



Oregon Department of Human Services Integrated Employment Plan
Individuals with Intellectual and Developmental Disabilities



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Oregon Department of Human Services
Integrated Employment Work Plan
July 1, 2015

*“The real voyage of discovery consists not in seeking new lands
but seeing with new eyes.”
~ Marcel Proust*

Purpose and Introduction

The Oregon Department of Human Services (DHS) along with its many partners and stakeholders, strives to support the choices of individuals with intellectual and other developmental disabilities (I/DD) and their families within local communities by promoting and providing services that are person-centered and directed, flexible, inclusive and supportive of the discovery and development of each individual's unique gifts, talents and abilities. Oregon is committed to work toward service options that ensure people with I/DD have the opportunity to live lives that are fulfilling and meaningful. Therefore, services offered must promote activities, routines and relationships that are common to most citizens. A key element of this approach is employment – the path to independence, contribution and belonging and the road out of poverty.

This Integrated Employment plan (Plan) is written consistent with Section IX (4) State Agency Actions, of Executive Order 15-01, “Providing Employment Services to Individual with Intellectual and Developmental Disabilities (Order).” A copy of the Order is provided as Attachment #1. This Order recognizes the strategic importance of improving the work and economic opportunities of all Oregonians including those with Intellectual

and other Developmental Disabilities (I/DD). More specifically, the Order sets forth strategies to be followed by DHS and the Oregon Department of Education (ODE) to further improve Oregon's systems of designing and providing employment services to individuals with I/DD, including a significant reduction over time of state support of sheltered work and an increased investment in employment services. The Order also recognizes the implementation of Oregon's Employment First policy as a framework for accomplishing the Executive Order's desired goals. The Employment First policy, "Oregon Policy On: Employment for Working Age Individuals", is provided as Attachment #2.

The Order also recognizes that the expectations cannot be accomplished without the corresponding efforts and commitments of the many other community partners and stakeholders invested in the desired outcomes. DHS is committed to progressive strategic planning processes. In our experience, it is the path to improved communication, clarity and outcomes.

While this "Integrated Employment Plan" is required in the Order, it is also the result of partner/stakeholder discussions and feedback leading to the strategic thinking, development preparation and implementation of the Employment First policy. These discussions have involved a wide range of self-advocates, families, provider agencies, advocacy organizations, colleagues, consultants, and state leaders - both executive and legislative. The result has been a rich and comprehensive dialog resulting in a broad array of information, perspectives and ideas. We are grateful to those who contributed time and energy to address core issues in implementing the Order and Employment First policy and suggesting service delivery revisions needed to meet the desired employment outcomes. This Integrated Employment plan addresses the history and background of our planning path and then summarizes current goals, strategies, and key activities necessary to meet the rigors of providing high-quality, necessary, effective and cost-conscious services delivered to Oregonians with I/DD. We welcome comments,

questions, and further suggestions for ongoing improvement. Together with Oregon's Transition Plan, described below, this Plan provides Oregon's plan for providing services to persons with I/DD in integrated settings.

Employment First History

Mid-1980s through Mid-1990s

Oregon, with its community partners, engaged in efforts to implement and promote integrated supported employment opportunities for adults with I/DD served in community settings. Oregon was considered a national leader in the supported employment service movement at that time.

2000 – Closure of Fairview Training Center

The year 2000 marked, after several years of efforts to downsize, the closure of the Fairview Training Center. This was the last of Oregon's large institution serving people with I/DD to be closed. The efforts to downsize and eventually close this institution led to a substantial increase in the number of adults with I/DD served in community-based settings with funding for the full array of available day work and non-work related services, including supported employment. It should be noted that in 2009 the State closed the Eastern Oregon Training Center, the last institution in Oregon for individuals with I/DD.

2000 – Staley Settlement Agreement

The Staley lawsuit settlement agreement was also implemented in 2000. This settlement, among other requirements, established Support Services for adults with I/DD, many of whom had been on wait lists for services. This settlement, along with the closure of Fairview and the Eastern Oregon Training Center, greatly increased the number of adults with I/DD with access to the full array of available work and non-work services, including supported employment. These services are made available regardless of the intensity or nature of an individual's support needs. In 1991, the reported number of individuals receiving these services was approximately 2300. In March 2013 the number reported was 10,848.

2000 – 2009

In 2005, Oregon advocates also established the State Employment Task Force to influence and support the effort to promote employment services for individuals with I/DD.

In 2006, the Office of Developmental Disability Services (ODDS) began work on the adoption of an Employment First agenda. Through the national Supported Employment Leadership Network (SELN), the ODDS along with 17 other state Developmental Disabilities (DD) agencies across the country, engaged in a joint effort to refocus on the improvement of work opportunities for consumers. These efforts resulted in the adoption of the Oregon Employment First Policy in 2008.

Why Employment First initiative and policy?

Employment is recognized as the key to full citizenship for Oregonians with I/DD. A job provides a structured day; a paycheck that can be used for purchasing goods and services; an identity as a contributing member of the community; and an increase in personal self-esteem. As stated in the Oregon’s Employment First publications and website, “A job is the key.”

2010 - 2012

From April 2010 through April 2012, DHS, through VR and ODDS, focused on outreach to promote the policy and build local and state capacity for Employment First implementation.

Employment First Outreach is the initial phase of an interagency effort in support of Employment First policy implementation.

To this end, ODDS engaged in multiple planning, education, enlightenment and feedback events and activities, including but not limited to:

- September 1-2, 2010: Held the Statewide Employment First Summit, a project "kick-off" that brought together fifty (50) state and regional employment leaders and advocates to affirm the vision, pinpoint strategies and identify next steps to continue improving integrated employment outcomes in each area of the state. Regional leaders were prepared to assist in planned local events. VR co-funded this event, Meet at the Mountain, referenced below and several other Employment First events during this general time period.
- During this time period VR used resources within its Medicaid Infrastructure Grants (MIG) Competitive Employment Project (CEP) and other available resources to support of a variety of Employment First related activities including:
 - Co-funding for many of the stakeholder and partner gatherings (e.g. Employment First Summit, Meet at the Mountain, stakeholder workgroups);
 - Participation in the Supported Employment Leadership Network (SELN); and

- Improving access to benefits counseling and planning services such as the Work Incentive Project (WIN); and
- Supporting other training and technical assistance activities.
- 2011: Developed and supported local Employment First Leadership Teams –Nine (9) County-based teams comprised of various stakeholders were formed during 2011 and are working together to address issues and achieve employment outcomes in their communities. Since that time the number of local leadership teams has risen to eleven (11).
- November 2011: Meet at the Mountain – an event that brought together ninety (90) Oregonians representing the state and each local Employment First team. Goals included:
 - Sharing 2011 accomplishments and ideas;
 - Providing training to meet specific skill needs of team members; and
 - Helping teams plan for 2012-3 activities.
- 2011-2012: Provide Employment First Orientation for Case Managers –Case managers play a pivotal leadership role in planning for employment at the individual and community levels. These one-day sessions provided 230 County Service Coordinators and Brokerage Personal Agents a chance to better understand their role; an introduction to helpful tools; and an opportunity to practice using them.
- January 2012 - April 2012: The Employment Strategic Planning Workgroup was formed. In this Workgroup the participants represented communities across the state and included advocates, state and county employees, vendors of services, education representatives, family members, consultants and members of Disability Rights Oregon. The basic expectation for the group was to help build a five-year plan with accompanying recommendations in order to accomplish the following three objectives:
 - Decrease the number of individuals transitioning from school into sheltered workshops;
 - Increase the number of people who move from sheltered workshops to supported employment; and

- Increase the number of people with intellectual and other developmental disabilities who are actively engaged in Paths to Employment.

The plan generated by the Employment Strategic Planning Workgroup will be superseded by this Integrated Employment Plan. However, much of the work and deliberations of this particular planning group will contribute to the content of this Integrated Employment Plan.

2012 - Current

From April 2012 to present, DHS, through VR and ODDS with allied agencies and partners, initiated activities directed to continue implementing the Employment First initiative. These activities included but aren't limited to:

- a. April 2012: Oregon was one of three states awarded a contract from the U.S. Department of Labor, Office of Disability Employment Policy (ODEP) to help implement its Employment First Initiative. This contract is also referred to as the Employment First State Leadership Mentoring Project (EFSLMP). Each state received funding to assist with the development and implementation of their strategic plan and have access to onsite, customized technical assistance from national Subject Matter Experts (SMEs) to help them achieve their goals. Additionally, these states are able to discuss their progress with other states who are also working in this area via regularly scheduled Community of Practice teleconference calls. The result of the ODEP project was to implement two Pilot projects. The first is designed to improve job acquisition for transition age students, the second to facilitate the transformation of facility-based employment providers to integrated employment service providers. ODDS is also received assistance in the development of a new rate setting methodology and the definitions of employment services in anticipation of revisions to the Federal Home and Community-Based Waivers that provide federal funding for employment service delivery.

