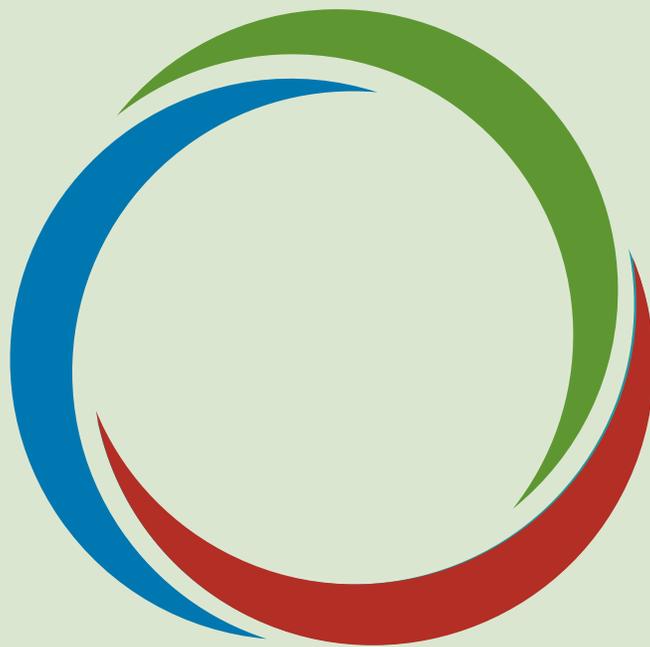




**State Self-Assessment Toolkit for Systems
Change in the Transition of Youth and Young
Adults with Intellectual and Developmental
Disabilities from High School**



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ThinkWork!





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Introduction

This self-assessment tool was developed for those who wish to embark on state-wide governmental systems change to improve high school transition and employment outcomes for youth and young adults with intellectual and developmental disabilities (IDD). Its purpose is to aid in the development of a work plan that is based on a review of the state policies, practices, and strategies that impact transition from school and opportunities for competitive integrated employment of youth and young adults with IDD.

This tool incorporates research identifying elements of state government that support high rates of participation in integrated employment (Hall et al., 2007), research on predictors of positive employment outcomes for young adults with IDD (NTACT, 2016), and the experience of the eight states that were 2011–2012 awardees of the Administration on Intellectual and Developmental Disabilities Partnerships in Employment (PIE) Transition Systems Change grants. These states include Alaska, California, Iowa, Mississippi, Missouri, New York, Tennessee, and Wisconsin. Information on PIE and its implementation in these states can be found at www.thinkwork.org/partnerships-employment.

When it comes to employment, this document prioritizes **competitive integrated employment**, defined as full-time or part-time work at minimum wage or higher, with wages and benefits similar to those of people without disabilities performing the same work, and full integration with co-workers without disabilities. In the course of using this toolkit, please distinguish competitive integrated employment from other types of employment outcomes in which employees earn less than minimum wage or are not fully integrated with workers who do not have disabilities.

Overview of Assessment Process

This assessment consists of five major activities:

1. Establishing an interagency, multi-stakeholder group to perform the self-assessment
2. Collecting documentation of the state's system for transitioning youth and young adults with IDD to competitive integrated employment and postsecondary education
3. Using a survey as the basis for a conversation to assess the strengths and weaknesses of state systems
4. Administering a survey to a wider group of participants (optional)
5. Developing initial steps for a strategic plan for systems change

Framework

The self-assessment tool is rooted in a Transition Systems Change Framework that identifies the key elements of state governmental systems that are needed to transition youth and young adults with IDD to competitive integrated employment. These elements are:

- » Strategic goals, policies, and operating practices
- » Interagency collaboration and partnership
- » Leadership
- » Capacity building
- » Funding
- » Services and service innovation
- » Performance measurement and data management

In this toolkit, the Transition Systems Change Framework is used to guide the collection of data, analysis of the data, and development of a strategic plan for systems change.

The following table includes a detailed summary of each element, including descriptors and examples of state strategies. This information represents practices demonstrated to be effective at enabling states to develop sustained higher-performing integrated employment systems, including those that transition youth and young adults with IDD to competitive integrated employment. It is the product of case study (Hall, 2007), studies of predictors of positive employment outcomes (NTACT), and the experience of PIE states. We recommend that it is used as a guide throughout the assessment and strategic planning processes. A glossary on page 39 defines acronyms and terms contained in the table.

STRATEGIC GOALS, POLICIES, AND OPERATING PRACTICES

Element	Descriptors	Examples of the Strategy
<p>State and local agencies' goals and operating policies require and support competitive integrated employment and postsecondary education as the first and preferred options in planning and service delivery for youth and young adults with IDD.</p>	<p>The transition of youth and young adults with IDD to postsecondary education and competitive integrated employment as the first and preferred options is codified in state legislation, regulation, directives, and other policy instruments and formal practices.</p> <p>State policies include clear definitions of competitive integrated employment that include hours, wages at or above minimum, wages and benefits similar to those without disability performing the same work, and settings in which there is full inclusion with workers without disabilities.</p> <p>Policy goals for youth and young adults with IDD are accompanied by measureable benchmarks and a task force to report on implementation and develop recommendations.</p> <p>Operating policies support the delivery of individualized services that are driven by the preferences of those served.</p> <p>State high school graduation and exit requirements and credentials support the transition of youth and young adults with IDD to competitive integrated employment and postsecondary education.</p> <p>State policy provides financial aid for postsecondary education to students with IDD.</p>	<p>There is a statewide cross-agency policy (legislation or executive order) stating that competitive integrated employment is the preferred outcome for transition-age youth and young adults with IDD.</p> <p>Formal interagency agreements prioritize competitive integrated employment for youth and young adults with IDD.</p> <p>Individual Education Plan (IEP) processes require the inclusion of employment goals and exploration of postsecondary education.</p> <p>IDD agency Individual Service Plan (ISP) processes require the inclusion of employment goals and exploration of postsecondary education.</p> <p>Employment is included in I/DD agency individual and family support plans.</p> <p>Employment outcomes for transition-age youth and young adults are clearly defined by the state and differentiate competitive integrated from other types of employment.</p> <p>There are measureable annual goals to increase competitive integrated employment outcomes for transition-age youth and young adults.</p>

INTERAGENCY COLLABORATION AND PARTNERSHIP

Element	Descriptors	Examples of the Strategy
<p>There is shared statewide intra- and interagency responsibility and authority for coordinating transition services and achieving competitive integrated employment of youth and young adults with IDD. This collaboration includes and draws on the participation of a broad consortium of stakeholders across the entire state. Collaborating public agencies must at a minimum include state and local education, vocational rehabilitation, workforce, developmental disability, and Medicaid agencies.</p>	<p>Consortia at state, regional, and local levels include the full array of public agencies and stakeholders participating in transition and competitive integrated employment of youth and young adults with IDD. Agencies vary by state and typically include education, workforce, higher education, vocational rehabilitation, intellectual and developmental disability, Medicaid and civil service. Stakeholders include youth and young adults with IDD, their families, educators, University Centers for Excellence in Developmental Disabilities, developmental disability councils, protection and advocacy agencies, providers and their staff, and employers.</p> <p>Consortia take steps to support meaningful participation of youth and young adults with IDD and their families.</p> <p>Consortia have a backbone organization to manage and coordinate systems change efforts. This organization is intentional about building relationships characterized by trust, mutual respect, knowledge sharing, and shared development of goals and ownership of outcomes.</p> <p>Through regular interagency meetings, administrators and staff build relationships, share knowledge and develop common goals.</p> <p>Together, agencies, with stakeholders, assess transition operations and outcomes and develop actionable plans for strengthening systems at state and local levels.</p> <p>Agencies develop inter-organizational procedures supporting seamless collaborative delivery of transition services leading to competitive integrated employment and postsecondary education. They develop procedures and protocols for sequencing funds, eliminating barriers to services, and promoting clear understanding of roles.</p>	<p>Consortia develop organizational structures for accomplishing tasks related to systems change.</p> <p>The consortia backbone organization conducts surveys to ensure members are engaged.</p> <p>Agencies develop common definitions and agreements about roles, responsibilities, and coordination.</p> <p>Vocational rehabilitation staff attend IEP meetings when invited, work with local workforce development boards, one-stop centers, employers and attend person-centered planning meetings when invited.</p> <p>Vocational rehabilitation and school staff work together to ensure provision of WIOA-mandated pre-employment services to students.</p>

