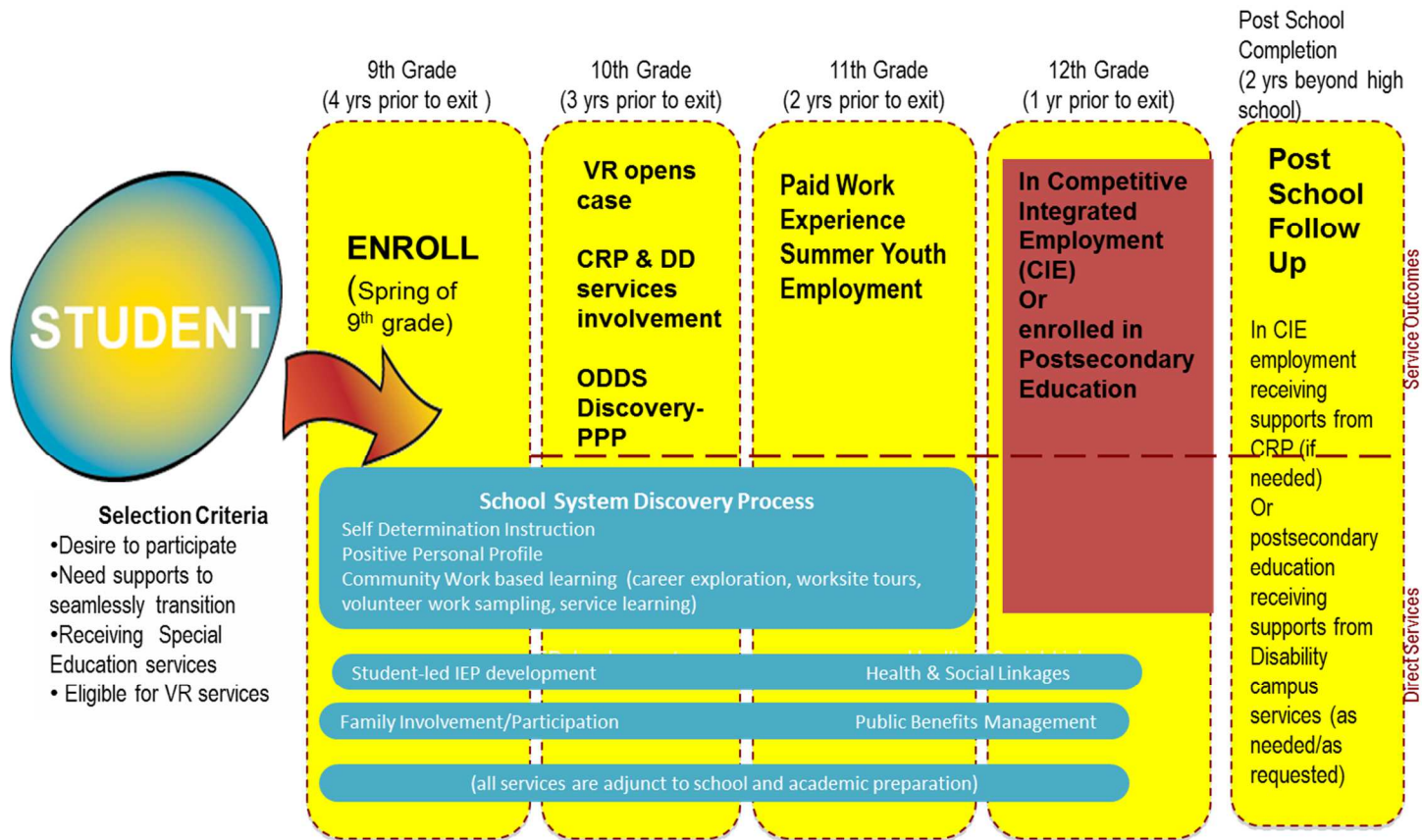
- Multnomah
- Washington
- Umatilla
- Clackamas

Conceptual Framework Oregon's Seamless Transition Model



Revised November, 2015

Seamless Transition Flow of Student Services Chart



Revised November, 2015

Multnomah Fidelity Profile and Student Outcomes Report

1. Student Outcome Data Summary through June 30, 2015

Multnomah		
No. Enrolled	Outcomes <i>Exiters Achieving Seamless Transition , or Remain in Transition by Exit Year</i>	Outcomes <i>Linkages</i>
<p><i>Start Up Date:</i> October 2014</p> <p><i># Enrolled by Year:</i> 2014- 3 2015- 7 2016-2 2017-7 Total: 19</p> <p><i># Dropped Out:</i> 2014- 1, received some service, Re: family did not want student working</p> <p>2015- 1, received no service, Re: moved away</p>	<p>2014 <i>Seamless: 0</i></p> <p><i>Placed Post Graduation:</i> <i>3mos-1</i> <i>12mos-1</i></p> <p><i>Remain in Transition: 0</i></p> <p><i>In Follow up: 1</i></p>	<p>2014 <i>VR open case: 3</i></p> <p><i>CRP linkage: 3</i></p> <p><i>Brokerage-PA/ County Service Coordinator: 2</i></p> <p><i>Discovery: 3</i></p> <p><i>Work-Based Experiences: 3 Unpaid</i></p>
	<p>2015 <i>Seamless: 4</i></p> <p><i>Placed Post Graduation:</i> <i>3mos – 2</i></p> <p><i>Remain in Transition: 0</i></p> <p><i>In Follow-up:</i></p>	<p>2015 <i>VR open case: 7</i></p> <p><i>CRP linkage: 6</i></p> <p><i>Brokerage-PA/ County Service Coordinator: 4</i></p> <p><i>Discovery: 5</i></p> <p><i>Work-based Experiences: 5 unpaid</i></p>
	<p>2016 (complete data will be available October, 2017)</p>	<p>2016 <i>VR open case: 2</i> <i>CRP linkage: 2</i></p>