- May 2012: ODDS issued a Request for Proposals (RFP) for Technical Assistance and Training. The Washington Initiative for Supported Employment (WISE) was awarded the contract that commenced June 1, 2012, and, with a contract extension, is partnering with Oregon Technical Assistance Organization (OTAC) to provide state of the art technical assistance and training for DHS/ODDS. The focus of the contract is to:
 - Build community capacity and support Local Employment First Leadership Teams;
 - Increase the number of Employment Specialists by implementing core competency based training termed Core Supported Employment Training (CSET);
 - Promote leadership among provider agencies by implementing an Oregon Employment Leadership Network (OELN); and
 - Generally promote the Employment First initiative by:
 - Developing and participating in conferences and gatherings, and
 - Providing access to resource materials and other information that helps in the implementation of integrated employment services.
- April 2013: The issuing of Executive Order 13-04: “Providing Employment Services to Individuals with Intellectual and Developmental Disabilities (Order).” DHS, along with the Oregon Department of Education, will implement and comply with the provisions and expectations of this Order.
- February 2015: The issuing of Executive Order 15-01: “Providing Employment Services to Individuals with Intellectual and Developmental Disabilities (Order).” This Order updates Executive Order 13-04 based on passage of the July 2014 passage of the Workforce Innovation And Opportunity Act (WIOA) and other revisions or clarifications based on implementation of the original Order.

*“Long Range Planning does not deal with future decisions,
but with the future of present decisions.”*

~ Peter Drucker

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- April 2015: Oregon submits its Home and Community Based Services Setting Transition Plan. The Transition Plan expands the scope of Oregon’s efforts to provide integrated services in all settings. Regarding non-residential services, Oregon’s overall plan reflects an “Employment First” approach that makes integrated employment the priority. Nevertheless, as the Plan states, the Plan states, “Facility-based non-residential services, including employment and other day services, must be provided in settings that are integrated in and support full access to the greater community. “ (Transition Plan, page 6).

Oregon’s HCBS Transition Plan is broken down into phases.” Each phase builds on previous phases and is intended to provide additional information and guidance on the next phase. As an example, the development of the global scorecard described below, provided the Department of Human Services (DHS), Oregon Health Authority (OHA) and its Stakeholders an overview of the current regulatory status of DHS’s and OHA’s HCBS system. The next phase, through the Provider Self-Assessment and the Individual Experience Assessment, will define specific provider issues and will meet DHS’s and OHA’s requirements to assess specific settings. The phases in the plan are:

- Phase I – Initial Regulatory Assessment
- Phase II – Statewide Training and Education Efforts
- Phase III – Provider Self-Assessment and Individual Experience Assessment
- Phase IV – Heightened Scrutiny Process
- Phase V – Remediation Activities
- Phase VI – Ongoing Compliance and Oversight

The Transition Plan is undergoing compliance review by the Centers for Medicare and Medicaid Services (CMS). Attachment #3 provides a link to the current Transition Plan.

Integrated Employment Plan 2013 – 2022

As indicated earlier, the Integrated Employment Plan (Plan) is to set forth and describe the strategies and actions needed to comply with the specific expectations outlined in Executive Order 15-01 and more generally to further the implementation of the Employment First policy. The strategies and planned actions are targeted to increase and improve the delivery of employment services to individuals with I/DD with the goal of increasing competitive integrated employment.

Overview of the Executive Order

As noted earlier, the Order sets strategies to be followed by DHS and the Oregon Department of Education (ODE) to further improve Oregon's systems of designing and providing employment services to individuals with I/DD, including a significant reduction over time of state support of sheltered work and an increased investment in employment services. To accomplish this, the Order specifies a number of strategies and outcomes including, but not limited to:

- Providing employment services to working age individuals with I/DD in sheltered workshops and transition aged students with I/DD in public schools. The number of persons to receive employment services over the 9-year term of the Order is at least 7,000;
- Implementing new policies about no longer purchasing or funding vocational assessments in sheltered workshop settings effective 7/1/14 and no longer purchasing or funding new sheltered workshop placements for certain individuals with I/DD after 7/1/15;
- Establishing and implementing employment service policies that are evidence-based or based on individual capabilities, choices, and strengths;
- Developing policies and procedures for implementing Career Development Plans;

- Establishing core competencies for the provision of Employment Services and policies that require purchasing of services from qualified providers;
- Developing Outreach and Awareness programs for individuals with I/DD and their families;
- Implementing a number of state actions related to updating policies and administrative rules, designating a statewide Employment Coordinator, supporting training and technical assistance providers, and adopting an “Integrated Employment Plan”;
- Implementing provisions specific to the Department of Education, including:
 - The provision of transition technical assistance to include the development of competencies for teachers, administrators, and other education service providers;
 - Implementing an outreach program for students, families and local communities;
 - Designating staff specialists to focus on systems-change efforts in schools and communities;
 - Establishing a Transition Technical Assistance Network;
 - Partnering with VR and ODDS for tracking and documenting efforts;
 - Supporting proposed legislative or rule changes related to contracting with providers to prohibit the purchase of employment or vocational assessments in sheltered workshops.
- Requiring interagency collaboration documented through the use of written agreements or memorandums of understanding and requiring provisions in contracts with Community Developmental Disability Programs (CDDPs) and Support Service Brokerages (Brokerages) related to compliance with the Order;
- Developing and implementing a quality improvement initiative to evaluate the quality of employment services provided;
- Monitoring the progress of implanting the order through data collection, data analysis, and quality improvement activities;
- Involving stakeholders in the execution of the Order by developing a Stakeholder Policy Group to make recommendations to State leadership on such areas as outreach, provider capacity, training, progress for assessment and discovery, and outcome metrics.

The Executive Order's Plan to Provide Employment Services to 7000 Persons with I/DD

Oregon Executive Order (EO) 13-04 section IV set benchmarks for employment services given by ODDS/VR over a nine year period to at least 2,000 individuals. EO 15-01 increases the benchmark number to 7,000 unique (non-duplicated) individuals.

The biggest driver of change between the original 2,000 number and the current 7,000 number is the assumed forecast numbers in each "target population" in the original Executive Order.

The current forecast assumes that over the 9-year-period, about 18,500 individuals will fall into the Executive Order's target population. Breaking those numbers down into the two separate categories of the target population (transition age and sheltered worker), the model forecasts that there will be roughly 15,000 individuals that at some point will be transition age and 3,900 individuals will have received sheltered workshop services since April 2013. The total of 15,000 and 3,900 is about 18,900 individuals. There is some duplication in these numbers. Some of this duplication consists of ODDS clients who are transition-age and in a sheltered workshop. That accounts for the difference in the 18,900 duplicated count and the 18,500 number mentioned above.

The other factor that affects the EO employment services forecast is historical service data. With current employment service definitions, it is estimated that 680 unique individuals with I/DD received a new employment service in state fiscal year (STF) 2014. EO 15-01 directs that this number should grow to 1,350 individuals in SFY 2015 and to 2,200 individuals in SFY 2016. These increases result from several factors. These are (1) new types of employment services that were rolled out in September 2014, (2) the ramp-up in service levels by providers under contract with ODDS and VR, and (3) the newly developed ability to calculate employment services for some individuals in the Supports Services Waiver.

Another change to Section IV of EO 13-04 was the removal of the assumption that services projections would be evenly divided between transition-age individuals and sheltered workers. The number in the transition-age population will be continually increase, while the sheltered workshop population will become static in July 2015, due to the closing of new admissions to Sheltered Workshops. After new admissions are closed, it will become even more difficult to maintain parity in services between the two populations into the future. The forecast model assumes that in the last year that of Executive Order 15-01 (2022), the vast majority of individuals receiving employment services will be transition-age individuals, rather than sheltered workshop workers or former sheltered workshop workers. These numbers and Oregon’s plan are, of course, subject to revision as the State continues to obtain better information about the number of persons desiring services and their preferences.

The data sources used to track the delivery of employment services has also changed. Historically, ODDS conducted semi-annual surveys under the Employment Outcomes System (EOS) and a separate survey completed by Support Service Brokerages as the main sources of employment service data. In order to improve data collection and analysis, and to better carry out the directives of Executive Order 15-01, Oregon has transformed its data collection system to better utilize information from actual service billing and payment systems. This is often referred to as the Plan of Care (POC). The POC is the fiscal representation of an Individual Support Plan (ISP) that is entered into the eXPRS payments system for the purpose of authorizing, claiming, and paying for services approved in the plan. The EOS system will continue to be utilized and has been updated to better meet data needs. Required data reports will now be based on POC service billing information, with additional information (such as wages earned) supplemented by the new EOS survey and other specific sources such as the Oregon Employment Department.