LEADERSHIP

Element	Descriptors	Examples of the Strategy
<p>Leadership, defined as taking responsibility for the transition of youth and young adults with IDD from high school to competitive integrated employment, is dispersed throughout the state, regional, and local agencies that play a role in the transition and employment of this group.</p>	<p>Leadership includes setting, communicating, supporting and achieving the vision of competitive integrated employment for youth and young adults with IDD.</p> <p>Top administrators take responsibility for transitioning youth and young adults with IDD to competitive integrated employment.</p> <p>State and local vocational rehabilitation, IDD, workforce and educational agencies have identified managers whose primary responsibility is to improve integrated competitive employment and postsecondary education outcomes.</p> <p>Agencies that work with youth and young adults with IDD promote leadership with respect to transition to CIE at all levels of implementation.</p> <p>State and local agencies regularly provide opportunities for youth and young adults with IDD and their families to participate in the development of public policies affecting education and employment of youth and young adults with IDD.</p> <p>Leadership is collaborative among those sharing responsibility for the transition to competitive integrated employment.</p> <p>Top administrators and staff of state and local vocational rehabilitation, I/DD, workforce and educational agencies take responsibility for transitioning youth and young adults with IDD to competitive integrated employment.</p>	<p>State and local vocational rehabilitation, I/DD, workforce and educational agencies have skilled and knowledgeable personnel with responsibility for transition of youth and young adults with IDD to postsecondary education and competitive integrated employment.</p> <p>Self-advocates and families actively participate in the development of state plans, policies and procedures for transition to employment.</p> <p>Youth and young adults with IDD provide informed leadership in the development of individual education and service plans.</p> <p>State and local agencies employ individuals with IDD who have transitioned from school to postsecondary education or employment as navigators to support transition-age youth and young adults in their transition.</p>

CAPACITY BUILDING

Element	Descriptors	Examples of the Strategy
<p>There is a sustained and significant investment in education, training, and technical assistance to support statewide goals regarding the transition of youth and young adults with IDD from school to postsecondary education and competitive integrated employment. These investments are targeted at the staff of state agencies, schools and providers, youth and young adults, their families, and employers.</p>	<p>State agencies define minimum competencies for direct support professionals (employment consultants, job coaches, job developers, transition specialists) and managers providing transition and employment services to youth and young adults with IDD.</p> <p>State agencies fund or provide on-going training and technical assistance to build competencies in providing and managing transition and employment supports and services to youth and young adults with IDD.</p> <p>State agencies invest in leadership and management training for staff to assure that staff members possess the skills and abilities to lead agencies and departments in the future.</p> <p>Training is collaboratively developed, funded and administered by the agencies with staff that work together to provide transition services.</p> <p>Administrators and staff of collaborating state and local agencies have opportunities to develop knowledge of each other's agency operations.</p> <p>Information and training is available to individuals with IDD and their families on the transition from high school to postsecondary education and competitive integrated employment.</p> <p>Training for individuals, families, and providers of service dispels old stereotypes, creates positive expectations for competitive integrated employment and imparts systems knowledge.</p> <p>Supports are offered to newly trained staff to assist them in implementing new knowledge.</p> <p>State and local agencies develop and provide training and education that builds the leadership skills of youth and young adults with IDD and their families</p> <p>Trainings and supports are available to employers that participate in transitioning youth with IDD to competitive integrated employment.</p> <p>Efforts are made to make information and training universally accessible.</p> <p>Community conversations build awareness of transition needs of youth and young adults with IDD.</p> <p>State agencies inform legislators of policy needs and outcomes.</p>	<p>Consultation resources support schools and provider organizations to assess their structure and services, and develop transformation plans to improve transition and employment outcomes. Tangible resources support initial transformation.</p> <p>The state hires and assigns regional employment consultants or coordinators to support capacity building and coordination of supports across agencies.</p> <p>Educators receive specialized recognition in the form of graduate certificates or endorsements in transition.</p> <p>HCBS waivers establish qualifications for employment professionals that speak to employment knowledge and competencies and require employment-specific training or certification.</p> <p>VR administers a competency-based certification for vendors providing services to youth and young adults with IDD.</p> <p>Agencies/organizations provide free training and information to families and opportunities to network to share knowledge and support.</p> <p>Providers of transition services have knowledge of practice and policy related to college as preparation for work for students with IDD.</p> <p>Outreach to employers highlights positive employer experience, tax incentives, and federal contract compliance.</p> <p>State agencies fund the development and delivery of training and technical assistance.</p> <p>Universal access to training and information is attained through the use of different media (print, on-line, videos, classes, summits), varying levels of detail and support, language interpretation and translation, distance learning options, plain and jargon-free language, outreach to under-served and not imposing fees.</p>

FUNDING

Element	Descriptors	Examples of the Strategy
<p>Funding strategies prioritize and support competitive integrated employment and postsecondary education for transitioning youth and young adults with IDD.</p>	<p>Funding is sufficient to support services for youth and young adults transitioning to postsecondary education and competitive integrated employment.</p> <p>Funding allocations and rates emphasize competitive integrated employment as the preferred option for youth and young adults with IDD.</p> <p>Funds from different sources are sequenced to seamlessly support youth and young adults as they transition from high school to postsecondary education and competitive integrated employment.</p> <p>Funding can be tailored to the needs of individuals as they transition to postsecondary education and competitive integrated employment.</p> <p>Funding covers ancillary and other services needed to support and sustain transition to postsecondary education and competitive integrated employment, such as transportation, assistive technology, or access to community life during non-work hours.</p> <p>Families, individuals and providers are knowledgeable about what can be funded and how to access funding.</p> <p>Funding opportunities are consistent across jurisdictions within a state.</p> <p>Financial aid for postsecondary education includes students with IDD.</p>	<p>Reimbursement rates for employment services cover costs and support the use of qualified staff.</p> <p>Funding allows VR agencies and schools to fulfill WIOA and IDEA mandates affecting the transition of youth and young adults with IDD to PSE and CIE.</p> <p>Interagency agreements describe how funding from education, VR, workforce and IDD are sequenced to support transition planning, pre-employment services, job placement and supports.</p> <p>There is a moratorium on funding for sheltered employment, non-work services for new entrants to adult services, and employment programs not meeting CMS settings standards.</p> <p>The state Medicaid agency supports the flexible use of HCBS waiver or state plan funding for employment.</p> <p>Transition-age youth and young adults have access to self-determined and individualized funding models that promote competitive integrated employment and postsecondary education.</p> <p>Billable services are defined to include the full array of employment related supports including supports that are not face-to-face and job development without the presence of the job seeker.</p> <p>Billing units support flexibility and the ability to braid a full range of supports.</p> <p>Collaborating agencies work together to identify any barriers that funding systems have on access to CIE.</p>

SERVICES AND SERVICE INNOVATION

Element	Descriptors	Examples of the Strategy
<p>State agencies create opportunities for schools, providers, youth and young adults with IDD and their families to use best practice and creatively develop supports for transitioning to postsecondary education and competitive integrated employment after high school.</p>	<p>Services shown by research to predict positive employment outcomes for youth and young adults with IDD, as well as WIOA-mandated pre-employment services, are available to youth throughout the state.</p> <p>Service settings comply with the standard set by CMS settings rules.</p> <p>State policy and practice defining funded transition services to youth and young adults with IDD provide flexibility and encourage innovation at local levels.</p> <p>Transition services are individualized and person-centered. They are based on the leadership and informed preferences of those who are served.</p> <p>Services emphasize that individuals with IDD are valued members of their communities.</p> <p>State agencies uncover and share information about successful programs within the state.</p> <p>Comprehensive benefits planning is available and provided to transition-age youth and young adults and their families.</p> <p>Youth and young adults and their families, school and providers are informed about the availability of transition services and how to access them.</p> <p>Services are culturally and linguistically competent and universally available to all individuals and families eligible for them.</p>	<p>VR and schools collaborate to make available to all students with IDD, job-exploration counseling, work-based learning experience, counseling on postsecondary education opportunities, workplace readiness training and instruction in self-advocacy.</p> <p>The state invests in pilot initiatives that target emerging or promising practices.</p> <p>The state implements strategies for sharing innovations including forums, success stories, news, and celebrations.</p> <p>All students with IDD can be served in general education, and may take advantage of occupational courses, paid work experience, or vocational education.</p> <p>Services and job referrals comply with WIOA bans and limits on sub-minimum wage.</p> <p>In areas in which wage employment is limited, service options include preparation and supports for self-employment.</p>