	Seamless: 1	<i>Brokerage-PA/ County Service Coordinator: 2</i> <i>Discovery: 2</i> <i>Work-based Experiences: 2 unpaid</i>
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2. Results: Fidelity Checklist

Fidelity Self-Check by Model Components	Probe 1, 9/2014	Probe 2, 9/2015	Gain
<i>1. Organization/Management</i>	70%	100%	30%
<i>2. Discovery</i>	80%	100%	20%
<i>3. Job Development</i>	100%	100%	0
<i>4. Work- Based Experiences</i>	70%	100%	30%
<i>5. Paid Inclusive Employment (CIE)</i>	0	100%	100%
<i>6. Postsecondary Education</i>	0	50%	50%
<i>7. Family Involvement & Participation</i>	90%	100%	10%
<i>8. Connecting Activities & System Linkages</i>	70%	100%	30%
<i>9. Benefits Management</i>	50%	100%	50%
<i>10. Health & Social Service Linkages</i>	80%	90%	10%

3. Results: Fidelity Self-Survey

Themes from Fidelity Self – Survey
<p>Commendations:</p> <p>Team collaboration to manage the model flow of services for each participant.</p> <p>Effective linkages among partners: teacher, VRC, employment provider, Brokerage/PA.</p> <p>Effective strategies for engaging families.</p> <p>The Team was actively engaged in establishing the Project’s Standard Operating Procedures for Discovery, work experience, interagency collaboration, job placement, and long-term services.</p> <p>Site implementation plan is based upon best practices, is guiding services, and is producing good outcomes.</p>
<p>Model Flow of Services (Student Case Story):</p> <p>Student was 2015 exiter.</p>

The teacher contacted the Father and Student to initiate enrollment with VR. The school set up the meeting with Julia from VR. Enrollment in VR was in early 2014.

The teacher connected the student and family with Allison, Dirkse Employment Services. Allison, Dirkse staff visited their home.

Discovery was completed in May 2014.

The Targeted Vocational Assessment (TVA) with Best Buy, arranged by Dirkse Employment Services, and was completed from 3/17 – 4/10, 2015.

The student's permanent employment hire date was May 7, 2015 at Best Buy.

On August 10, 2015 the VR case was closed.

The student has long term services through DD.

The student is currently at about a 75% support ratio. A plan is in place to fade back from support.

This was the job of choice. He loves technology and gets to see all the games and equipment at Best Buy. It matched his Discovery Process outcomes.

The student has brokerage services. The PA attended the initial meeting and continued with the team.

Allison from Dirkse worked with the teacher to create opportunities for Discovery activities.

Allison observed the student in school sponsored community work based experiences.

The student's situation required additional transportation arrangements because the student lived outside of the school transportation zone. The Specialized Transport System from the community did an assessment on transportation. It was decided the student did not have the necessary safety skills to walk to the bus stop. The PA assisted in arranging transportation. The PA worked with VR to arrange taxi services.

The student learned how to call and arrange his transportation and had a drug test set up. Teacher assisted with this. The student has limited internet connection at home, so arrangements were done at school. Dirkse will assist in the future.

Dirkse communicated with the school about additional job skills, following directions, the student needed for his job of choice. The Teacher worked with the student to learn these additional skills. These were soft skills and a calendar system.

The Teacher worked with the parent to transition communication from working solely with the school to communication between the parent and the employment provider.

On the day of graduation, the student went through his ceremony, and then caught a taxi to work.

Important: In this situation Julia from VR made sure that the necessary funding was in place. Additional things like transportation were paid for, as well as funding the Targeted Voc Assessment to Hire (TVA). This was an important bridge to employment. With a TVA, everyone understands the placement will be a hire if all goes well.

Julia, the VR counselor, was very important. There was a relationship of collaboration and trust with Julia and the Team.

Key Ingredients for Success:

Collaboration, commitment, creativity, and communication.

Keep the student at the center.

Advocate for funding to support efforts while keeping the larger system in mind.

Barriers/Challenges:

Difficult in getting the county service coordinators to participate. Process is slow because the point person for decision making has so a large number of staff that they are responsible for. It is different for Pas who send requests to one person who only has seven people they are responsible for.

Summer Youth Employment funding is not in line with best practices—the job coaching fee is not sufficient.

Discontinuation of Targeted Vocational Assessment to Hire is a challenge as well.

Bringing families along—changing their expectations and beliefs. Sarah, the teacher, is starting to talk with families about possibilities earlier. There is a lack of information reaching families. There are also a lot of different cultures and high frequency of poverty; which results in the lack of family sensitivity and limited role models within the family for going to work.

Employment

Community-based work experiences are not offered early enough in the high school years. There are opportunities offered on the school campus.