Overview of the Employment First Policy

The Employment First policy, incorporated in this document as Attachment #2, has three essential components. The first represents a general policy framework, the second is the policy statement, and the third outlines key procedures and principles. It should be noted that since the adoption of this policy in 2008, with the passage of Senate Bill 22, the 2013 Oregon Legislative Assembly further enhanced the statutory relationship to the Employment First policy by:

- Redefining in ORS 427.005 the definition of “Productivity” to mean the regular engagement in income-producing work, preferably competitive employment with supports and accommodations to the extent necessary, by a person with an intellectual disability or another developmental disability which is measured through improvements in income level, employment status or job advancement or engagement by a person with an intellectual disability or another developmental disability in work contributing to a household or community.
- Revising ORS 437.007 to state that “the employment of individuals with developmental disabilities in fully integrated work settings is the highest priority over unemployment, segregated employment, facility-based employment or day habilitation.”

The Employment First Policy makes the following policy statement:

In order to achieve the intent outlined in the framework of this policy, employment opportunities in fully integrated work settings shall be the first and priority option explored in the service planning for working age adults with intellectual and developmental disabilities. While all employment service options are important and valued, integrated employment is more valued than non-employment, segregated employment, facility-based employment or day habilitation in terms of employment outcomes for individuals with intellectual or other developmental disabilities.

For those who successfully achieve the goal of employment in an integrated setting, future service planning must focus on maintaining employment, as well as the consideration of additional career or advancement opportunities. For those not yet achieving employment, annual service planning must include and reflect employment opportunities as the first and priority service option explored.

To implement the Executive Order and Employment First policy, this Plan will introduce new overarching goals, activities, outcomes and associated metrics as described in subsequent sections. While the plan provides guidance for implementing and operationalizing the Order and Policy, it is also built on key elements of past activities and planning efforts. The Integrated Employment Plan is based on the following conceptual framework and considerations:

Key Practices

- Individual Support Plan: Employment services will be specifically addressed in the Individual Support Plan.
- Person Centered Planning: Employment services will be considered and provided using person-centered planning concepts based on informed choice and consistent with the philosophy of self-determination.
- Wages and Benefits: Minimum or competitive wages and benefits will be the goal of integrated employment.
- Service Planning: All natural and paid supports will be considered in service planning.
- Employment Supports: Employment supports will be provided outside the individual's living environment unless necessary for a self-employment plan.

Critical Planning Themes

Based on prior and ongoing discussions with service partners, stakeholders and advocates, this plan will address a number of issues. Examples include:

- **Presumption of Employability:** Individuals with I/DD are presumed capable of working in an integrated setting and planning efforts will prioritize employment in an integrated setting.
- **Capacity-Building:** Increasing both provider and community capacity through training, technical assistance and adequate resource support.

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- **Thoughtful & Caring Movement of People:** Carefully addressing the needs and desires of people with more significant disabilities when planning employment-related activities. The desired outcome is to ensure lives are actually improved and that employment or a Path to Employment is what the person actually desires, premised upon informed choice.
- **Choice of Service Providers:** Improving fluidity and flexibility in rate setting and funding structures, including associated regulations, to enhance the process of choosing or moving to alternative service providers.
- **Funding:** Revising funding models that reinforce implementation of the Employment First agenda; prioritizing integrated employment; and providing for adequate employment resources. Benefits analysis and counseling will also be addressed.
- **Baseline & Data Collection:** Improving the data collection and dissemination process, including the ODDS service-monitoring processes.
- **Waivers:** Rewriting or revising Home and Community Based Waivers, as necessary.
- **Public Policy:** Revising and aligning public policy among agencies to address a strengthened Employment First Agenda, as needed.
- **Policy Implementation Timelines:** Providing clear goals for implementation of the Employment First Agenda that can be easily tracked and that includes the use of metrics.
- **Planning:** Reviewing and revising the individual service planning process where necessary, including Person Centered Planning principles and activities for ODDS, ODE and VR.
- **ODDS/ODE/VR Expectations:** Clarifying agency expectations and coordinating efforts by ODDS, ODE and VR to maximize the referral, funding and placement processes.
- **Culture of Employment:** Developing a culture with the service structure where the expectation of all parties, including individuals with I/DD and their families, is one of integrated employment.

- **Technical Assistance & Training:** Providing additional technical assistance and training to enhance and move toward an Employment First agenda.
- **Sustainability:** Identifying additional leaders across the state to support the Employment First agenda, including building natural supports, implement employer-driven initiatives, and expand business leadership.

Additional Documents that Are Part of Oregon’s Overall Plan for Providing Integrated Services

As contemplated by the Executive Orders and the Integrated Employment Plan, Oregon has adopted additional rules, policies, planning documents, and guides. A list of these adopted actions is provided in Attachment #4. This Attachment will be updated periodically to help maintain a current record of adopted actions.

*“Alone we can do so little; together we can do so much.”
~ Helen Keller*

Partnerships and Collaboration

The ability of groups and individuals in Oregon to work together for local solutions to local challenges is one of our state’s greatest assets. Examples can be found in all segments of Oregon communities. Included are local chambers of commerce, business associations and groups, parent groups and coalitions, churches and religious groups, local schools, school districts and parent groups, advocacy and self-advocacy individuals and organizations, fraternal groups and

organizations and state and county agencies and associations. We believe this asset enhances the building of natural supports, thus fostering full inclusion and community-building. It also nurtures and supports the employment networking, development and marketing efforts that produce improved employment outcomes. DHS, including ODDS and VR, and ODE, will continue to support, participate in and lead collaborative community and agency partnerships.

Critical partnerships include but are not limited to:

- Consultants and Subject Matter Experts (SMEs): DHS and ODE has developed ancillary relationships with local and national consultants or Subject Matter Experts who possess expertise and experience in employment and employment supports for people with intellectual and other developmental disabilities.
- DHS Directors Office : The Director's Office will provide strategic direction for the Integrated Employment Plan, assure compliance with the Order; serve as the primary liaison with the Governor's Office, Oregon Legislature, and the Deputy Superintendent of Public Instruction of ODE; and assure internal support of the Order within the Department.
- Disability Rights Oregon (DRO): As Oregon's designated Protection & Advocacy (P&A) System for 35 years, DRO has the unique role of upholding the legal rights of people with disabilities. DRO also holds the contract to administer the RSA-funded Client Assistance Program (CAP).
- Employers: Strengthened partnerships with the local business community have and will expand the availability of community based jobs for adults with intellectual and other developmental disabilities. Employers are increasingly aware of the positive contribution people with disabilities make to their individual businesses. Major companies, small business and government agencies are all involved. This is expected to improve – even in the face of the economic reality of our day. Corporate development, improved techniques in supported employment, improved business expertise of vendors of services and

enlightened marketing and development by business itself point to a positive employment future for people.

- Governor's Office of the State of Oregon: This office will assist and support strategy and public policy development, resource development, legislation and advice.
- Local School Districts: Strong and nimble partnerships with local school districts are key to building robust transition from school-to-work programs; planning for careers; and improving long-term employment outcomes for students with intellectual and other developmental disabilities.
- Office of Disability Employment Policy (ODEP): ODEP was authorized by Congress in the Department of Labor's FY 2001 appropriation. Recognizing the need for a national policy to ensure that people with disabilities are fully integrated into the 21st Century workforce, the Secretary of Labor delegated authority and assigned responsibility to the Assistant Secretary for Disability Employment Policy. ODEP is a sub-cabinet level policy agency in the Department of Labor. DHS and ODE representatives participate in the ODEP Employment First State Leadership Mentoring Project through its Communities of Practice program.
- Oregon Commission for the Blind (OCB): Established under state and federal rules, the mission of OCB is to assist Oregonians who are blind or visually impaired in making informed choices and decisions to achieve full inclusion and integration in society through employment, independent living, and social self-sufficiency. OCB provides Vocational Rehabilitation services to eligible individuals, including those with I/DD. Consistent with ORS 346.110-.270, Commission members are appointed by the Governor and a majority must be individuals who meet the legal definition of person who are blind. The Commission's operations and goals are intended to be consistent with Executive Order's 13-04 and 15-01 and support the Employment First initiative.
- Oregon Community Developmental Disability Programs (CDDPs): Primarily County Government-based, CDDPs are a central source of Case Management services and therefore in a key role to support, implement, and monitor services related to the Employment First Policy and Executive Order.