PERFORMANCE MEASUREMENT AND DATA MANAGEMENT

Element	Descriptors	Examples of the Strategy
<p>Data on service delivery and transition outcomes for youth and young adults with IDD are shared by state agencies and are used to track progress and support state agencies and policy makers in developing policies and procedures.</p>	<p>State agencies collect and share data to understand and track postsecondary education and employment outcomes for youth and young adults with IDD.</p> <p>State agencies collect and share data to understand the education and employment-related experience of youth and young adults with IDD, their families, and providers of services, as well as barriers to competitive integrated employment and postsecondary education.</p> <p>State agencies share information on services and postsecondary education and employment outcomes for youth and young adults with IDD in ways that are accessible to the public.</p> <p>State agencies use data to inform strategy, contracting and policy development.</p> <p>State agencies use data to identify pockets of success and areas of need within states.</p> <p>State agencies collect and use data to check for disparities in services and outcomes for at-risk sub-groups.</p> <p>State agencies evaluate demonstration programs to understand policy influences and assess the need for changes in local, state and federal policy.</p>	<p>There is an interagency data workgroup that shares information on each agency's systems indicators and develops plans for future data collection and analysis.</p> <p>Families and youth and young adults with IDD are surveyed to understand their expectations for employment, concerns, systems knowledge, desire for postsecondary education, the type and timing of need for information and support, goals, and perceived barriers to competitive integrated employment and postsecondary education.</p> <p>There is a regularly updated data dashboard that displays Information on education and employment outcomes in a format and medium that is accessible to professionals, families, self-advocates, and policy-makers.</p> <p>Data on employment outcomes are shared publicly at the regional and provider levels to support planning and decision making.</p> <p>The state shares outcome data and goals in public forums.</p> <p>Evaluators collect rich qualitative and quantitative data and engage in collaborative analysis to understand policy influences affecting the operation of demonstration programs.</p> <p>Findings of surveys and other studies are accessibly shared with legislators, local, state, and federal agencies, the community, and advocates through print and digital media and conference and professional development presentations.</p>

Assembling the Assessment Team

Ideally participants in this self-assessment process will include staff from each of the state agencies that play a role in shaping transition and employment systems for youth and young adults with IDD, as well as the larger group of people that care about, are affected by, participate in, or are needed in these systems. Because of variation in the structure of state executive branches, this group of agencies will vary somewhat from state to state, but it is likely to include K-12 education, workforce development, higher education, vocational rehabilitation, intellectual and developmental disability, Medicaid, and civil service.

Other stakeholders include self-advocates, their family members, DD councils, protection and advocacy agencies, University Centers for Excellence in Developmental Disabilities, direct service providers, and employers. Representatives of regional or local subdivisions of public state agencies can be included as well. Broad and diverse involvement in the assessment process strengthens the knowledge base and helps to develop relationships that are key to improving transition systems for youth and young adults with IDD.

Collecting Documents and Resources

Here is a listing of documents and other resources, by element of the Transition Systems Change Framework, that will be useful to the assessment team in its discussion of current systems. We recommend that the team collect these documents to inform the discussion to follow.

1. Strategic goals, policies and operating practices

- » State I/DD agency mission and goal statement(s)
- » State department of education mission and goal statement(s) for youth with IDD
- » State department of vocational rehabilitation mission and goal statement(s)
- » State workforce mission and goal statement(s)
- » State WIOA plan mission and goal statement(s) for youth and youth with disabilities
- » Statements of broad policy directions or commitments to achieving identified employment outcomes
- » Individual and interagency policy goals related to the achievement of employment outcomes for youth and young adults with IDD
- » Individual and interagency operating policies related to the achievement of employment outcomes for youth with IDD
- » State WIOA plan
- » State plans for compliance with Centers for Medicare and Medicaid Services (CMS) Home and Community Based Services (HCBS) settings rules.
- » State policy on high school graduation requirements and credentials for students with IDD.
- » State policy on higher education for students with IDD.
- » State-level regulation/guidance on development of individual education plans (IEPs, education), individual plans for employment (IPEs, vocational rehabilitation), and individual service plans (ISP, developmental disability).
- » Individual and interagency regulations or formal interagency agreements pertaining to the provision of transition-to-employment and other day services
- » State organizational structure with respect to the provision of transition to employment and day supports

2. Interagency Collaboration and Partnership

- » Agreements or memoranda of understanding among state agencies regarding transition-to-employment-and-postsecondary education services (including, but not limited to education, vocational rehabilitation, workforce development, intellectual and developmental disability, and higher education).

- » Other documents that illustrate current agency working relationships with other entities or stakeholders on improving postsecondary education and employment outcomes for youth and young adults with IDD.
- » Guidelines for mandated partners in local transition councils
- » Evidence of regular interagency meetings on employment and education of youth and young adults with IDD.

3. Leadership

- » Individual and interagency organizational chart(s) with areas of responsibility or focus on education, transition and employment of youth and young adults with IDD.
- » Identification of any state agency positions designated as responsible for the transition of youth and young adults with IDD to postsecondary education and competitive integrated employment.
- » Recent releases regarding individual and interagency support of transition-to-employment activity (newsletters, annual reports, etc.)
- » Examples of how the employment message is communicated to stakeholders both internal and external to the grant partners (bulletins, proclamations, websites, etc.)
- » Examples of inclusion of transition-age youth and young adults in efforts to change policy and practice for transition to employment and postsecondary education at the state and local levels
- » Examples, at state and local levels, of how families are included in efforts to change policy and practice for the transition of youth and young adults with IDD to employment and postsecondary education.

4. Capacity Building

- » Documentation of training and competency requirements for state and local agency and local education personnel involved in the transition of youth with IDD to competitive integrated employment or postsecondary education, including case managers, educators, vocational rehabilitation counselors, service coordinators, transition coordinators or higher education staff.
- » Documentation of state agency use of curricula as well as professional development and training opportunities for staff involved in transition of youth with IDD to competitive integrated employment and postsecondary education.
- » Outreach and educational materials for families that address transition from high school, employment, and postsecondary education, including manuals, timelines, training initiatives, online tools, and transition events
- » Outreach and educational materials for youth and young adults that address transition from high school, employment, and postsecondary education, including manuals, timelines, training initiatives, online tools, and transition events
- » Outreach and educational materials for employers on employing individuals with disabilities or young adults with IDD and participating in transition programs
- » Evidence of state-sponsorship of community conversations
- » Policy analyses of the transition of youth and young adults with IDD to competitive integrated employment and postsecondary education funded, supported or authored by state agencies.

5. Funding

- » Service definitions of supported employment included in the state's 1915(c) Medicaid waiver programs or Medicaid state plan
- » Service definitions for day habilitation and other supports furnished under the state's 1915 (c) Medicaid waiver programs and Medicaid state plan
- » Documentation of education funding for transition planning and employment-related services.
- » Sample interagency contracts for the provision of school-to-employment supports
- » Funding and rate structures for employment and other day-service supports

- » Guidelines for sequencing multiple funding source, including education, vocational rehabilitation, and Medicaid.
- » Procedures and amounts of funding for ancillary services available to youth and young adults with IDD in competitive integrated employment or postsecondary education

6. Services and Service Innovation

- » Documents describing services available to transition in and out-of-school youth and young adults with IDD to competitive integrated employment and postsecondary education
- » Documents describing the role of youth and young adults with IDD in service planning and delivery
- » State publication of successful program models within the state
- » Documents describing benefits planning available to youth and young adults with IDD and their families
- » Documentation of the availability of interpreters for non-English-speaking families of youth and young adults with IDD, as well as documentation of other accommodations made for non-majority families and youth and young adults.

7. Performance Measurement and Data Analysis

- » Data summaries or outcome reports related to the transition of youth and young adults with IDD to employment, other day supports, and postsecondary education. This should include state data on the employment of youth and young adults with IDD with detail on wage and the degree to which the work setting is integrated with co-workers without disabilities.
- » Data summaries or outcome reports related to activities to prepare individuals with IDD for the transition to employment, postsecondary education and other day supports
- » State agency display or publication of state employment and education services and outcomes for youth and young adults with IDD
- » State authored or sponsored reports on transition services and/or the education- and employment-related experience of youth and young adults with IDD
- » State authored or supported evaluations of programs to transition youth and young adults with IDD to competitive integrated employment and postsecondary education
- » Standards for evaluating the quality of transition-to-employment supports
- » Description of quality assessment and monitoring procedures for transition-to-employment services

Using a Survey to Assess Current Systems

The following survey is designed to elicit a snapshot of your state with respect to each of the elements of the Transition Systems Change Framework. We recommend that you use the survey as a tool for a group conversation within the assessment team: staff from the agencies playing a role in shaping transition and employment systems for youth and young adults with IDD, and members of stakeholder groups. It will be helpful to refer to the documents collected in the **Collecting Documents and Resources** section (p. 11).

This survey asks that you rate, for each element of the Transition Systems Change Framework Survey, your level of agreement with each statement, considering the extent to which each statement is true for the state as a whole. For each element, there is also a set of open-ended questions following the rating statements. Please see the glossary on page 33 for definition of acronyms and terms.