The organization has not had one person connected with the school. There is a Discovery Specialist who works with the program from Dirkse, and another employment provider who does Summer Youth Employment, and another specialist who may be doing job coaching. There will not be one specialist available, but a team from the employment provider instead. Therefore, the student meets several employment professionals which helps should turnover occur. The school provides space but not funding. There is no formal MOU in place but Dirkse has put one together.

Policy/Procedure Changes:

ODE, DD, and VR have a memo of understanding that now assists students to make transition, but there is not enough capacity for every student.

Education: The expectation is that the students will be employed through a series of program steps before they leave the transition program no matter what the disability is (Sarah, The Teacher). The timeline for referral to linkages have changed; now we engage parents and students early on; students have flexible schedules to accommodate working.

VR: More VRCs now understand how to work with Discovery funding and link someone to an effective employment flow of services. There is more understanding of how to use the systems and to braid funding. The pilot led the way to making changes within VR to braid resources to support timely and individualized outcomes.

VR starts earlier and allows VR to be a greater influence in the services that the students receive. The school will send students to Julia as the primary counselor at their local VR office. Julia has infused the model. If she stepped away, we do not think the model

would be adopted by others at her office. The next step for sustainability would be to create protocols and written information so others at VR use the model as well.

Employment Provider: Now have a Discovery and SYE standard operating procedure as well as long-term service standard operating procedure for job coaches.

DD: We now have Discovery funding, coordination with Team. Starts earlier and provides Discovery as a means of solidifying career direction and support needs. Collaboration with VR had not happened before the Project and now it is in place.

At the Brokerage where Skyler works, he is the point of contact and consults with his internal agency staff. If Skyler left, would things revert? The answer is unclear.

The County has not had someone on the team, and therefore it is more cumbersome to work their system. It does not go as seamlessly and can take a long time to get funding in place.

Workforce: not involved.

Lessons Learned:

We have seen that the model works for students with significant disabilities.

This model takes a committed and collaborative team with a team lead to coordinate. We will continue to meet together and function as we have in the Pilot.

Set annual calendar and keep one another accountable.

Continue to update our site implementation plan as we evaluate the effectiveness of our services.

Include other CTC transition teachers.

Expand pool of students.

What would you tell other communities that are interested in learning how to apply the Seamless Transition Model?

Set the stage with understanding the overall model, specific components.

Need for committed team members.

Get professional mentoring from a team like ours.

There is a meeting with Transition Specialists and VR coming up. Sarah, the Teacher, has been asked to speak about the Model. This is coordinated by Transition Network Facilitators through the Dept of Ed. Sarah also met with a smaller school district last school year to share information about their program. Sarah is now in regular contact with the teacher.

Dirkse and the team spoke about professional mentoring from a team who is paid to mentor new sites. From an employer organization standpoint, there is not funding available to do this. It could mean putting together a package that is a site implementation plan with best practice. Could have sample calendar and timeline. Training could be one on one or with groups. There could be individual mentoring such as what was done with the SMEs in the initial pilot phase.

The Team feels each team would need a lead, but this person needs to be paid to do

so. They would hold responsibility to keep the ball rolling.

Skyler, the PA, felt this could be delivered in a variety of ways. If he were part of a team, new sites could call him at any time, and do in person trainings. A Best Practice Notebook with trainings and forms could be developed.

Needs: Resources, Training, Technical Assistance:

Funding:

We need appropriate funding to work collaboratively to move a student through the flow of services. Getting together to talk about the project as a whole, not specific to a student, needs to be paid for. Currently there is not a mechanism to do so.

We feel each team would need a lead, but this person needs to be paid to do so. They would hold responsibility to keep the ball rolling.

If meetings are not connected to individual students, Pas cannot bill, nor can the job developer/employment organization. The system is set up to pay for individual services, but not for meetings to set up systems.

Funding for the team to train other teams. The team can provide mentoring to other sites. The team spoke about professional mentoring from a team who is paid to do this. From an employment provider standpoint, there is no funding available to do this. It could mean putting together a package that is a site implementation plan with best practice. Could have sample calendar and timeline. Training could be one on one or with groups. There could be individual mentoring such as what was done with the SMEs in the initial pilot phase.

Training and Technical Assistance:

Opportunities for continued access to SME's and WISE.

Further training is needed for Service Coordinators and Personal Agents.

Sustainability:

We plan to use the Seamless Transition Project Components as they are. We plan on implementing the site implementation plan. We have dates that events such as the family information night will occur. The team will get together to look at new students. We will follow the existing timeline.

To effectively do so the following challenges must be addressed:

The Targeted Vocational Assessments as a Bridge to Hire is not currently funded by VR and was an effective tool during the pilot process. We are going to use the established rates set by the powers that be and we will keep statistics on how many hours it takes to provide the service against what is obtained and then we will advocate for adequate funding.

Collaboration is unreimbursed and current funding structures from VR and DD are not adequate to cover the cost of services as outlined in the site implementation plan.

The school allows the teacher to attend all meetings and participate. The teacher attends things outside of the school year or school day and is not paid for her time. She attends because it is important to her.

Any time a personal agent is present at a meeting and is coordinating supports, the employment provider cannot bill for that time because the personal agent is being paid through Medicaid and it would be considered "double-dipping". Therefore, the PA is paid, employment provider is not.