- Oregon Council on Developmental Disabilities (OCDD): The Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act) is the federal legislation that authorizes State Councils on Developmental Disabilities. The DD Act says the purpose of these Councils is to “engage in advocacy, capacity building and systemic change activities.” The aim of these activities should be to “contribute to a coordinated, consumer and family centered, consumer and family directed, comprehensive system of community services, individualized supports, and other forms of assistance that enable individuals with developmental disabilities to exercise self-determination, be independent, be productive and be integrated and included in all facets of community life.” The Council strives to fulfill its federal mandate through a variety of strategies.
- Oregon Developmental Disabilities Coalition (ODDC): The Oregon DDC is a statewide coalition of organizations and individuals concerned with issues of importance to people who experience developmental disabilities.
- Oregon Legislature: The Legislature is critical in the establishment of public policy through statutory changes that support Employment First and in allocating resources necessary to support the initiative.
- Oregon State Rehabilitation Council (SRC): A federally-required body, the Oregon SRC is a group of 15-25 consumers, advocates, business and community representatives appointed by Oregon's governor to advise VR in the development, implementation and review of rehabilitation service delivery for Oregonians with disabilities.
- Oregon Technical Assistance Corporation (OTAC): Incorporated in 1984, OTAC is a nonprofit 501(c) (3) organization based in Salem, Oregon. Through a myriad of projects and initiatives in Oregon and across the country, OTAC brings its mission statement to life every day. OTAC is committed to assisting in the development of supports and associated systems that enable individuals with long-term care needs to live life to the fullest. OTAC uses a variety of strategies to fulfill this mandate. Its primary strategies are to:
 - Provide state of the art information about services, supports and evidenced-based practices to individuals with long-term care needs, their families and Provider Organizations;

- Support the development of systems and infrastructures that can be successfully implemented in communities;
 - Work collaboratively to provide training and technical assistance that will enable individuals with long-term care needs, their families and Provider Organizations to directly utilize information and apply new skills; and
 - Collaborate with governmental organizations on a local, county and statewide basis to promote the successful implementation of policy that reflects contemporary practice in the field of long-term care.
- Service Providers and Vendors of Services: ODDS and VR have working relationships and contracts with many vendors of employment related services for people with intellectual and other developmental disabilities. Their support of and performance in delivering these services is vital in achieving the desired outcomes.
 - Support Service Brokerages (Brokerages): Brokerages are entities or distinct operating unit within an existing entity that uses the principles of self-determination to perform the functions associated with planning and implementation of support services for individuals with intellectual or developmental disabilities. Brokerages also provide case management functions and generally have service areas that include more than one county.
 - State Advisory Council for Special Education (SACSE): A federally-required body; SACSE is to provide policy guidance with respect to special education and related services for children with disabilities.
 - State Leadership Employment Network (SELN): SELN is a cross-state cooperative venture of state intellectual and developmental disability (I/DD) agencies that are committed to improving employment outcomes for adolescents and adults with developmental disabilities. SELN promotes new connections within and across states to establish effective collaborative relationships among states, learn from their experiences of other service systems, share costs, use data, and maximize resources. SELN was launched in 2006 as a joint program of the National Association of State Directors of Developmental Disabilities

Services (NASDDDS) and the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

- Stakeholder Policy Group: This advisory group comprised of partners and stakeholders was formed in July 2013 and is a required body with specific duties identified in Executive Order 15-01.
- Washington Initiative for Supported Employment (WISE): WISE is currently the technical assistance provider/broker for ODDS and is a private, nonprofit organization dedicated to expanding employment opportunities for people with developmental disabilities. Its consultant team works intimately with private businesses, county governments, school districts, social service providers and families to offer technical assistance, innovative project design and demonstration, Americans with Disabilities Act (ADA) consulting, financial systems analysis, information technology assessment, organizational development and management coaching. WISE is guiding ODDS efforts through facilitation of essential activities and offering recommendations that have contributed to making Employment First a reality in Oregon.
- WorkSource Oregon: A statewide agency dedicated to stimulating job growth by connecting businesses and workers with the resources they need to succeed. A network of public and private partners work together to provide an available supply of trained workers ready for the needs of today's businesses. WorkSource connects business with the resources needed to grow the workforce. They also provide resources to help job seekers by connecting them with employers that are right for the seeker, finding jobs they are looking for and supporting the seeker in building a career.

Plan Evaluation

DHS/ODE will consistently evaluate the process, metrics and outcomes for this strategic plan. The evaluation questions posed will include, but not be limited to:

- Is the plan outcome-driven?
- Are all the key stakeholders and partners included?
- Is it systematic, clear and defined with adequate background information?

- Are the parts of the plan dynamic and/or challenging?
- How easy is it to understand?
- Is the plan realistic?
- Is the plan meeting the intended outcomes?
- Are the metrics used appropriate?
-
- In evaluating the plan, DHS and ODE will work with stakeholders and other critical partners to develop evaluations and quality assurance/improvement strategies and subsequent documents that:
 - Annually evaluate goals, metrics and outcomes with written reports that are disbursed to relevant publics and attached to the ODDS website, commencing in 2014;
 - Allow for inclusive feedback and revision;
 - Honor and track customer satisfaction;
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 - Give allowance for individual interpretation according to the diversity, culture and needs of various communities and neighborhoods in Oregon;
 - Receive annual review by independent third parties for comment with resulting recommendations included in subsequent reports; and
 - Rely on consistent documentation, feedback and reports that update and inform all parties and stakeholders interested and involved in the process of service and support in Oregon.

The Stakeholder Policy Group will be continually asked for feedback on the plan and will be given the opportunity to review and comment on any revisions to the content of the plan or changes to the plan outcome and metrics.

Additional Definitions

In reviewing the plan Goals, Actions, and Activities in subsequent sections, the following definitions, in addition to the listed critical partners, may be helpful.

- “Annual Plan” means the written summary a service coordinator completes for an individual who is not enrolled in the waiver or Community First Choice services. An Annual Plan is not an Individual Support Plan (ISP) and is not a plan of care for Medicaid purposes.
- “Career Development Plan” (CDP): A CDP is part of an ISP or annual plan regarding ODDS services. The purpose is to identify the individual’s employment goals and objectives, the services and supports needed to achieve those goals and objectives, the persons, agencies, and providers assigned to assist the person to attain those goals, the obstacles to the individual working in Competitive Integrated Employment in an Integrated Employment Setting, and the services and supports necessary to overcome those obstacles. Career Development Plans shall be based on person-centered planning principles.
- “Centers for Medicare and Medicaid Services (CMS)”: The Federal agency that provides resources and regulatory oversight of those resources to the services provided by ODDS.
- “Charter”: A written document that outlines the duties, responsibilities, and other organizational features of a workgroup or committee.
- “Competitive Integrated Employment”: Consistent with the federal Workforce Innovation and Opportunity Act (WIOA), means work that is performed on a full-time or part-time basis (including self-employment) for which an individual:
 - a. Is compensated at a rate that:
 - (1) Meets or exceeds state or local minimum wage requirements, whichever is higher; and
 - (2) Is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; or

- (3) In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training experience, and skills.
- b. Is eligible for the level of benefits provided to other employees.
 - c. Is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons; and
 - d. As appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.
- “Discovery”: A comprehensive and person-centered employment planning support service to better inform an individual seeking Competitive Integrated Employment in an Integrated Employment Setting, and create a Discovery profile. It includes a series of work or volunteer-related activities to inform the individual and the job developer about the individual’s strengths, interests, abilities, skills, experiences, and support needs, as well as to identify the conditions or employment settings in which the individual will be successful.
 - “Employment Services”: Services provided by ODDS or VR that are intended to assist a person with I/DD to choose, get, learn, and keep work in an integrated employment setting. Employment Services shall be “individualized,” meaning that services shall be individually planned, based on person-centered planning principles and evidence-based practices, where applicable. Employment may include post-secondary education and/or training to the extent they are reinforced in an individual’s Individual Support Plan (ISP) or Individual Plan for Employment Services.
 - “Evidence-based practices”: Means well-defined best practices, which have been demonstrated to be effective with the I/DD population or the relevant subset of that population, such as youth sixteen or older,

by multiple peer-reviewed research studies that are specific to the I/DD population or subset of that population.

- “Integrated Employment Setting”:
 - b. A setting that satisfies the requirements for Competitive Integrated Employment, as defined above; or
 - c. A setting that provides opportunities for an individual to have interaction with non-disabled persons. The setting must allow an individual to interact with non-disabled persons in a manner typical to the employment setting.
 - d. An Integrated Employment Setting cannot be facility-based work in a Sheltered Workshop or non-work activities, such as day support activities. An Integrated Employment Setting is a typical work environment, including self-employment or small business models, in the community.
- “Individual Support plan (ISP)/Individual Education Plan (IEP)/Individual Plan for Employment (IPE)”: The terms used by ODDS, ODE, and VR respectively to describe the document that identifies the services an individual will receive based on their needs, goals, and choices.
- “K Medicaid State Plan”: Also known as the “Community First Choice State Plan Option”, is a part of the federally required Medicaid state plan. The “K” plan is designed to promote community-based services for people with disabilities by providing an array of attendant care services and providing financial incentives for states to participate.
- “Memorandum of Understanding (MOU)”: A document describing an agreement between two or more parties. As used in this plan context it is a written agreement about implementing the Employment First Policy or Executive Order between public bodies such as ODDS, VR, or ODE.
- “Oregon Consortium of Family Networks (OCFN)”: A network of families in Oregon working together build a sustainable future for families of individuals with I/DD. The OCFN is an association of four family networks, with plans to expand that number. The networks are a project of the OCDD and ODDS.