STRATEGIC GOALS, POLICIES, AND OPERATING PRACTICES

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
State K-12 policy and procedures require that CIE and PSE are the preferred options for transitioning students with IDD.	<input type="checkbox"/>					
State VR policy and procedures require CIE outcomes as the preferred option for youth and young adults with IDD.	<input type="checkbox"/>					
State I/DD policy and procedures require that CIE and PSE are the preferred options for youth and young adults with IDD.	<input type="checkbox"/>					
State Medicaid plan and HCBS waiver policies and procedures require that CIE is the preferred day option for youth and young adults with IDD.	<input type="checkbox"/>					
State workforce policy and procedures require CIE as the preferred option for youth and young adults with IDD.	<input type="checkbox"/>					
State policies prohibit sub-minimum wage for individuals with IDD.	<input type="checkbox"/>					
State policies prohibit group employment for individuals with IDD.	<input type="checkbox"/>					
Definitions of employment in state policy and procedures are consistent with WIOA and include hours, wages, benefits, and setting.	<input type="checkbox"/>					
Operating policies for education and employment services require individualization that is driven by the preferences of those served.	<input type="checkbox"/>					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
State high school graduation and exit requirements and credentials support the transition of youth and young adults with IDD to CIE and PSE.	<input type="checkbox"/>					
State policy provides financial aid for postsecondary education to students with IDD.	<input type="checkbox"/>					
There is clear understanding across stakeholders of the philosophical beliefs that support the state's transition service delivery model.	<input type="checkbox"/>					
The state has measurable goals with clear benchmarks with respect to achieving transition-to-CIE outcomes.	<input type="checkbox"/>					
The state has an initiative to expand CIE for all people with IDD.	<input type="checkbox"/>					
Asset management and economic self-sufficiency are acknowledged as a priority in transition policies and procedures.	<input type="checkbox"/>					
CIE is addressed as a priority within the individual education transition plan.	<input type="checkbox"/>					
CIE is addressed as a priority within the individual service planning process.	<input type="checkbox"/>					

STRATEGIC GOALS, POLICIES, AND OPERATING PRACTICES

Question	Response
<p>Is there a state task force with jurisdiction over the transition of youth and young adults with IDD to CIE? What is its membership and charge?</p>	
<p>Do any of your state policies establish measureable goals with respect to the transition of youth and young adults with IDD to CIE or PSE?</p>	
<p>How are system-level goals communicated to stakeholders?</p>	
<p>How is employment defined in your state's system serving youth and young adults with IDD (I/DD, VR, education, workforce)? Include all specific employment models. How do the definitions vary across agencies?</p>	
<p>How are other day service options, including sheltered employment and non-work services defined?</p>	
<p>Briefly describe state initiatives aimed at improving integrated employment outcomes over the past five years. Include all initiatives regardless of agency.</p>	

What requirements are placed on service providers for achieving employment outcomes for transition-age youth and young adults with disabilities?

How are employment and PSE addressed in the individual service planning process (ISP)?

How are employment and PSE addressed in the individual education planning process (IEP)?

How does current state policy require schools, VR, workforce, and I/DD agencies to work together to achieve CIE outcomes for youth and young adults with IDD?

Outline transition-to-employment staffing patterns at the state, regional, and local levels, including program development and quality assurance resources.

INTERAGENCY COLLABORATION AND PARTNERSHIP

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
Formal interagency agreements or collaborations exist to support the transition of youth and young adults with IDD (both in and out of school) to competitive integrated employment and postsecondary education. These agreements or collaborations include state and local education, VR, workforce, I/DD, and Medicaid agencies.	<input type="checkbox"/>					
There are additional informal relationships or collaborations that support the transition of youth and young adults with IDD (both in and out of school) to competitive integrated employment and postsecondary education.	<input type="checkbox"/>					
Resources are provided to schools to assist in the development of transition plans from school to work or postsecondary education.	<input type="checkbox"/>					
State agencies partner in implementation of pilot or other employment initiatives.	<input type="checkbox"/>					
There is a state level consortium of the full array of public agencies and stakeholders participating or needed in the transition of youth and young adults with IDD to CIE and PSE.	<input type="checkbox"/>					
There are regional or local consortia of the full array of public agencies and stakeholders participating or needed in the transition of youth and young adults with IDD to CIE and PSE.	<input type="checkbox"/>					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
State agencies actively support meaningful participation of youth and young adults with IDD in transition policy and program development.	<input type="checkbox"/>					
State agencies actively support meaningful participation of families in transition policy and program development.	<input type="checkbox"/>					
Among the state, local and regional agencies involved in transitioning youth and young adults with IDD to CIE and PSE, there are regular interagency meetings with opportunity to build relationships, share knowledge and develop common goals.	<input type="checkbox"/>					

INTERAGENCY COLLABORATION AND PARTNERSHIP

Question	Response
Who are the key stakeholders for transition to CIE and PSE for youth and young adults in your state? Do any of them actively collaborate with state agencies responsible for transition of youth and young adults with IDD? Which and with what agencies?	
What are the formal interagency agreements or collaborations that exist to support the transition of youth and young adults with IDD to CIE and PSE? Check particularly on the interagency collaboration required by WIOA, including: schools, vocational rehabilitation, IDD, workforce and Medicaid.	
Does the WIOA-mandated agreement among the VR, I/DD and Medicaid agencies cover the transition from high school of youth and young adults with IDD?	

Do the state and local I/DD and education agencies that have collaborative agreements with VR collaborate with workforce development boards, as well?

Do the state I/DD, VR, and education agencies collaborate to implement new WIOA restrictions on subminimum wage?

Are there any formal collaborative relationships between state education and I/DD agencies with providers of Workforce Incentives Planning Assistance/Ticket-to-Work programs?

What informal relationships or collaborations exist to connect youth and young adults with IDD to CIE and PSE?

What resources are provided to schools and which other state agencies collaborate with schools to help youth with IDD transition to CIE and PSE?

Which agencies collaborate to connect out-of-school youth and young adults with IDD to CIE and PSE?

LEADERSHIP

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
Leadership within the state clearly supports competitive integrated employment as a priority outcome for transition-age youth and young adults.	<input type="checkbox"/>					
There are managers within state and local vocational rehabilitation, I/DD, workforce and educational agencies with primary responsibility for improving integrated competitive employment and postsecondary education outcomes for youth and young adults with IDD.	<input type="checkbox"/>					
Staff at all levels of state and local VR, I/DD, workforce, and educational agencies have the agency to help transition youth and young adults with IDD to CIE and PSE.	<input type="checkbox"/>					
State and local public agencies and institutions regularly provide opportunities for youth and young adults with IDD and their families to participate in the development of public policies affecting education and employment of youth and young adults with IDD.	<input type="checkbox"/>					
Leadership is collaborative among state and local public agencies (VR, I/DD, workforce, education, higher education) and stakeholders (self-advocates, families, DD councils, P&As, UCEDDs, advocacy groups) sharing responsibility for the competitive integrated employment and postsecondary education of youth and young adults with IDD.	<input type="checkbox"/>					

LEADERSHIP

Question	Response
<p>Who are the leaders who set and communicate the vision and work towards achieving CIE for youth and young adults with IDD?</p>	
<p>Which state managers have primary responsibility for improving CIE and PSE outcomes for youth and young adults with IDD?</p>	
<p>Among which of the following agencies at state or local levels, does leadership in this area seem to be lacking: VR, education, I/DD, workforce?</p>	
<p>What communication and outreach strategies have been used, and by whom?</p>	
<p>How successful have they been in rallying support for transition to CIE?</p>	
<p>Which public agencies and policy-making institutions provide regular opportunity to youth and young adults with IDD to participate in the development of public policies and procedures affecting their transition?</p>	

CAPACITY BUILDING

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
State agencies define minimum competencies for direct support professionals and managers providing transition and employment services to youth and young adults with IDD.	<input type="checkbox"/>					
State agencies fund or provide on-going training and technical assistance to build competencies in providing and managing transition and employment supports and services to youth and young adults with IDD.	<input type="checkbox"/>					
Supports are offered to newly trained staff to assist them in implementing new knowledge.	<input type="checkbox"/>					
State agencies invest in leadership and management training for staff to lead agencies and departments in the future.	<input type="checkbox"/>					
Training is collaboratively developed, funded and administered by the agencies with staff that work together to provide transition services to youth with IDD.	<input type="checkbox"/>					
Administrators and staff of collaborating state and local agencies have opportunities to develop knowledge of each other's agency operations.	<input type="checkbox"/>					

Information and training is available to individuals with IDD and their families on the transition from high school to PSE and CIE.	<input type="checkbox"/>					
Training for individuals, families, and providers of service dispels old stereotypes, creates positive expectations for CIE and imparts systems knowledge.	<input type="checkbox"/>					
Information and training is universally accessible.	<input type="checkbox"/>					
There are community conversations to build awareness of transition needs of youth and young adults with IDD.	<input type="checkbox"/>					

CAPACITY BUILDING

Question	Response
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For which direct service and management positions relevant to transitioning youth and young adults with IDD to CIE does the state define minimum competencies? What are the competencies?

What training and technical assistance resources does the state offer to build capacity to transition youth and young adults with IDD to CIE and PSE?

What information and training is available to individuals with IDD on transitioning to PSE and CIE?

What information and training is available to families on the transition of youth and young adults with IDD to CIE and PSE?

Which if any of the training initiatives are administered through interagency collaboration?

Are there any known or suspected barriers to training and information?