Washington Fidelity Profile and Student Outcomes Report

1. Student Outcome Data Summary through June 30, 2015

Washington		
No. Enrolled	Outcomes Exiters Achieving Seamless Transition, or Remain in Transition by Exit Year	Outcomes Linkages
<p><i>Start Up Date:</i> October 2014</p> <p><i># Enrolled by Year:</i> 2014- 2 2015- 4 2016- 7 2017- 4</p> <p>Total: 17</p> <p><i># Dropped Out:</i> 2016 – 1, some service received RE: not a US citizen, is pursuing citizenship</p>	<p>2014 <i>Seamless (in CIE job before exit): 0</i></p> <p><i>Placed Post Graduation: 3mos:2</i></p> <p><i>Remain in Transition: 0</i></p> <p><i>In Follow up: 2</i></p>	<p>2014 <i>VR open case: 2</i></p> <p><i>CRP linkage: 2</i></p> <p><i>Brokerage/PA/ County Service Coordinator: 2</i></p> <p><i>Discovery: 2</i></p> <p><i>Work-Based Experiences: 0</i></p>
	<p>2015 <i>Seamless: 2</i> <i>Placed Post Graduation: 3mos: 1</i></p> <p><i>Remain in Transition: 1</i></p> <p><i>In Follow-up: 3</i></p>	<p>2015 <i>VR open case: 3</i></p> <p><i>CRP linkage: 3</i> <i>Brokerage/PA/ County Service Coordinator: 3</i></p> <p><i>Discovery: 3</i></p> <p><i>Work-based Experiences: 0</i></p>
	<p>2016 <i>(data will be available in October, 2017)</i></p>	<p>2016 <i>VR open case: 6</i></p> <p><i>CRP linkage: 6</i> <i>Brokerage/PA/ County Service Coordinator: 6</i></p> <p><i>Discovery: 5</i> <i>Work-based Experiences :</i></p>

		1 paid 1 unpaid
	2017 <i>(data will be available in October, 2018)</i>	2017 VR open case: 2 CRP linkage: 2 Brokerage/PA/ County Service Coordinator: 0 Discovery: 1 Work-based Experiences : 1 paid

2. Results: Fidelity Checklist

Fidelity Self-Check by Model Components	Probe 1, 9/2014	Probe 2, 9/2015	Gain
1. Organization/Management	50%	70%	20%
2. Discovery	10%	70%	60%
3. Job Development	90%	100%	10%
4. Work- Based Experiences	20%	60%	40%
5. Paid Inclusive Employment (CIE)	20%	80%	60%
6. Postsecondary Education	NA	NA	NA
7. Family Involvement & Participation	0	90%	90%
8. Connecting Activities & System Linkages	40%	60%	20%
9. Benefits Management	100%	90%	10%
10. Health & Social Service Linkages	20%	40%	20%

3. Results: Fidelity Self-Survey

Themes from Fidelity Self - Survey
<p>Commendations:</p> <ol style="list-style-type: none"> 1. Team comes together in a systematic way 2. Overcame changes with Team Leads 3. Effective linkages with partners 4. Effective strategies for engaging families 5. Strong Implementation Plan 6. Good experience with VR

7. Growing in our communication with linkages and commitment
8. Creative problem solving by the local team for system challenges
9. Strengthening the larger Washington Co EF Team by incorporating transition educators
10. Leadership by the local core team and Washington Co Steering Committee

Model Flow of Services (Student Case Study):

Student was identified early in school year
 Referred to VR
 VR intake done Oct-Nov
 Discovery began in January completed in February
 Verify in DD
 Discovery funded through DD
 From information learned through Discovery a targeted vocational assessment was
 Did some job carving
 Employer “bought off” on modifications
 Person placed in pizza parlor
 Still working

Key Ingredients for Success:

Regular meetings, time to get to know each other and what everyone does in their job. A stable group with a plan to bring on more people and get information back to our co-workers.

Teamwork! Remaining positive despite barriers. Focused on the student’s strengths. Christa, the teacher, is organized, students have plans, and she is a great connector with parents, DD services, VR services, and provider. She keeps us on track.

Set early expectations for students to be employed in the community.

Plan ahead and set goals.

Must have a Coordinator [Team Lead] for the Team to be effective and for students to achieve success.

Work with families to get parents on board with employment.

Individual employment takes time.

Have a provider on board as part of team.

Funding through DD especially for Discovery.

Braiding of funding was a plus.

Funding that VR, DD and schools as it exist now could work.

Barriers/Challenges:

Timely delivery of the flow of services has greatly improved but logistics can still be an issue.

More at the beginning of the Pilot the biggest challenge has been funding and there

was not enough directive of how to implement services.

Policy/Procedure Changes:

Education: Allowance for teacher being in attendance at key meetings with VR and/or provider.

VR: Day to day scheduling and paperwork policies can get in the way of reaching out to students. VR policy that data from intake must be inputted the same day. If you are out at the school to do intakes it is hard to get back to office and get data inputted.

Employment Provider: Agency has incorporated in hiring practices and recruiting staff who are willing to do this activity and then agency then makes training available.

DD: Funding of Discovery. DD instituting Individual Employment plan process

Payment policies created huge lag in payment (running smoothly now).

Need for clear and concise direction for County and Brokerage case managers.

Workforce: not involved in Pilot.

Lessons Learned:

Collaborative effort.

Great work and cooperation of teachers.

Positive attitude regardless of roadblocks (a can do approach).

What would you recommend to other E1st communities interested in replicating the Model?

Recommend to start with students early and families need to be educated about the expectation of employment for their children and how that may look. Families need to know how to access VR and how to navigate VR and DD because they can't always rely on the schools to assist.