- “Oregon Self-Advocacy Coalition”: An organization made of local self-advocacy groups from across Oregon. The mission is to engage communities in advocating for the rights of people with developmental disabilities. There are at least 13 local groups forming the coalition, with efforts to expand that number.
- “Outcome/Output Metrics”: Outcomes generally reference overall program or service goals. Outputs generally reference such things as key program processes or activities. Metrics is a term used to define a standard of measurements used to indicate generally whether goals are being achieved.
- “Path to Employment”: A broad term for a series of activities and strategies to achieve integrated community paid employment. Examples of activities and strategies included as a pathway are:
 - Use of volunteer sites to determine interests, skills and abilities;
 - Community skills assessment or interest inventory completed by an agency also providing sheltered employment;
 - Travel training to access community and neighborhood provided by an agency also supporting community inclusion; and
 - Identification of long term support needs and resources that would impact a Path to Employment.
- “Person-centered Planning”: Is a timely and formal or informal process that is directed by the individual with an intellectual or developmental disability in which the participants gather and organize information to help the individual:
 - (1) Determine and describe choices about personal employment goals, activities, services, providers, and lifestyle preferences; and
 - (2) Design strategies and networks of support to achieve goals and a preferred lifestyle using individual strengths, relationships, and resources; and
 - (3) Identify, use, and strengthen naturally occurring opportunities for support at home and in the community.

The methods for gathering information vary, but all are consistent with the individual's cultural considerations, needs, and preferences.

- “Project SEARCH”: A specific business led employment model, based on participants being totally immersed in the workplace and requiring collaboration among various partners. The program is designed to obtain competitive employment in an integrated setting for individuals with I/DD. It is a trademarked and copyrighted program model developed through the Cincinnati Children’s Hospital.
- “Quality Assurance (QA)”: A general term used to refer to a set of planned activities designed to determine whether the defined requirements or outcomes of a program or service are met.
- “Rehabilitation Services Administration (RSA)”: The primary federal agency that provides resources and regulatory oversight of those resources to Oregon’s VR services.
- “Sheltered Workshop”: A facility-based service that congregates adults with intellectual or developmental disabilities (“I/DD”) for the purpose of providing employment services and who perform work tasks for pay at the facility. Sheltered Workshop is not an Integrated Employment Setting as defined, and employs primarily individuals with I/DD and other disabilities, with the exception of service support staff. A Sheltered Workshop is a facility-based setting that includes a fixed site owned, operated, or controlled by a provider where an individual has few or no opportunities to interact with non-disabled individuals, except paid support staff. A Sheltered Workshop is not Small Group Employment in an Integrated Employment Setting.
- “Training and Technical Assistance (T and TA)”: A general term used to provide individuals or agencies with new skills or consultation and advice to address issues or strategic goals. T and TA is often provided by consultants or content specialists under contract with public agencies. It is a key strategy in building new or added service capacity to meet service system goals.
- “Transition Agency Coordinating Team (TACT)”: An interagency group that oversees implementation of the “Memorandum of Understanding on Transition of Students with Disabilities to the Workforce” between ODDS, VR, ODE, and OCDD.
- “Transition Services”: A coordinated set of activities for transition-aged students that:

- (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- (2) Is based on the individual student's needs, taking into account the student's preferences and interests; and
- (3) Includes:
 - (A) Instruction;
 - (B) Related services;
 - (C) Community experiences;
 - (D) The development of employment and other post school adult living objectives; and
 - (E) If appropriate, acquisition of daily living skills and functional vocational evaluation; and
- (4) May be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education consistent with 34 CFR 300.43 (a) and 20 U.S.C. 1401 (34).

- “Work Incentives Network (WIN)”: A benefits and work incentives planning service for people with disabilities who want to work. WIN services are supported by VR and provided by Oregon’s six (6) Centers for Independent Living.
- “Workforce Systems”: A broad term used to describe a network of federal, state, and local office that support efforts to improve the economy by addressing the current and projected needs of businesses to access qualified employees. In Oregon this includes, but is not limited to, Oregon’s state and local Workforce Investment Boards, Worksource Oregon, the Oregon Employment Department (OED) and Oregon Department of Community Colleges and Workforce Development (ECDD)
- “Working Age Adult Policy and Practice Group”: A workgroup organized and supported by DHS to address policy and practice issues related to employment services for adults with I/DD.

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- “Working age individuals”: As defined in Executive Order 15-01, adults with I/DD between the ages of 21 and 60, individuals with I/DD who are younger than 21 and who are no longer receiving public school services and those with I/DD over 60 who choose to continue employment.

Plan Goals, Actions, and Activities

The following strategies, goals, actions, and activities are planned to implement Executive Order 15-01 and more broadly the Employment First policy. Items that are bolded are specified in the requirements of the Order.

Overarching Goals – Action Steps	Major Activities	Responsible Parties & Target Dates/Ranges	Status/Comments 1/1/15
1.0 Public Policy – Infrastructure			
1.1 Align public policy with an Employment First Agenda.	A. Implement Executive Order 15-01. Including: 1. By 7/1/14 a policy that ODDS or VR will no longer purchase or fund assessments in a sheltered workshop setting 2. By 7/1/15 a policy that ODDS or VR will no longer purchase or fund new sheltered workshop placements for certain individuals with I/DD. 3. A policy that employment services will be evidence based, individualized, and based on an individual’s capabilities, choices, and strengths. 4. Update policies and administrative rules to be consistent with the Order. 5. Within authority, ODE will	A. DHS/ODDS-VR-ODE Leads July 1 2013 - July 2022	1. Policy in place and implemented. 3. Target date still in effect. 4. Policy integrated into DHS administrative rule 407-025-000 to 407-025-0120 and reflected in other policy statements.

	<p>support legislation/rule changes to prohibit local education agencies from contracting with adult service providers for employment or vocational assessment services in sheltered workshops.</p> <p>6. Develop policies/procedures for Career Development Planning that:</p> <ul style="list-style-type: none"> i. Presume capability of working in an integrated setting; ii. Prioritize employment in an integrated setting; iii. Focus on individual strengths; and iv. Have a goal of maximizing the number of hours worked based on abilities and choice. <p>B. Develop a communications, outreach and education plan for an Employment First Agenda - include social media, events and other activities with the intent to impact , train and educate all</p>		<p>5. Various rules and policies have been updated including those for ODDS Employment Services, Support Services, and CDDP Services. Additional rule and policy changes will be made as necessary.</p> <p>6. ODE adopted OAR 581-015-2245 and 581-015-2930.</p> <p>7. Career Development Plan being implemented to target populations, ongoing changes to</p>
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	<p>publics</p> <p>1. Include a clear message of expectations for Employment First and integrated employment.</p>	<p>B. DHS/ODDS-VR Agency Leads, Partners/Stakeholders January 2014 - Ongoing</p>	<p>procedures/formats may be implemented.</p> <p>B. Plan developed by January 2014. Being implemented and will be revised as necessary.</p> <p>1. Message is included on current webpage, printed materials, and included in trainings and presentations.</p>
<p>1.2 Align the statewide infrastructure</p>	<p>A. Engage in regular communication with service providers to align goals, values,</p>	<p>A. DHS/ODDS-VR Leads February 2014 and ongoing</p>	<p>A. Engagement in Provider Association meetings; weekly</p>