FUNDING

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
Funding is sufficient to support services for youth and young adults transitioning to PSE and CIE.	<input type="checkbox"/>					
Funding allocations and rates emphasize CIE and PSE as the preferred options for youth and young adults with IDD.	<input type="checkbox"/>					
Funding can be tailored to the needs of individuals as they transition to PSE and CIE.	<input type="checkbox"/>					
Funding covers ancillary and other services needed to support and sustain transition to postsecondary education and competitive integrated employment, such as transportation, assistive technology, or access to community life during non-work hours.	<input type="checkbox"/>					
Families and individuals are knowledgeable about what can be funded and how to access funding.	<input type="checkbox"/>					
Direct service providers, including educators, are knowledgeable of all the funding opportunities and how to access them.	<input type="checkbox"/>					
Funding opportunities, including resources provided through secondary school, are consistent across jurisdictions within the state.	<input type="checkbox"/>					
Financial aid for PSE includes students with IDD.	<input type="checkbox"/>					

FUNDING

Question	Response
<p>What are the sources of funding for transitioning youth and young adult with IDD to CIE and PSE?</p>	
<p>Where is the level of funding problematic?</p>	
<p>Are there situations in which there are financial incentives for alternatives to CIE or PSE?</p>	
<p>Describe any discontinuities in funding as youth with IDD transition from in-school to adult service systems.</p>	
<p>Describe any barriers to braiding funding from different sources together.</p>	
<p>Describe rigidities of funding that prevent the tailoring of services to individual needs in support of cie.</p>	
<p>What are the sources of funding for ancillary or other services needed to support or sustain transition to CIE or PSE?</p>	

What are the information sources through which individuals, families, and providers can understand and learn how to access the full array of funding available to support transition to CIE and PSE?

How does funding for transition to CIE and PSE vary across jurisdictions within the state?

What are the sources of financial aid for PSE that are available to students with IDD?

What are the rates and rate structures in place for individual supported or competitive integrated employment? Provide more than one if necessary.

I/DD rate:
I/DD billing unit or structure:
I/DD source(s) of funds:
VR rate:
VR billing unit or structure:
VR source(s) of funds:

What are the rates and rate structures in place for individual supported or competitive integrated employment? Provide more than one if necessary.

II/DD rate:
I/DD billing unit or structure:
I/DD source(s) of funds:
VR rate:
VR billing unit or structure:
VR source(s) of funds:

What are the rates and rate structures in place for group supported employment, including enclaves or mobile work crews?

I/DD rate:
I/DD billing unit or structure:
I/DD source(s) of funds:
VR rate:
VR billing unit or structure:
VR source(s) of funds:

What are the rates and rate structures in place for sheltered employment?

I/DD rate:
 I/DD billing unit or structure:
 I/DD source(s) of funds:
 VR rate:
 VR billing unit or structure:
 VR source(s) of funds:

What are the rates and rate structures in place for facility-based non-work services (day habilitation or day activity services)?

I/DD rate:
 I/DD billing unit or structure:
 I/DD source(s) of funds:
 VR rate:
 VR billing unit or structure:
 VR source(s) of funds:

What are the rates and rate structures in place for community-based non-work services (e.g., community integration services)?

I/DD rate:
 I/DD billing unit or structure:
 I/DD source(s) of funds:
 VR rate:
 VR billing unit or structure:
 VR source(s) of funds:

What financial incentives are offered to providers to increase competitive integrated employment outcomes?

From I/DD:
 From VR:
 From Education:

SERVICES AND SERVICE INNOVATION

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
The pre-employment services shown by research to predict positive employment outcomes for youth and young adults with IDD -- inclusion in general education, occupational courses, paid employment/work experience, vocational education, and work-study -- are available to youth throughout the state.	<input type="checkbox"/>					
Mandated WIOA pre-employment services, including job exploration counseling, work based learning experiences, counseling on PSE opportunities, workplace readiness training, and training on self-advocacy, are available to youth throughout the state.	<input type="checkbox"/>					
Pre-employment and employment service settings comply with CMS settings rules.	<input type="checkbox"/>					
State policy and practice defining funded transition services to youth and young adults with IDD provide flexibility and encourage innovation at local levels.	<input type="checkbox"/>					
Transition services are individualized and person-centered; based on the leadership and informed preferences of those served.	<input type="checkbox"/>					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
Services emphasize the value of individuals with IDD to their community.	<input type="checkbox"/>					
Comprehensive benefits planning is available and provided to youth and young adults with IDD and their families.	<input type="checkbox"/>					
Youth and young adults with IDD and their families, school, and service providers are informed of the availability of transition services and how to access them.	<input type="checkbox"/>					
Services are culturally and linguistically competent and there are no barriers to individuals and families who are eligible for them.	<input type="checkbox"/>					
State agencies identify and share information about successful programs within the state.	<input type="checkbox"/>					

SERVICES AND SERVICE INNOVATION

Question	Response
<p>Which of the following WIOA-mandated services are not available to youth with IDD throughout the state: job exploration counseling, work-based learning experience, counseling on PSE opportunities, workplace readiness training, and training on self-advocacy?</p>	
<p>Which of the following services are not available to youth with IDD throughout the state: inclusion in general education, occupational courses, paid employment/work experience, vocational education, work-study?</p>	
<p>How are youth and young adults with IDD and their families informed of available services for transitioning to and sustaining CIE and PSE?</p>	
<p>How are benefits planning resources provided to youth and young adults with IDD and their families?</p>	
<p>How are youth and young adults and their families informed of available services for transitioning to and sustaining CIE and PSE?</p>	
<p>What are the barriers that may affect the access to services of sub-groups of youth and young adults with IDD and their families? (Consider, for example, language, income, nature of disability of individual or family member, transportation, literacy, geography, location of services, foster care placement, lack of internet access, and lack of other supportive or ancillary services.)</p>	
<p>In what ways do state agencies support discussion of service features and models and provide information on the programs within the state that are particularly successful in transitioning youth and young adults with IDD to CIE and PSE?</p>	

PERFORMANCE MEASUREMENT AND DATA MANAGEMENT

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
State agencies collect and share data to understand and track PSE and employment outcomes for youth and young adults with IDD.	<input type="checkbox"/>					
State agencies collect and share data to understand barriers of youth and young adults to PSE and CIE and identify the unmet needs of youth and young adults and their service providers.	<input type="checkbox"/>					
State agencies share information on transition and CIE services and outcomes for youth and young adults with IDD in ways that are accessible to the public.	<input type="checkbox"/>					
State agencies use data to inform strategy, contracting, and policy development.	<input type="checkbox"/>					
State agencies use data to identify pockets of success and areas of need within states.	<input type="checkbox"/>					
State agencies use data to check for disparities in access to services and outcomes for at-risk groups.	<input type="checkbox"/>					
State agencies evaluate demonstration programs to understand policy influences and assess need for changes in local, state, and federal policy to improve systems transitioning youth and young adults with IDD to PSE and CIE.	<input type="checkbox"/>					

PERFORMANCE MEASUREMENT AND DATA MANAGEMENT

Question

Response

Which state agencies collect data on CIE and PSE services and outcomes? What, specifically, is collected?

Which agencies (education, VR, I/DD, workforce development, higher education) regularly share data on transition services and CIE and PSE outcomes for youth and young adults with IDD? What data do they share?

Are there any interagency data workgroups focused on collection, analysis and display of data on transition services and CIE and PSE outcomes for youth and young adults with IDD? Which agencies participate?

Are or have any state agencies recently conducted studies or surveys to better understand transition services and CIE and PSE outcomes for youth and young adults with IDD? Which agencies? What are the findings?

Which state agencies share data on PSE and employment outcomes for youth and young adults with IDD in ways that are accessible to the public? What information is shared and where and how is it displayed and shared?

Which state agencies check for disparities in transition services and PSE and employment outcomes for youth and young adults with IDD? What types of disparities are examined and what are the findings?

Which state agencies have evaluated demonstration programs transitioning youth and young adults with IDD to CIE and PSE? Have they examined policy influences on program operations and outcomes? What are the findings?

Administering a Supplemental Survey More Widely

A similar supplemental survey can be administered to a wider group of systems participants than were able to be a part of the assessment team. We have included a supplementary survey (page 34) for this purpose.

- » You can administer this survey to individuals with IDD, their families, and to staff of the state's Developmental Disabilities Counsel, Protection and Advocacy organizations, University Center for Excellence in Developmental Disabilities, community rehabilitation contractors, advocacy organizations, department of education, workforce development boards, vocational rehabilitation agencies, intellectual and developmental disabilities agency, Medicaid agency, mental health department, commission for the blind and visually impaired, and child protective services department.
- » The survey can be made available in electronic document form or online so that results can be easily collected.

Strategic Planning for Systems Change: Initial Steps

Have the assessment team use the assessment team's survey and supplemental survey findings to formulate an initial strategic plan for systems change.