Needs: Resources, Training, Technical Assistance:

Synchronization of different linkages, IEP, IPE, ISP and a common language for the coordination of services and goals so it is more understandable by students and families.

Opportunities to give critical feedback to the State about what is working and what is not working. Implementation of the Seamless Transition Pilot has been challenging and it seems that people avoid talking about the difficulties presented at the local level.

Financial resources to maintain a Team coordinator [Lead]. This role is vital in keeping team focused, moving forward, and connecting all the agencies. Need someone who will keep the focus on keeping things moving, person needs to be connected at top level and has time and position to accomplish things in the bigger picture.

Waiting to see how VR changes job development.

Issue around participation in planning and attending other meetings that are not paid for (billable hours).

Funding for teacher participation in activities outside of classroom

To stay in the loop with all of the new directives. All state agencies have different directives coming down to the local level.

Service providers to have the same level of training as in Phase 1: Discovery, Customized Job Development. Training and technical assistance must be linked to the Model and the participants are actively engaged with Pilot students [Just-in-Time Training]. Providers need technical assistance that is available and easy to access. The technical assistance and training need to have immediate practical application. Need more providers who have same competencies and access to training that is the same as current participants.

Transition teachers know what is going on but the administration doesn't truly understand the pilot project. They need to be more involved and understand the bigger picture. We may have only placed six students in jobs but all the details and coordination that went into making that happen is what will enable us to work successfully with more students.

More parent education is needed.

Would be nice to see more of a product to showcase. Need way to pass on what we have learned to new participants.

Sustainability:

Continue with our scheduled meetings. Large employment first group meets quarterly – sets overall goals and steering committee meets monthly to assist with boarder agency issues. The Pilot group, those professionals providing direct services, meets monthly to review progress on students, annual goals, and continue to plan. This activity will be sustained by the continued success of students going to work!

People went overboard for pilot. Don't know how to sustain this effort over time.

Appears that systems are gearing up to include transition and adequate funding for future.

Team has begun brainstorming ideas for improving transition process.

Set goals for year, set up schedule of meetings for next year.

Focus on new students and getting parents on board/informed.

Develop outreach to students who are not participating.

Planning ahead.

Umatilla Fidelity Profile and Student Outcomes Report

1. Student Outcome Data Summary through September 30, 2015

Umatilla		
No. Enrolled	Outcomes Exiters Achieving Seamless Transition or Remain in Transition by Exit Year	Outcomes Linkages
<p><i>Start Up Date:</i> October 2014</p> <p><i># Enrolled by Year:</i> 2014- 1 2015- 2 2016- 1 2017- 6 2018- 4 Total: 14</p> <p><i># Dropped Out:</i> 2014 – 1, some service, does not want to work 2015 – 1, some service received, Quit his job and moved out of area</p>	<p>2014 <i>Seamless (in CIE job before exit): 0</i></p> <p><i>Placed Post Graduation: 0</i></p> <p><i>Remain in Transition: 0</i></p> <p><i>In Follow up: 0</i></p>	<p>2014 <i>VR open case: 0</i></p> <p><i>CRP linkage: 0</i></p> <p><i>Brokerage/PA/ County Service Coordinator: 0</i></p> <p><i>Discovery: 0</i></p> <p><i>Work-Based Experiences: 0</i></p>
	<p>2015 <i>Seamless: 1</i></p> <p><i>Placed Post Graduation: 0 (within 30 days)</i></p> <p><i>Remain in Transition: 0</i></p> <p><i>In Follow-up: 1</i></p> <p><i>Dropped Out: 1</i></p>	<p>2015 <i>VR open case: 2</i></p> <p><i>CRP linkage: 2</i></p> <p><i>Brokerage/PA/ County Service Coordinator: 0</i></p> <p><i>Discovery: 2</i></p> <p><i>Work-based Experiences: 0</i></p>
	<p>2016 <i>(data will be available in October, 2017)</i></p>	<p>2016 <i>VR open case: 1</i></p> <p><i>CRP linkage: 1</i></p> <p><i>Brokerage/PA/ County Service Coordinator: 1</i></p>

		Discovery: 1 Work-based Experiences : 0
	2017 (data will be available in October, 2018)	2017 VR open case: 4 CRP linkage: 2 Brokerage/PA/ County Service Coordinator: 2 Discovery: 6 Work-based Experiences : 0
	2018 (data will be available in October, 2019)	2018 VR open case: 2 CRP linkage: 1 Brokerage/PA/ County Service Coordinator: 3 Discovery: 4 Work-based Experiences : 1

2. Results: Fidelity Checklist

Fidelity Self-Check by Model Components	Probe 1, 9/2014	Probe 2, 9/2015	Gain
1. Organization/Management	80%	90%	10%
2. Discovery	50%	40%	-10%
3. Job Development	90%	100%	10%
4. Work- Based Experiences	70%	40%	-30%
5. Paid Inclusive Employment (CIE)	50%	70%	20%
6. Postsecondary Education	70%	60%	-10%
7. Family Involvement & Participation	90%	50%	-40%

8. <i>Connecting Activities & System Linkages</i>	90%	80%	-10%
9. <i>Benefits Management</i>	40%	80%	40%
10. <i>Health & Social Service Linkages</i>	90%	100%	10%