<p>with an Employment First Agenda.</p>	<p>and plans for infrastructure revisions</p> <p>B. Revise and align state agency administrative rules, policies and practices including:</p> <ol style="list-style-type: none"> 1. Clarify service definitions, including accurate definitions of non-work programs. 2. Clarify roles and expectations in joint planning at the individual level, as needed 3. Establish clear monitoring systems for ISP/IPE/IEP and tracking by key personnel. 4. Provide clear and ongoing communications to respective field staff, providers, and stakeholders, including joint communications on key policy, practices and rule changes <p>C. Engage consultants, service providers, OCDD, SRC, case managers and other critical partners in commenting on key infrastructure revisions</p>	<p>B. DHS/ODDS-VR Leads January 2104 and ongoing</p> <p>4. Ongoing</p>	<p>messages; written communications; and workgroups.</p> <p>B. Key administrative rules revised including those for Employment Services, Support Services, and CDDP Services. Additional rule changes will be made as necessary.</p> <ol style="list-style-type: none"> 1. Trainings implemented to clarify roles and expectations. Effort will be ongoing. 2. Trainings implemented to clarify roles and expectations. Effort will be ongoing. 3. Monitoring systems addressed in QA plan. 4. Communications
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	<p>D. Develop Policy Option Package (POP) for WIN/benefits planning services.</p>	<p>C. DHS/ ODDS-VR Agency Leads/Partners/ Stakeholders/ Consultants/SMEs July 2013 ongoing D. DHS/VR Agency Leads/ Jan 2014 - June 2015</p>	<p>ongoing via several vehicles including in-person meetings, weekly email messages, and stakeholder meetings.</p> <p>C. Consultants/SMEs from ODEP and SELN engaged for comments. Stakeholder feedback provided through various vehicles. Efforts for ongoing feedback will continue. D. POP #104 completed and included in Governor’s proposed budget for 2015-17 biennium.</p>
1.3 Enhance	A. Increase staffing as	A. DHS/ODDS-VR-ODE Leads	1. Employment First

	<p>c. Integrate Employment First Agenda in DHS overall management system.</p> <p>D. Maintain a detailed Project Management Plan that covers all Employment First agenda tasks, timelines, and responsible parties.</p>		<p>B. Ongoing interactions with various DHS central and shared services as needed to implement planned activities.</p> <p>C. DHS maintains Employment First as an adopted “Breakthrough” strategy.</p> <p>D. Detailed Project Plan exists and is revised/updated as necessary. Plan implementation structure exists. Project Manager position exists to</p>
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			oversee plan process.
1.4 Enter into written agreements with and among key public agencies ODDS, VR, ODE, OCDD, OCB and Workforce systems.	<p>A. By 1/1/14 develop and enter into MOUs between VR-ODDS-ODE that address all needed content including partner expectations, mutual responsibilities, and funding commitments.</p> <p>B. Negotiate and enter into additional agreements consistent with Employment First Agenda and Executive Order 15-01 and WIOA.</p> <p>C. By October 2015, enter into written MOUs agreements with OCB regarding cooperative efforts.</p>	<p>A. DHS/ODDS-VR Leads/ODE July 2013– June 2015</p> <p>B. DHS/ODDS-VR Leads/Affiliated Agency Leads January 2014 – October 2015</p>	<p>A. Transition MOU in place. VR-ODE MOU in place.</p> <p>B. VR-ODDS MOU to be updated. Additional MOU's/agreements as required by WIOA to be identified and initiated.</p>
1.5 Develop structure for stakeholder involvement in the: i. Development and review of key	<p>A. Implement and support a Stakeholder Policy Group per Executive Order15-01.</p> <p>B. Work with the State Rehabilitation Council (VR) and State Advisory Council on Special Education (ODE) to</p>	<p>A. DHS/ODE July 2013-Ongoing</p> <p>B. DHS/ODDS-VR Leads/ODE July 2013 –ongoing</p> <p>C. DHS/ODDS-VR Leads/ODE July 2013 – ongoing</p>	<p>A. Stakeholder Policy Group formed and meeting.</p> <p>B. These groups have consistently included Employment First updates as part of</p>

<p>strategies, administrative rules, policy and practice</p> <p>ii. Review of progress toward plan outcomes.</p> <p>iii. Recommendations to policy makers and state leadership for improvements to plan and related actions.</p>	<p>coordinate Employment First activities with their overall responsibilities.</p> <p>C. Develop and support policy and practice working groups, including the:</p> <ol style="list-style-type: none"> 1. Working Age Adult Policy and Practice Group 2. Transition Agencies Coordinating Team 		<p>their meeting agendas. This communication will continue as needed.</p> <p>C. Meetings with these working groups has occurred and will continue.</p>
<p>1.6 Meet E.O. Outcome Targets</p>	<p>A. By 7/1/22 provide Employment Services to at least 7,000 working and/or transition age individuals with I/DD on the schedule identified in the Executive Order</p>	<p>A. DHS/ODDS-VR Leads/ODE July 2013 – July 2022</p>	<p>A. Employment Services continue to be delivered according the schedule. Data will be provided to monitor implementation and achievement of targets.</p>

<p>1.7 Develop and adopt an Integrated Employment Plan</p>	<p>A. Adopt a plan to carry out the goals of Executive Order 15-01 1. Update and Revise Plan as necessary</p>	<p>A. DHS/ODDS-VR-ODE Leads/Policy Group November 2013 – Ongoing</p>	<p>A. Plan adopted, monitored for implementation and will be revised as necessary.</p>
<p>1.8 Ensure stakeholder involvement in oversight, monitoring, and action recommendations</p>	<p>A. Develop and implement a Stakeholder Policy Group that will at a minimum: 1. Make recommendations to the Director of DHS and Deputy Superintendent of Public Instruction regarding design and implementation issues, 2. Recommend outcome metrics to the state and review performance under those metrics.</p>	<p>A. DHS/ODDS-VR-ODE Leads/Policy Group November 2013 – Ongoing</p>	<p>A. Stakeholder Group formed.</p> <p>1. Recommendations made in form of letter to Gov. Kitzhaber dated 10-24-14. The role of making recommendations will continue.</p> <p>2. Metrics reviewed by Group and are part of the Integrated Employment Plan. Data is reviewed on an ongoing basis.</p>

			Role of recommending metrics and reviewing progress will continue.
1.9 Comply with HCBS integrated setting requirements for employment services.	<p>A. Support implementation of the CMS approved Transition Plan</p> <ol style="list-style-type: none"> 1. Develop policies and procedures consistent with requirements and transition plan implementation 2. Implement communications and training and technical assistance necessary to implement requirements and transition plan implementation 	<p>A. DHS/ODDS Leads/Consultants/SMEs</p> <p>Current – March 2019 Note: Specific implementation dates are identified in the Transition Plan. See Attachment #3.</p>	A. Transition Planning group and process in place.
2.0 Engage OCB in implementation of Employment First initiative	<p>A. Formalize agreement with OCB to include as a minimum:</p> <ol style="list-style-type: none"> 1. Role in implementation 2. Relationships with OVRs including joint case planning 	<p>A. DHS/ODDS-VR leads/ODE</p> <p>Current – October 2015</p>	<p>A. OCB:</p> <ol style="list-style-type: none"> 1. Executive Director participates on Policy Group 2. Staff receives

	<p>and implementation</p> <p>3. Data Collection</p> <p>4. Communications</p> <p>5. Compatible policies and practices</p> <p>6. Quality Assurance</p> <p>7. Training and Technical Assistance.</p>		<p>training from relative to Employment First and Vocational Services</p> <p>3. Engages in joint individual service planning with OVRs</p> <p>4. Engages in student transition services with education</p> <p>5. Works with CDDPs and Brokerages in individual planning for qualifying individuals</p> <p>6. Engages in person centered practices</p> <p>7. Does not utilize sheltered workshops for delivery of its services.</p>
2.0 Rates – Funding			
2.1 Implement new or modified employment	A. Engage consultants, SME, and SELN staff regarding rate model	A. DHS/ODDS-VR Leads, Stakeholders/Consultants/SMEs	A. ODEP and SELN SMEs used in