Answer the following questions for each element:

1. **What are the strengths of your state's current system for transitioning youth and young adults with IDD to competitive integrated employment and postsecondary education?**

Strategic goals, policies, and operating practices

State and local agencies' goals and operating policies require and support competitive integrated employment and postsecondary education as the first and preferred options in planning and service delivery for youth and young adults with IDD.

Interagency Collaboration and Partnership

There is shared statewide intra- and interagency responsibility and authority for coordinating transition services and achieving competitive integrated employment of youth and young adults with IDD. This collaboration includes and draws on the participation of a broad consortium of stakeholders across the entire state. Collaborating public agencies must at a minimum include state and local education, vocational rehabilitation, workforce, intellectual and developmental disability, and Medicaid agencies.

Leadership

Leadership, defined as taking responsibility for the transition of youth and young adults with IDD from high school to competitive integrated employment, is dispersed throughout the state, regional, and local agencies that play a role in the transition and employment of this group.

Capacity Building

There is a sustained and significant investment in education, training, and technical assistance to support statewide goals regarding the transition of youth and young adults with IDD from school to postsecondary education and competitive integrated employment. These investments are targeted at the staff of state agencies, schools and providers, youth and young adults, their families, and employers.

Funding

Funding strategies prioritize and support competitive integrated employment and postsecondary education for transitioning youth and young adults with IDD.

Services and Service Innovation

State agencies create opportunities for schools, providers, youth and young adults with IDD and their families to use best practice and creatively develop supports for transitioning to postsecondary education and competitive integrated employment after high school.

Performance Measurement and Data Management

Data on service delivery and transition outcomes for youth and young adults with IDD are shared by state agencies and are used to track progress and support state agencies and policy makers in developing policies and procedures.

2. Where are systems improvements needed?

Strategic goals, policies, and operating practices

State and local agencies' goals and operating policies require and support competitive integrated employment and postsecondary education as the first and preferred options in planning and service delivery for youth and young adults with IDD.

Interagency Collaboration and Partnership

There is shared statewide intra- and interagency responsibility and authority for coordinating transition services and achieving competitive integrated employment of youth and young adults with IDD. This collaboration includes and draws on the participation of a broad consortium of stakeholders across the entire state. Collaborating public agencies must at a minimum include state and local education, vocational rehabilitation, workforce, intellectual and developmental disability, and Medicaid agencies.

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Funding

Funding strategies prioritize and support competitive integrated employment and postsecondary education for transitioning youth and young adults with IDD.

Services and Service Innovation

State agencies create opportunities for schools, providers, youth and young adults with IDD and their families to use best practice and creatively develop supports for transitioning to postsecondary education and competitive integrated employment after high school.

Performance Measurement and Data Management

Data on service delivery and transition outcomes for youth and young adults with IDD are shared by state agencies and are used to track progress and support state agencies and policy makers in developing policies and procedures.

- 3. List and briefly describe the primary barriers to improving systems to transition youth and young adults with IDD to competitive integrated employment and postsecondary education. Please be as specific as possible.**
- 4. Identify the existing opportunities and resources that can be tapped to improve state systems transitioning youth and young adults with IDD to competitive integrated employment and postsecondary education.**

Next Steps

Use your assessment team as a seed for growing a fuller consortium of representatives from the state and local agency and stakeholder groups that are a part of or care about the transition of youth and young adults with IDD to competitive integrated employment and postsecondary education. If your state is large or diverse, it may make sense to build regional consortia, as well. Our Partnerships in Employment experience taught us that a diversity of perspectives contributes to the strength of the knowledge base, and that inclusion of all agencies helps to build the collaboration that is a prerequisite for achieving better postsecondary employment and education outcomes for youth and young adults with IDD.

We noted, too, the importance of investing time and effort in building strong and trusting relationships among consortia members in which there is mutual respect, problem-solving communication, sharing of knowledge, and inclusive participation in developing vision, goals, and work plans. We recommend that initial plans made with this toolkit are revisited with this larger consortium. Each consortium should then develop the organizational structure that will support the achievement of the resulting plan of work. Through Partnerships in Employment, we learned that a “backbone organization” (Karia & Kramer, 2011), an entity that coordinates consortia participants in their work process and pays careful attention to relationship-building and inclusivity, can be critical to the sustenance of this effort. Building consortia to create state systems that fully integrate and develop, to their fullest potential, those among us with IDD, is a remarkable and fulfilling journey that is much needed. We wish you well.

Glossary of Terms and Acronyms

Assistive technology: Any item, piece of equipment, software program, or product system that can be used to increase, maintain, or improve functional capacity.

CIE: Competitive integrated employment.

CMS setting rules: Centers for Medicare and Medicaid Settings Rules (42 C.F.R. Section 441.301(c) (4)). The rules for Medicaid Home and Community Based Services (HCBS), which took effect on March 2014, require that all HCBS settings must:

- » Be integrated in and facilitate full access to the greater community;
- » Optimize autonomy and independence in making life choices;
- » Be chosen by the individual from among residential and day options, including non-disability specific settings;
- » Ensure the right to privacy, dignity, respect and freedom from coercion and restraint;
- » Provide an opportunity to seek competitive employment
- » Provide individuals an option to choose a private unit in a residential setting; and
- » Facilitate choice of services and who provides them.

Competitive integrated employment (CIE): Full-time or part-time work at minimum wage or higher, in which individuals with disabilities have wages and benefits similar to those without disabilities performing the same work, and are fully integrated with co-workers without disabilities.

DD council: Developmental Disability Councils are federally-funded self-governing organizations charged with identifying and advocating for the needs of people with IDD in their state or territory.

HCBS waiver: The Section 1915(c) Home and Community Based Services (HCBS) Waiver program is a major public funding source for vocational and employment services for individuals with IDD. It is a part of the federal Medicaid program in which states have the option of participating and designing programmatic features within parameters set by the federal government.

IDD: Intellectual and developmental disabilities.

I/DD agency: State public agency that manages or oversees services and supports for individuals with IDD and their families.

Individual education plan (IEP): An individualized plan for students required by the Individuals with Disabilities Education Act (IDEA) for students receiving special education.

Individual service plan (ISP): Federal regulations require a written person-centered plan for Home and Community Based Services delivery.

Medicaid waiver: See HCBS waiver.

Non-work services: Services that do not involve paid employment of the participant. Individual community-based non-work services are located in the community (rather than a facility). Activities focus on supporting people with disabilities to access community activities where most people do not have disabilities. Examples include general community activities, volunteer experiences, recreation and leisure, improving psychosocial skills, or activities of daily living. This service category is also referred to as Community Integration or Community Participation or Community Life Engagement services.

Pre-employment services: Any services that are meant to prepare participants for employment. The Workforce Innovation and Opportunity Act (WIOA) requires state vocational rehabilitation (VR) systems to spend 15% of their federal funds (Title I of the Rehabilitation Act) on pre-employment services to students with disabilities who are eligible or potentially eligible for VR services. These pre-employment services must include job exploration counseling, work-based learning experiences, counseling on postsecondary opportunities, workplace readiness training, and training on self-advocacy.

P&A: Protection and Advocacy systems receiving federal funds to promote the rights of individuals with disabilities.

Postsecondary education (PSE): Education beyond high school.

Self-employment: Self-employment services include self-employment, home-based employment, and small business ownership that is controlled and owned by the individual.

Sheltered employment: This category of employment services is also referred to as work activity or extended employment or facility-based work. It includes employment services that occur in a segregated setting (rather than in the community) and where the majority of employees have a disability.

Sub-minimum wage: Subminimum wages fall below the state or federal minimum wage, whichever is higher. Section 511 of the Workforce Opportunity and Investment Act (WIOA) places restrictions on use of sub-minimum wage programs. Individuals 24 and under cannot be placed in a position that pays less than the minimum wage unless they have received pre-employment transition services, have been determined either ineligible for VR or have an unsuccessful VR closure, and are receiving career counseling and referrals designed to assist with achieving competitive integrated employment. Schools are no longer allowed to contract with organizations that pay a sub-minimum wage. For all individuals earning sub-minimum wage, the VR agency must provide career counseling and referrals to other programs and resources designed to assist individuals in obtaining competitive integrated employment.

Supported employment: Defined by the Workforce Innovation and Opportunity Act (WIOA) to be competitive integrated employment, including customized employment, or employment in an integrated work setting, in which individuals are working on a short-term basis toward competitive integrated employment. It is for individuals with the most significant disabilities, for whom competitive integrated employment has not historically occurred; or for whom competitive integrated employment has been interrupted or intermittent as a result of a significant disability; and who because of the nature and severity of their disability, need intensive supported employment services and extended services. Fifty percent of each state's supported employment grant must be focused on youth up to age 24 with the most significant disabilities, who may receive extended supports for up to four years.

University Centers of Excellence in Developmental Disabilities (UCEDDs): Every state has at least one UCEDD with core funding from the federal Administration for Intellectual and Developmental Disabilities (AIDD) to provide pre-service and continuing education, services, research and information dissemination promoting the full inclusion and participation of individuals with disability in community life.