3. Results: Fidelity Self-Survey

Themes from Fidelity Self - Survey
<p>Commendations:</p> <p>Involvement of the Transition Network Facilitator.</p> <p>Engaging other school systems.</p> <p>Have high level positions on the Team.</p> <p>Consistent members on the team throughout the pilot period.</p> <p>Willingness to travel across the State to attend trainings and meetings.</p> <p>Responsive to the Project’s accountability and fidelity measures.</p> <p>Rural implementation of the Model.</p>
<p>Model Flow of Services (Student Case Story):</p> <p>Transitioned in 2015 and was working before exiting school.</p> <p>The teacher developed a job for her at a Table Rock water testing lab. The work tasks were custodial duties.</p> <p>Discovery before leaving school was a modified process because Ch. obtained the job early and easily.</p> <p>Linkages with VR were in place. The employer chose to provide natural supports with little job coach assistance. She is only working here 2 or 3 hours per week.</p> <p>Ch. now has a second job at Juniper House Retirement Home. This fits her job of choice because she loves people and loves helping others. The second job is going well as is the first.</p> <p>A customized approach was used to develop the second placement. The job tasks addressed the employer’s unmet needs. The job at Juniper House is being expanded.</p> <p>We are working to have total employment hours for both jobs at 20 hours per week.</p>
<p>Key Ingredients for Success:</p> <p>The Team members-allowing collaboration and communication between agencies</p> <p>Identifying students as soon into their Junior year (4 years before exiting) as possible.</p> <p>There has been expansion in job development provided by Trendsitions. They should be commended for the increases.</p>
<p>Barriers/Challenges:</p> <p>Summer Youth Work Experiences – getting compensated and understanding who funds</p>

what. The students would benefit from seeing a quicker pay out for their work. Subsidized pay available through the State, takes too long for the students to receive by U.S. mail.

Funding Discovery was the most difficult. There were five Discovery processes which were facilitated and none have been paid for yet. However, the Discovery is completed but not paid for. The problem may have been because the team learned of "preauthorization" requirements. They will not provide any more Discovery services until funding is provided for Discovery which has already occurred.

Team members were not reimbursed for travel to the Community of Practice meetings. Therefore, we sent fewer people to the last Community of Practice and will send fewer people to the final CoP meeting on Oct 8. The school said they will not send anyone until funding is secured. Four people have said they will attend the final CoP on Oct 8.

Late to identify the number of students wanted by the Pilot.

Effort of including other schools in the Pilot.

Having to travel to trainings.

We felt pushed to add more schools which complicated things with the school districts. The problem was one district in the rural area does not have enough students to meet the pilot number requirements. We added schools to get the numbers increased. There are currently two districts involved. There is one more district who would like to join the pilot. This is in Morrow County. They are very enthusiastic. They are encouraged to apply as a new pilot site. The current employment provider would be able to serve them. They also work nicely with the existing school district and work with Lan for services through school. The new district is doing Assistive Tech Assessments and has ordered some equipment and apps.

One student was placed in a job, but then moved to a different county which accounted for an incomplete or uncounted outcome. All linkages and processes for this student were in place however.

A barrier we face is the ability to develop jobs in a rural community.

The Family Network project in place has talked about using software they might develop with the Employment First Group to develop work experience and internship sites and link them to employers. Ed Cortez is looking at this solution.

Another proposed solution is convening a job development networking group to come together and network to share and assist in job development solutions and alleviate overlap.

In the larger picture, we want and support the shift in societal thinking to a job for everyone leaving school. We need more than 2 years to complete this in our community. We hope to see this over time.

Policy/Procedure Changes:

It appears that policies are being created in the education arena that will assist in the future; but, it is evident that greater work is still needed with regards to the braiding of those policies with VR and ODDS policies.

Education: The Pilot has been a great instrument to line out what will work and what barriers will be encountered for the future roll out of State policies. Our Pilot has identified that embedding a provider in the school setting for the purposes of Discovery and job development has been greatly beneficial.

Getting a release of information.

Identifying the students at an earlier age.

Family nights with agency representatives.

Better support for students and families.

Higher expectations of the student by the system and our Employment First Team.

VR: They have changed the way services are delivered and they have identified capacity issues with regard to need vs. demand and the number of vendors that are needed in our area. What is greatly needed is training on systematic changes.

With identifying the students earlier, there is a stronger relationship between the student and the agencies.

More employment information is available through the Discovery Profile.

Development of a Job Retention Group.

Employment Provider: We have improved our understanding of the Model, the processes, and roles of the different providers.

DD: There has been no change, but the involvement in the pilot has greatly improved since the County took over the DD services.

Improved communication and collaboration between DD, VR, and Schools.

Workforce: We have recently spoken with Workforce about classes they offer there and are tiring to develop ways to work together. They are going to join the Employment First group.

Lan has connected with Keith O. from VR about the push into classrooms to reach students. Lan offered to be a part of the process. This might be a component for phase two, working across agencies between schools, Workforce and VR.

Workforce has job leads which could be utilized by the job networking group the team is developing.

Under WIOA there is a call out for more agencies to be part of the Workforce development boards. The OSTP being a part of this board would be a good idea. There is currently a meeting in Ontario for Eastern WA. It is a 3 hour drive from Pendleton. Involving Employers in that group would most likely involve only businesses from that area.

iMatch links employers to students. It will not work for our students. It will be too difficult for our students to get into and utilize this system. Can there be a different section that works for students? So when employers are looking for employees, it can pull our students up for jobs? There needs to be a change in this system to meet the needs of our students. It could be a Transition Student iMatch system.