<p>service rate/funding structures that:</p> <p>i. Are compatible and complementary between VR and ODDS responsibilities</p> <p>ii. Support and incentivize the Employment First and integrated employment outcomes.</p>	<p>design, costing and service rate implementation(Comprehensive Waiver) and Support Service Waiver</p> <p>B. Establish the funding and rate relationship to the “K” Medicaid state plan option, collective bargaining agreements, and the employment services provided under Home and Community-Based waivers.</p> <p>C. Finalize, implement and update new rate models.</p> <p>D. Coordinate service rate and current payment and data collection systems to prioritize rates for Employment First and integrated employment</p> <p>E. Train partners and implement rate structure, funding, roles, policies and practices</p> <p>F. Ensure each working age adult with I/DD has available an employment service allocation</p>	<p>September 2013 – July 2015</p> <p>B. DHS/ODDS Leads/Consultants/SMEs September 2013 – July 2015</p> <p>C. DHS/ODDS-VR Leads January 2014 ongoing</p> <p>D. DHS/ODDS Leads October 2013 –ongoing</p> <p>E. DHS/ODDS Leads January 2014 – ongoing</p> <p>F. DHS/ODDS Leads July 2013 – ongoing</p> <p>G. DHS/ODDS-VR Leads July 2014 – ongoing</p> <p>H. DHS/ODDS-VR Leads October 2013 – June 2015</p>	<p>reviewing the service funding model. Model will be under ongoing review and will be revised as appropriate and authorized.</p> <p>B. “K” plan rate structure in place. Structure will be under ongoing review and will be revised as appropriate and authorized.</p> <p>C. Basic components of the rate models are in place and will be reviewed and updated as appropriate and authorized.</p> <p>D. Service rates are part of the eXPRS payment system and</p>
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	<p>for long-term services.</p> <p>G. Align guidelines for services that tie funding to service quality and outcomes</p> <p>H. Improve fluidity and flexibility of funding models to allow for easy, simple and efficient consumer choice to move to a different service provider.</p> <p>I. VR to refine job development rates to reflect job carving and customized employment.</p>	<p>I. DHS/VR Leads October 2013 – June 2015</p>	<p>the date provided will be used for prioritization and evaluation purposes.</p> <p>E. Training on the service funding model has taken place and will continue as needed.</p> <p>F. Based on the ISP and funding limits, working age adults with I/DD have access to planned long term services.</p> <p>G. Using outcome based payments for Discovery and Job Development services. Strategy considerations for quality and outcome based payment structures will continue.</p>
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			<p>H. The service funding model allows, within the established funding limits, access to a variety of services and service providers based on choice and the approved ISP.</p> <p>I. VR will have a 3rd tier for job development related to customized employment established by July 2015.</p>
<p>2.2 Identify strategies related to the effective implementation of sequenced funding, co-investing or leveraging public</p>	<p>A. Develop description of model with SME/program consultants.</p> <p>B. Review as required with State and federal funders (DHS, RSA, CMS)</p> <p>C. Draft strategies and timeline implementation. Pilot strategies</p>	<p>A. DHS/ODDS-VR Leads October 2013 – April 2014</p> <p>B. DHS/ODDS-VR Leads October 2013 – July 2015</p> <p>C. DHS/ODDS-VR Leads October 2013 – July 2015</p>	<p>A. Through ODDS service definitions the use of Discovery services in relationship to VR services is established.</p> <p>B. Discovery is part of</p>

<p>resources to ensure more flexible use of resources for Discovery and assessments.</p>	<p>if necessary.</p>		<p>the HCBS waiver submitted to CMS for approval. C. Discovery services are currently being implemented via ODDS.</p>
<p>2.3 Align policies and operating practices in planning, implementing and funding roles between ODDS, VR, OCB and ODE as they relate to employment services for transition-aged youth.</p>	<p>A. By 1/1/14 enter into MOU among ODDS, VR, and ODE designed to improve transition service outcomes. Integrate revised roles, policies and practices into the technical assistance plan and all other activities B. Publish revised rules, policies and practices C. Include critical partners – OCDD, ODE, VR and local school districts D. Implement Transition Service Pilots</p>	<p>A. DHS/ODDS-VR Leads/ODE July 2013 – Ongoing B. DHS/ODDS-VR Leads/ODE July 2013 – Ongoing C. DHS/ODDS-VR Leads/ODE July 2013 – Ongoing D. DHS/ODDS-VR Leads/ODE Sept 2013 – Oct. 2015</p>	<p>A. The MOU is in place, is reviewed for implementation and will be revised as needed. B. The relationship in funding is established in ODDS administrative rule and included in VR and ODDS policy. C. ODDS/VR/OCDD/ODE meet regularly to discuss transition services. Local schools participate in Pilot project and</p>

			<p>communicate through Transition TA Network.</p> <p>D. The “Seamless Transition Pilot” in four counties has been implemented</p>
3.0 – Capacity Building – Training – Technical Assistance			
<p>3.1 Develop strategies to focus efforts on expanding and improving service capacity and across service and systems in Oregon, as well as align systems.</p>	<p>A. Establish an overall training and technical assistance (T/TA) plan that is coordinated among key agencies including ODDS, VR, OCDD, and ODE. Including:</p> <p>1. 1/1/14 support new or existing technical assistance provider(s) or use other resources to provide leadership, training and technical assistance to employment providers and to provides, counties, support service brokerages, and vocational rehabilitation staff.</p> <p>2. ODE to provide Transition</p>	<p>A. DHS/ODDS-VR Leads/ODE/Partners/ Stakeholders/Consultants/ SMEs October 2013 – ongoing</p> <p>B. DHS/ODDS-VR Leads/ODE/Partners/ Stakeholders/Consultants/ SMEs January 2014 - ongoing</p>	<p>A. T/TA plan approved Oct 2014 is being implemented and will be revised as necessary.</p> <p>1. Training and technical assistance contracts are in place for ongoing T/TA, the Transition Pilot, and Service Provider Transformation Project.</p> <p>2. ODE has</p>

	<p>Technical Assistance through the Statewide Transition Technical Assistance Network.</p> <p>B. By 1/1/14 DHS to establish core competencies and training standards in providing evidence-based or other best practices in the delivery of integrated employment services including but not limited to the functions of career development planning, job creation, job development, job coaching, and service coordination.</p> <p>C. ODE to include professional development and technical assistance via the Statewide Transition Technical Assistance Network for teachers, administrators, and other educational service providers to include:</p> <p>1. Transition-related services and instructional approaches,</p>	<p>C. DHS/ODDS-VR Leads/ODE/Partners/Stakeholders/Consultants/ SMEs July 2014</p>	<p>implemented the Statewide Training and Technical Assistance Network staff by hiring the 8 Transition Network Facilitators.</p> <p>B. Core competencies are established, posted, and integrated into administrative rule and training activities. Core competencies will be subject to review and updated as necessary.</p> <p>C. Listed activities are being carried out by the Statewide Transition Technical Assistance Network.</p>
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	<p>2. Outcome-based transition planning approaches using discovery and person centered planning, implementation of transition-related instructional approaches.</p> <p>3. Facilitation and management of interagency teams and resources, and</p> <p>4. Encouraging the implementation of transition services consistent with education goals.</p> <p>D. Develop and draft minimum quality standards for integrated employment implementation.</p> <p>E. Establish contracts for training and technical assistance that directly support the Employment First agenda, integrated employment , the establishment of core competencies and compliance with quality standards.</p>	<p>D. DHS/ODDS-VR Leads/ODE October 2013 – April 2014</p> <p>E. DHS/ODDS Leads/ODE/ Partners/Consultants/ SMEs July 2013 - Ongoing</p>	<p>D. Incorporated into QA plan,</p> <p>E. Training and technical assistance contracts are in place for ongoing T/TA, the Transition Pilot, and the Service Provider Transformation</p>
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	<p>F. Support Employment First</p> <p>G. Establish a capacity building plan for key service needs (e.g. job development, benefits counseling, etc.)to:</p> <p>1. Ensure there are a sufficient number of qualified employment providers to deliver the services and support necessary for individuals to receive employment services.</p> <p>H. Establish output and other measures for determining ongoing service capacity needs.</p>	<p>F. DHS/ODDS-VR Teams (EFTs) Leads/ODE/Partners/ Stakeholders/Consultants/ SMEs May 2014</p> <p>G. DHS/ODDS-VR Leads/ODE/Partners/ Stakeholders/Consultants/ SMEs June 2014</p> <p>H. DHS/ODDS-VR Leads/ODE/Partners/ Stakeholders/Consultants/ SMEs June 2014</p>	<p>Project.</p> <p>F. Teams are supported through T/TA provider and Transition Pilot project contractors</p> <p>G. T/TA and capacity building plan approved Oct. 2014 and is being implemented. Plan will be revised as necessary.</p> <p>H. Incorporated as part of the approved QA plan.</p>
<p>3.2 Develop a comprehensive and coordinated strategy to increase independent</p>	<p>A. Establish core competencies in providing evidence-based or other best practices in the delivery of integrated employment services. Update as necessary</p>	<p>A. DHS/ODDS-VR Leads/ODE October 2013 – April 2014</p> <p>B. DHS/ODDS-VR Leads October 2013 – April 2014</p>	<p>A. Core competencies are established, posted, and integrated into administrative rule and training</p>