VR: Abbreviation for public vocational rehabilitation agency. Every state has a VR agency that helps individuals with disabilities meet their employment goals. Vocational rehabilitation agencies assist individuals with disabilities to prepare for, get, keep, or regain employment. These agencies frequently purchase services from community rehabilitation providers (CRPs). VR agencies are funded by the federal Rehabilitation Services Agency through Title I of the Rehabilitation Services Act of 1973.

Supplementary Survey

State Systems Transitioning Youth and Young Adults with IDD to Competitive Integrated Employment and Postsecondary Education A Survey

Introduction

This survey has been developed to gather valuable input from people knowledgeable of some aspect of our state's system for transitioning youth and young adults with IDD to competitive integrated employment and postsecondary education. Our focus is the impact of state policies and practices on the ability of individuals with intellectual and developmental disabilities (IDD) to exit school and obtain competitive, integrated employment or postsecondary education.

Questions

Survey questions are based on elements of a Transition Systems Change Framework, including

- Strategic goals, policies, and operating practices
- Interagency collaboration and partnership
- Leadership
- Capacity-building
- Funding
- Services and service innovation
- Performance measurement and data management

The questions represent a series of practices demonstrated to be effective at enabling states to develop and sustain high-performing integrated employment systems and support, for youth and young adults with IDD, successful transitions from high school, competitive integrated employment and postsecondary education.

The questions are designed to get a snapshot of our state in each area of the Transition Systems Change Framework. Please rate your level of agreement with each statement and include any comments you wish to make.

Most people will not know the answers to all of the questions. Answer each to the best of your knowledge or check off "not sure" if that is the better answer.

Please enter your name and, if applicable, the name of the agency you represent.

This information is not required to complete the survey; if you would like to remain anonymous, you may skip this step.

Name:

Agency:

Please select the category to which you belong:

- Individual Receiving Services/Self-Advocate
- Family Member/Guardian
- School District Personnel
- Developmental Disabilities Council Staff
- Protection and Advocacy Program Staff
- University Centers for Excellence in Developmental Disabilities
- Provider/Community Rehabilitation Program Staff
- Professional Organization/Trade Organization/Advocacy Organizations
- State Department of Education Staff
- State or Local Workforce Development Board Staff
- State Department of Higher Education Staff
- State Vocational Rehabilitation Staff
- State Intellectual and Developmental Disability Staff
- State Medicaid Agency Staff
- State Mental Health Agency Staff
- State Commission for the Blind & Visually Impaired Staff
- State Child Protective Services Staff
- Other: (please specify)

Acronyms and Definitions

Please review these definitions for terminology used throughout the survey. For a definitions refresher during the survey, you can click back to this page or print the page now to use as a reference.

Assistive technology: Any item, piece of equipment, software program, or product system that can be used to increase, maintain, or improve functional capacity.

CIE: Competitive integrated employment.

CMS setting rules: Centers for Medicare and Medicaid Settings Rules (42 C.F.R. Section 441.301(c)(4)). The rules for Medicaid Home and Community Based Services (HCBS), which took effect on March 2014, require that all HCBS settings must:

- » Be integrated in and facilitate full access to the greater community;
- » Optimize autonomy and independence in making life choices;
- » Be chosen by the individual from among residential and day options, including non-disability specific settings;
- » Ensure the right to privacy, dignity, respect and freedom from coercion and restraint;
- » Provide an opportunity to seek competitive employment
- » Provide individuals an option to choose a private unit in a residential setting; and
- » Facilitate choice of services and who provides them.

Competitive integrated employment (CIE): Full-time or part-time work at minimum wage or higher, in which individuals with disabilities have wages and benefits similar to those without disabilities performing the same work, and are fully integrated with co-workers without disabilities.

DD council: Developmental Disability Councils are federally-funded self-governing organizations charged with identifying and advocating for the needs of people with IDD in their state or territory.

HCBS waiver: The Section 1915(c) Home and Community Based Services (HCBS) Waiver program is a major public funding source for vocational and employment services for individuals with IDD. It is a part of the federal Medicaid program in which states have the option of participating and designing programmatic features within parameters set by the federal government.

IDD: Intellectual and developmental disabilities.

I/DD agency: State public agency that manages or oversees services and supports for individuals with IDD and their families.

Individual education plan (IEP): An individualized plan for students required by the Individuals with Disabilities Education Act (IDEA) for students receiving special education.

Individual service plan (ISP): Federal regulations require a written person-centered plan for Home and Community Based Services delivery.

Medicaid waiver: See HCBS waiver.

Non-work services: Services that do not involve paid employment of the participant. Individual community-based non-work services are located in the community (rather than a facility). Activities focus on supporting people with disabilities to access community activities where most people do not have disabilities. Examples include general community activities, volunteer experiences, recreation and leisure, improving psychosocial skills, or activities of daily living. This service category is also referred to as Community Integration or Community Participation or Community Life Engagement services.

Pre-employment services: Any services that are meant to prepare participants for employment. The Workforce Innovation and Opportunity Act (WIOA) requires state vocational rehabilitation (VR) systems to spend 15% of their federal funds (Title I of the Rehabilitation Act) on pre-employment services to students with disabilities who are eligible or potentially eligible for VR services. These pre-employment services must include job exploration counseling, work-based learning experiences, counseling on postsecondary opportunities, workplace readiness training, and training on self-advocacy.

P&A: Protection and Advocacy systems receiving federal funds to promote the rights of individuals with disabilities.

Postsecondary education (PSE): Education beyond high school.

Self-employment: Self-employment services include self-employment, home-based employment, and small business ownership that is controlled and owned by the individual.

Sheltered employment: This category of employment services is also referred to as work activity or extended employment or facility-based work. It includes employment services that occur in a segregated setting (rather than in the community) and where the majority of employees have a disability.

Sub-minimum wage: Subminimum wages fall below the state or federal minimum wage, whichever is higher. Section 511 of the Workforce Opportunity and Investment Act (WIOA) places restrictions on use of sub-minimum wage programs. Individuals 24 and under cannot be placed in a position that pays less than the minimum wage unless they have received pre-employment transition services, have been determined either ineligible for VR or have an unsuccessful VR closure, and are receiving career counseling and referrals designed to assist with achieving competitive integrated employment. Schools are no longer allowed to contract with organizations that pay a sub-minimum wage. For all individuals earning sub-minimum wage, the VR agency must provide career counseling and referrals to other programs and resources designed to assist individuals in obtaining competitive integrated employment.

Supported employment: Defined by the Workforce Innovation and Opportunity Act (WIOA) to be competitive integrated employment, including customized employment, or employment in an integrated work setting, in which individuals are working on a short-term basis toward competitive integrated employment. It is for individuals with the most significant disabilities, for whom competitive integrated employment has not historically occurred; or for whom competitive integrated employment has been interrupted or intermittent as a result of a significant disability; and who because of the nature and severity of their disability, need intensive supported employment services and extended services. Fifty percent of each state's supported employment grant must be focused on youth up to age 24 with the most significant disabilities, who may receive extended supports for up to four years.

University Centers of Excellence in Developmental Disabilities (UCEDDs): Every state has at least one UCEDD with core funding from the federal Administration for Intellectual and Developmental Disabilities (AIDD) to provide pre-service and continuing education, services, research and information dissemination promoting the full inclusion and participation of individuals with disability in community life.

1. Strategic goals, policies, and operating practices: State and local agencies' goals and operating policies require competitive integrated employment and postsecondary education as the first and preferred options in planning and service delivery for youth and young adults with IDD.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Not Sure (6)
A. State K-12 policy and procedures require that CIE and PSE are the preferred options for transitioning students with IDD.						
B. State VR policy and procedure require CIE outcomes as the preferred option for youth and young adults with IDD.						
C. State DD policy and procedure require that CIE and PSE are the preferred options for youth and young adults with IDD.						
D. State Medicaid plan and HCBS waiver policies require that CIE is the preferred day option for youth and young adults with IDD.						
E. State workforce policy and procedures require CIE as the preferred option for youth and young adults with IDD.						
F. State policies prohibit sub-minimum wage for individuals with IDD.						
G. State policies prohibit group employment for individuals with IDD.						
H. Definitions of employment in state policy and procedure are consistent with WIOA and include hours, wages, benefits, and setting.						
I. Operating policies for education and employment services require individualization that is driven by the preferences of those served.						

J. State high school graduation and exit requirements and credentials support the transition of youth and young adults with IDD to CIE and PSE.						
K. State policy provides financial aid for postsecondary education to students with IDD.						
L. There is clear understanding across stakeholders of the philosophical beliefs that support the state's transition service delivery model.						
M. The state has measurable goals with clear benchmarks with respect to achieving transition-to-CIE outcomes.						
N. The state has an initiative to expand CIE for all people with IDD.						
O. Asset management and economic self-sufficiency are acknowledged as a priority in transition policies and procedures.						
P. CIE is addressed as a priority within the individual education transition plan.						
Q. CIE is addressed as a priority within the individual service planning process.						