Lessons Learned:

Need better support in Eastern Oregon from the state to make sure all partners are following the same procedures.

We have a very dedicated team that wants the best for the students.

What would you recommend to other E1st communities interested in replicating the Model?

To embrace the process of employment.

It takes the whole team to achieve employment.

To have the agencies together at meetings to communicate and work together for who can supply each service.

Assistance in learning how to navigate the braiding of funding.

Identify the students as early as possible.

Needs: Resources, Training, Technical Assistance:

Annual funding available to subsidize the summer youth work experience.

Getting into other school districts with parent nights.

Not close enough for Eastern Oregon participation. Consideration of the time and staffing

Trainings for teacher involvement.

We would like a paid facilitator for the group as we go forward. Ed has done a wonderful job but we need a paid lead. We feel the time spent by Ed to provide pilot admin work has taken away from job development time.

Continuing of Community of Practice face-to-face. Would like one meeting a year to be held in Eastern Oregon rather than Western Oregon.

We want a trainer on Job Development in Rural Communities. Someone who comes out and meets our team and works with our community.

We are not as interested in the subject matter expert to meet over the phone monthly with us.

We would like a customized series of trainings for our rural community. What works for Portland, does not necessarily work for our community.

Would like someone to come over and brainstorm with us about how to move forward and increase outcomes; job development and more. We need someone to help us figure out how to move forward and what is needed.

We need help figuring out how to implement a change in processes and expectations. Someone who will come over and put butcher paper up on the wall and figure it out with us.

We need to build the support and foundation in the concepts before further implementing new services.

Funding: There needs to be a clear funding policy that outlines how funding will be allocated and how expenditures will be paid.

The school district stopped sending staff to CoP meetings because the funding scenarios are not clear. Who is paying for Discovery? How are they paying? Who is paying for school district staff to be involved in meetings after 3 PM?

We need clear identification of which agency should be billed for which pieces of service. We need it spelled out who pays for what. We also need to know how to get

expenses for participation in CoPs paid for.

We would like MOUs in place before phase two is rolled out. We would like the funding in place. We would like our funding kinks figured out before we move forward.

Sustainability:

We will sustain through our Umatilla County Employment First Team. This team was established before the Pilot, has good momentum, and will keep going regardless of the project leadership. However, it will be harder to cause change without State level input.

Clackamas Fidelity Profile and Student Outcomes Report

1. Student Outcome Data Summary through June 30, 2015

Clackamas		
No. Enrolled	Outcomes Exiters Achieving Seamless Transition, or Remain in Transition by Exit Year	Outcomes Linkages
<p><i>Start Up Date:</i> October 2014</p> <p><i># Enrolled by Year:</i> 2014- 2 2015- 10 2016- 6 2017- 2</p> <p>Total: 20</p> <p><i># Dropped Out:</i> 2015 – 3 Re: 1-no service, leaving area 2-some service, left the country 3- found job without VR-supported long term through brokerage</p> <p><i># On Hold:</i> 2014 – 1 , due to family health issues</p> <p>2015- 1 on hold, identified but has not agreed to participate</p>	<p>2014 <i>Seamless (in paid inclusive job before exit): 1</i></p> <p><i>Placed Post Graduation: 0</i></p> <p><i>Remain in Transition: 0</i></p> <p><i>Follow Along: 1</i> <i>(Dirkse is providing unfunded follow along)</i></p> <p><i>In Follow up: 1</i></p>	<p>2014 <i>VR open case: 1</i></p> <p><i>CRP linkage: 1</i></p> <p><i>Brokerage/PA/ County Service Coordinator: 0</i></p> <p><i>Discovery: 1</i></p> <p><i>Work-Based Experiences: 0</i></p>
	<p>2015 <i>Seamless: 5</i></p> <p><i>Placed Post Graduation: 0</i> <i>(within 30 days)</i></p> <p><i>Remain in Transition: 0</i></p>	<p>2015 <i>VR open case: 7</i></p> <p><i>CRP linkage: 7</i></p> <p><i>Brokerage/PA/ County Service Coordinator: 7</i></p>

	<i>In Follow-up: 5</i>	<i>Discovery: 8</i> <i>Work-based Experiences: 1</i> <i>(paid)</i> <i>2</i> <i>(unpaid)</i>
	2016 <i>Seamless: 1</i> <i>In Follow-up: 1</i> <i>(additional data will be available in October, 2017)</i>	2016 <i>VR open case: 5</i> <i>CRP linkage: 2</i> <i>Brokerage/PA/ County Service Coordinator: 5</i> <i>Discovery: 3</i> <i>Work-based Experiences : 2</i> <i>(paid)</i>
	2017 <i>(data will be available in October, 2018)</i>	<i>VR open case: 2</i> <i>CRP linkage: 2</i> <i>Brokerage/PA/ County Service Coordinator: 2</i> <i>Discovery: 1</i> <i>Work-based Experiences : 0</i>

2. Results: Fidelity Checklist

Fidelity Self-Check by Model Components	Probe 1, 9/2014	Probe 2, 9/2015	Gain
<i>1. Organization/Management</i>	60%	70%	10%
<i>2. Discovery</i>	90%	100%	10%
<i>3. Job Development</i>	70%	90%	10%
<i>4. Work- Based Experiences</i>	90%	80%	-10%
<i>5. Paid Inclusive Employment</i>	50%	80%	30%
<i>6. Postsecondary Education</i>	NA	60%	60%
<i>7. Family Involvement & Participation</i>	90%	90%	0%