1. Strategic goals, policies, and operating practices: State and local agencies' goals and operating policies require competitive integrated employment and postsecondary education as the first and preferred options in planning and service delivery for youth and young adults with IDD.

Comments:

2. Interagency Collaboration and Partnership: There is shared statewide intra- and interagency responsibility and authority for coordinating transition services and achieving competitive integrated employment of youth and young adults with IDD. This collaboration includes and draws on the participation of a broad consortium of stakeholders across the entire state. Collaborating public agencies must at a minimum include state and local education, vocational rehabilitation, workforce, developmental disability, and Medicaid agencies.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Not Sure (6)
A. Formal interagency agreements or collaborations exist to support the transition of youth and young adults with IDD (both in and out of school) to competitive integrated employment and postsecondary education. These agreements or collaborations include state and local education, vocational rehabilitation, workforce, developmental disability, and Medicaid agencies.						
B. There are additional informal relationships or collaborations that support the transition of youth and young adults with IDD (both in and out of school) to competitive integrated employment and postsecondary education.						
C. Resources are provided to schools to assist in the development of transition plans from school to work or postsecondary education.						
D. State agencies partner in implementation of pilot or other employment initiatives.						
E. There is a state level consortium of the full array of public agencies and stakeholders participating or needed in the transition of youth and young adults with IDD to CIE and PSE.						
F. There are regional or local consortia of the full array of public agencies and stakeholders participating or needed in the transition of youth and young adults with IDD to CIE and PSE.						
G. State agencies actively support meaningful participation of youth and young adults with IDD in transition policy and program development.						
H. State agencies actively support meaningful participation of families in transition policy and program development.						
I. Among the state, local and regional agencies involved in transitioning youth and young adults with IDD to CIE and PSE, there are regular interagency meetings with opportunity to build relationships, share knowledge and develop common goals.						

2. Interagency Collaboration and Partnership: There is shared statewide intra- and interagency responsibility and authority for coordinating transition services and achieving competitive integrated employment of youth and young adults with IDD. This collaboration includes and draws on the participation of a broad consortium of stakeholders across the entire state. Collaborating public agencies must at a minimum include state and local education, vocational rehabilitation, workforce, developmental disability, and Medicaid agencies.

Comments:

3. Leadership: Leadership, defined as taking responsibility for the transition of youth and young adults with IDD from high school to competitive integrated employment, is dispersed throughout the state, regional, and local agencies that play a role in the transition and employment of this group.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Not Sure (6)
A. Leadership within the state clearly supports competitive integrated employment as a priority outcome for youth and young adults with IDD.						
B. There are managers within state and local vocational rehabilitation, I/DD, workforce and educational agencies with primary responsibility for improving integrated competitive employment and postsecondary education outcomes for youth and young adults with IDD.						
C. Staff at all levels of state and local VR, I/DD, workforce, and educational agencies have the agency to help transition youth and young adults with IDD to CIE and PSE.						
D. State and local public agencies and institutions regularly provide opportunities for youth and young adults with IDD and their families to participate in the development of public policies affecting education and employment of youth and young adults with IDD.						
E. Leadership is collaborative among state and local public agencies (VR, I/DD, workforce, education, higher education) and stakeholders (self-advocates, families, DD councils, P&As, UCEDDs, advocacy groups) sharing responsibility for the competitive integrated employment and postsecondary education of youth and young adults with IDD.						

3. Leadership: Leadership, defined as taking responsibility for the transition of youth and young adults with IDD from high school to competitive integrated employment, is dispersed throughout the state, regional, and local agencies that play a role in the transition and employment of this group.

Comments:

4. Capacity Building: There is a sustained and significant investment in education, training, and technical assistance to support statewide goals regarding the transition of youth and young adults with IDD from school to postsecondary education and competitive integrated employment. These investments are targeted at the staff of state agencies, schools and providers, youth and young adults, their families, and employers.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Not Sure (6)
A. State agencies define minimum competencies for direct support professionals and managers providing transition and employment services to youth and young adults with IDD.						
B. State agencies fund or provide on-going training and technical assistance to build competencies in providing and managing transition and employment supports and services to youth and young adults with IDD.						
C. Supports are offered to newly trained staff to assist them in implementing new knowledge.						
D. State agencies invest in leadership and management training for staff to lead agencies and departments in the future.						
E. Training is collaboratively developed, funded and administered by the agencies with staff that work together to provide transition services to youth with IDD.						
F. Administrators and staff of collaborating state and local agencies have opportunities to develop knowledge of each other's agency operations.						
G. Information and training is available to individuals with IDD and their families on the transition from high school to PSE and CIE.						
H. Training for individuals, families, and providers of service dispels old stereotypes, creates positive expectations for CIE and imparts systems knowledge.						
I. Information and training is universally accessible (available to all who need or want it).						
J. There are community conversations to build awareness of transition needs of youth and young adults with IDD.						

4. Capacity Building: There is a sustained and significant investment in education, training, and technical assistance to support statewide goals regarding the transition of youth and young adults with IDD from school to postsecondary education and competitive integrated employment. These investments are targeted at the staff of state agencies, schools and providers, youth and young adults, their families, and employers.

Comments:

5. Funding: Funding strategies prioritize and support competitive integrated employment and postsecondary education for transitioning youth and young adults with IDD.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Not Sure (6)
A. Funding is sufficient to support services for youth and young adults transitioning to PSE and CIE.						
B. Funding allocations and rates emphasize CIE and PSE as the preferred options for youth and young adults with IDD.						
C. Funding can be tailored to the needs of individuals as they transition to PSE and CIE.						
D. Funding covers ancillary and other services needed to support and sustain transition to postsecondary education and competitive integrated employment, such as transportation, assistive technology, or access to community life during non-work hours.						
E. Families and individuals are knowledgeable about what can be funded and how to access funding.						
F. Direct service providers, including educators, are knowledgeable of all the funding opportunities and how to access them.						
G. Funding opportunities, including resources provided through secondary school, are consistent across jurisdictions within the state.						
H. Financial aid for PSE includes students with IDD.						

5. Funding: Funding strategies prioritize and support competitive integrated employment and postsecondary education for transitioning youth and young adults with IDD.

Comments:

6. Services and service innovation: State agencies create opportunities for schools, providers, youth and young adults with IDD and their families to use best practice and creatively develop supports for transitioning to postsecondary education and competitive integrated employment after high school.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Not Sure (6)
A. The pre-employment services shown by research to predict positive employment outcomes for youth and young adults with IDD, including inclusion in general education, occupational courses, paid employment/work experience, vocational education, and work-study, are available to youth throughout the state.						
B. Mandated WIOA pre-employment services, including job exploration counseling, work based learning experiences, counseling on PSE opportunities, workplace readiness training, and training on self-advocacy, are available to youth throughout the state.						
C. Pre-employment and employment service settings comply with CMS settings rules.						
D. State policy and practice defining funded transition services to youth and young adults with IDD provide flexibility and encourage innovation at local levels.						
E. Transition services are individualized and person-centered; based on the leadership and informed preferences of those served.						
F. Services emphasize the value of individuals with IDD to their community.						
G. Comprehensive benefits planning is available and provided to youth and young adults with IDD and their families.						
H. Youth and young adults with IDD and their families, school, and service providers are informed of the availability of transition services and how to access them.						
I. Services are culturally and linguistically competent and there are no barriers to individuals and families who are eligible for them.						
J. State agencies identify and share information about successful programs within the state.						

6. Services and service innovation: State agencies create opportunities for schools, providers, youth and young adults with IDD and their families to use best practice and creatively develop supports for transitioning to postsecondary education and competitive integrated employment after high school.

Comments:

7. Performance measurement and data management: Data on service delivery and transition outcomes for youth and young adults with IDD are shared by state agencies and are used to track progress and support state agencies and policy makers in developing policies and procedures

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Not Sure (6)
A. State agencies collect and share data to understand and track PSE and employment outcomes for youth and young adults with IDD.						
B. State agencies collect and share data to understand barriers of youth and young adults to PSE and CIE and identify the unmet needs of youth and young adults and their service providers.						
C. State agencies share information on transition and CIE services and outcomes for youth and young adults with IDD in ways that are accessible to the public.						
D. State agencies use data to inform strategy, contracting, and policy development.						
E. State agencies use data to identify pockets of success and areas of need within states.						
F. State agencies use data to check for disparities in access to services and outcomes for at-risk groups.						
G. State agencies evaluate demonstration programs to understand policy influences and assess need for changes in local, state, and federal policy to improve systems transitioning youth and young adults with IDD to PSE and CIE.						

7. Performance measurement and data management: Data on service delivery and transition outcomes for youth and young adults with IDD are shared by state agencies and are used to track progress and support state agencies and policy makers in developing policies and procedures

Comments:

Thank you for completing the survey!

Citations

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