<i>8. Connecting Activities & System Linkages</i>	30%	80%	50%
<i>9. Benefits Management</i>	40%	80%	40%
<i>10. Health & Social Service Linkages</i>	60%	100%	40%

3. Results: Fidelity Self-Survey

Themes from Fidelity Self - Survey
<p>Commendations: Strong VR linkage. On-boarding of schools. Using business approach with employers. SYE turned into paid inclusive employment. Improved leadership and process with the addition of a co-lead. Served 20 students across the Pilot years. Team remained engaged throughout the first phase of the Pilot despite experiencing significant changes to our team members.</p>
<p>Model Flow of Services (Student Case Story):</p> <ul style="list-style-type: none">• 3 yrs. in school transition program• Work exp. First two years• 3rd year employed by school in internship• School and Dirkse provided unpaid supports; not eligible for DD services• Employed in Spring of 2014• Part time continual• VR met with family• Dad was in grocery/produce business• Found job with local grocer as courtesy clerk• Learned during internship that he was not interested in custodial services• Did grocery store work as work experience in school; really liked• VR paid for Discovery• School paid for wages during summer internship• VR paid for job development; job coaching to stability• Good natural supports from assistant manager• Work experience really prepared Danny for job
<p>Key Ingredients for Success: Commitment and professional development of Team and its members! Meaningful dialogue and partnerships with school districts and educators. Ability to provide Discovery Services to transition students. A school district that is willing to work with the local Employment First Team, Providers, and VR to enhance the outcomes for their students. Partnerships between schools and providers. Six of seven students aged out of Lake Oswego School with paid employment.</p>

Changing model within Lake Oswego School.

Barriers/Challenges:

Provider capacity has been the most limiting factor regarding flow of services.

Getting “paid” by state systems for Discovery Services has been a challenge for providers. As things developed payment for Discovery opened up.

Provider capacity. Brought in new providers late in process; tried to make sure providers were tutored in model.

Transportation in a rural school district.

Reimbursement sometimes bogged down for travel.

Sometimes getting Team members coordinated, to meet at the same time, can be a challenge.

Policy/Procedure Changes:

Students who do not qualify for long-term supports face steeper challenges to maintain their employment. VR’s willingness to extend their involvement in supporting such individuals should help quite a bit, though.

The State systems have been well-aligned: Discovery, allowances by VR for early & extended engagement, and MOUs with ODDS, VR, and Education have gotten folks on the same page.

Education: The Model’s Flow of Services, prior to the project, were not routinely discussed with students as being “possibilities” while they attended school/transition programs. These types of services are now being discussed with students earlier than ever before. The willingness for school systems to partner with EF Teams appears to be on the rise. It has gotten easier to be successful with students because of the early involvement. The transition process for students in the Lake Oswego School District is changing.

VR: VR’s willingness for long-term engagement with Pilot students has been huge. This early VR linkage leads to earlier provider linkage, benefits counseling, and in some cases assistive technology.

Employment Provider: Mentor’s employment services and the Pilot were developed simultaneously so policies are new and designed to complement the Pilot. What has changed is how relationships are built early on especially with schools. It has gotten easier to be successful with students because of early involvement.

DD: It appears that our DD system is on board with the Pilot and has grown accustomed to funding adult services for transition students. Discovery offered to transition students is great; however, a better mechanism for paying providers for that service seems necessary.

Workforce: Workforce has not been a part of our Pilot. We have attended workforce meetings and hope to build on this resource in the future. We would welcome being invited to workforce board meetings or becoming a member.

Lessons Learned:

System funding has driven our Pilot and will continue to do so.

Still learning and this will be an ongoing improvement process.

Lake Oswego educators, early on, bring in county service coordinator/PA to identify employment direction and goal.

What would you recommend to other E1st communities interested in replicating the Model?

Establish strong relationships with participating school district personnel.

Understand the Discovery funding mechanism.

Ensure that Providers are being paid for the services that they provide.

Talk to EF Teams, school districts, and providers who have done this.

Participate on your local EF Teams.

Connect with experienced mentors—we are all eager to see the OSTP model taken to scale.

Needs: Resources, Training, Technical Assistance:

Make the services available to students; make students and school systems aware of the services; providers will follow the funding.

A smoother/more widely understood way to bill for Discovery services.

Clarity about ongoing payment for SYE. Payment for student wages.

New VR contract may affect payment for services like targeted vocational assessment, trial work experience, which will be funded at a flat rate.

More training of the same: Discovery, Customized Employment.

Continue Community of Practice meetings.

A “How To” guide that is a composite of best practices implemented by the Pilot teams. This would serve as a great guide to evaluate current practices and a framework for improvement.

Broader dissemination of the OSTP model that should be largely accomplished by Phase 2.

Sustainability:

We anticipate that school districts will avail themselves to EF Teams to obtain outcomes for their students. Providers will follow the funding-provide the services, will be asked to join the EF Team, and be “oriented” to the OEFSTP model by experienced providers. This will effectively grow capacity and participation by districts and students.

For Phase 2, regular review of implementation plan to ensure optimal performance will become easier. Right now a small number of people have to do most of the work. Getting others involved will help by spreading the work.