<p>provider and provider agency skills in the provision of integrated employment, job development and job coaching, including:</p> <ul style="list-style-type: none"> i. Understanding the historical perspective of employment services ii. Discovery iii. Marketing iv. Customized Employment v. Systematic Instructions/Job Coaching vi. Building Natural Supports vii. Understanding Benefits viii. Assistive and 	<p>B. Engage T/TA providers via contract to develop the process/ curriculum and delivery training assuring provider, stakeholder, and other consultant input as necessary.</p>		<p>activities. Core competencies will be subject to review and updated as necessary.</p> <p>B. Training curriculum is established through T/TA contract. Updating will occur as necessary.</p>
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Information Technology			
3.3 Engage the Business, Community Employers, Workforce Development, and Economic Development Partners	<p>A. Develop outreach, education, and awareness strategies targeted to the business community and employer</p> <p>B. Engage in and coordinate efforts with broader state efforts in:</p> <ol style="list-style-type: none"> 1. Workforce Development 2. Economic development 	<p>A. DHS/ODDS-VR Leads October 2013-Ongoing</p> <p>B. DHS/ODDS-VR Lead October 2013-Ongoing</p>	<p>A. Included in approved outreach and education plan. Strategies to be updated as necessary.</p> <p>B. Ongoing engagement at state level via DHS Director and VR leadership.</p>
4.0 Outreach and Awareness			
4.1 Build demand and expectations for integrated employment services by working with self-advocates, families and other stakeholder groups such as ODE, OCDD, The	<p>A. Coordinate planning with essential groups</p> <p>B. Develop an Education and Outreach plan including the building of essential curriculum, methods, approach and expected outcomes that includes but is not limited to:</p> <p>1. By 1/1/14 explaining the benefits of employment,</p>	<p>A. DHS/ODDS-VR Leads/ODE/Partners/Stakeholders/Consultants/SMEs June 2014-ongoing</p> <p>B. DHS/ODDS-VR Leads/ODE/Partners/Stakeholders/Consultants/SMEs January 2014 - ongoing</p>	<p>A. Strategies included in approved outreach and awareness plan, relationships with partners established, ODE has implemented contract through Family and Community Together (FACT).</p>

<p>ARC, Oregon Consortium of Family Networks, Family and Community Together (FACT), Oregon Self-Advocacy Coalition, etc., including:</p> <ul style="list-style-type: none"> i. What to ask for; ii. How to plan; and iii. Parent rights 	<ul style="list-style-type: none"> i. Addressing family concerns and perceived obstacles to participating in employment services, and ii. Encouraging individuals and families to seek employment services. <p>2. ODE will contract with an entity to implement an ongoing program of outreach to students, families, and communities.</p> <p>C. Implement and revise, as needed VR outreach to students as part of the Youth Transition Project.</p>	<p>C. DHS/VR/Consultants/SMEs January 2014-June 2014</p>	<p>B. Education and awareness plan approved January 2014 and is being implemented. Plan and strategies will be updated as necessary.</p> <p>2.ODE entered into contract with Family and Community Together (FACT) to conduct required activities. Activities are being implemented. Strategies will be revised and updated as necessary.</p> <p>C. VR staff continues to explore opportunities to expand YTP services.</p>
<p>5.0 Quality Assurance - Data Reporting, Collection and Analysis</p>			
<p>5.1 Increase</p>			

<p>monitoring and oversight capacity to assure compliance of integrated employment services consistent with policies, procedures, and expectations.</p>	<p>A. Revise field review process to reflect integrated employment expectations.</p> <p>B. Revise licensing and certification regulatory requirements to reflect integrated employment expectations.</p> <p>C. Expand the number of QA positions in ODDS.</p> <p>D. Develop and utilize output measures for key processes that indicate compliance with expectations.</p> <p>E. Revise and improve a comprehensive data collection system that as a minimum collects:</p> <p>1. The number of individuals receiving employment services,</p> <p>2. The number of persons working in competitive</p>	<p>A. DHS/ODDS-VR Leads/ODE January 2014 – ongoing</p> <p>B. DHS/ODDS Leads January 2014 – April 2014</p> <p>C. DHS/ODDS Leads October 2013 – June 2015</p> <p>D. DHS/ODDS-VR Leads/ODE/Partners/ Stakeholders/ Consultants/ SMEs April 2014 – July 2014</p> <p>E. DHS/ODDS-VR Leads/ODE April 2014 and ongoing</p>	<p>A. Included in approved QA plan.</p> <p>B. Included in approved QA plan.</p> <p>C. New QA staff positions have been added. Additional positions to be added prior to end of current biennium.</p> <p>D. Included as part of approved QA plan.</p> <p>E. Changes to data collection system have occurred. Data sharing agreements with DHS, ODE, and Employment Department established. Data needs coordinated with approved QA plan.</p>
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	<p>integrated employment, self-employment, sheltered employment, and small group employment,</p> <p>3. The number of individuals working in supported employment,</p> <p>4. The number of hours worked per week and hourly wages paid,</p> <p>5. The outcomes of employment services selected by individuals through the Career Development Planning process, including the selection of non-employment services, and</p> <p>6. Complaints and grievances.</p> <p>F. Initiate a process that allows for at least semi-annual reporting and review of the data that helps to:</p> <p>1. Identify problems or barriers to placement, retention, service gaps; and</p> <p>2. Facilitate recommendations</p>	<p>F. DHS/ODDS-VR Leads/ODE January 2014 and ongoing</p>	<p>F. Required Semi-Annual reports are being produced, distributed, and reviewed by Policy Group for issue identification and recommendations</p>
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	to DHS, ODE, and the Legislature to improve services.		for actions.
5.2 Strengthen accountability for service systems outcomes through a data management strategy that informs policy and measures program impact.	<p>A. Develop an overall quality assurance and improvement process that:</p> <ol style="list-style-type: none"> 1. Includes outcome metrics and goals and implement according to timelines. 2. Includes consumer feedback, including participation in National Core Indicators, distribute and utilize data. <p>B. Include specific provisions in contracts with CDDPs and Brokerages to accomplish the expectations of the Executive Order.</p> <p>C. Use performance-based contracts with employment service providers as appropriate.</p> <p>D. Develop cost, fiscal impact and forecasting models.</p>	<p>A. DHS/ODDS-VR Leads/ODE/ Partners/ Stakeholders/ Consultants/ SMEs April 2014 – Ongoing</p> <p>B. DHS/ODDS-VR Leads/ODE January 2014 and ongoing</p> <p>C. DHS/ODDS-VR Leads/ODE January 2014 and ongoing</p> <p>D. DHS/ODDS-VR Leads/ODE January 2015 and ongoing</p>	<p>A. Quality assurance plan approved 7-1-14 and being implemented. Plan includes required aspects. Plan and associated activities will be revised/updated as necessary.</p> <p>B. Development of contract conditions still in process. Expected completion June 2015.</p> <p>C. DHS has adopted performance-based contracting as an agency-wide breakthrough</p>

			<p>strategy. Staff are engaged in this effort.</p> <p>D. Staff engaged in DHS processes for budgeting, cost projection, service utilization and forecasting.</p>
6.0 – Innovation			
<p>6.1 Work with service providers, the case management system, and other critical partners to build cooperative alignment in supported employment and job development, rather than competition.</p>	<p>A. Convene statewide and/or regional meetings to discuss cooperative working agreements, job sharing, co-marketing endeavors, public sector employment, Project Search and other corporate marketing strategies.</p> <p>B. Work with consultants and SMEs on activities and strategies</p> <p>C. Work with the state agencies to develop government-sponsored supported</p>	<p>A. DHS/ODDS-VR Leads/ODE/Partners/Stakeholders/</p> <p>Consultants/ SMEs July 2013 - Ongoing</p> <p>B. DHS/ODDS-VR Leads/ODE January 2014 and ongoing</p> <p>C. DHS/ODDS-VR Leads/ODE January 2014 and ongoing</p> <p>D. DHS/ODDS-VR Leads/ODE January 2014 – January 2015</p>	<p>A. Current strategy being implemented through support of local Employment First leadership teams.</p> <p>B. DHS/ODE will continue engagement with ODEP and SELN. Individual SMEs will be engaged as necessary.</p>

	<p>employment and as a model employer.</p> <p>D. Work on corporate and public sector development and produce strategies</p>		<p>C. State leadership continues discussion regarding strategies for becoming a model employer.</p> <p>D. Ongoing engagement at state level via DHS Director and VR leadership.</p>
<p>6.2 Implement evidence-based, best practices and other innovations in the delivery of integrated employment.</p>	<p>A. Actively participate in the Employment First State Leadership Mentor Program (EFSLMP) and SELN, refine activities, and include in this strategic plan</p> <p>B. Work with Critical Partners to identify timeline and implementation of identified Evidence-Based or other Best Practices in Integrated Employment</p> <p>C. Identify and engage in additional Pilot projects as needed.</p>	<p>A. DHS/ODDS-VR Leads/ODE/Partners/Stakeholders/Consultants/ SMEs July 2013 - Ongoing</p> <p>B. DHS/ODDS-VR Leads/ODE/Partners/Stakeholders/Consultants/ SMEs July 2013 – Ongoing</p> <p>C. DHS/ODDS-VR Leads/ODE/Partners/Stakeholders/Consultants/ SMEs July 2013 - Ongoing</p>	<p>A. Strategies included in approved T/TA and capacity building plan. POP 104 requests additional support for service innovation activities. Engagement with EFSLMP and SELN continue.</p> <p>B. Activities and strategies included in T/TA and Capacity Building plan.</p> <p>C. Discussion of</p>

			added Pilot projects is included as part of T/TA and Capacity Building plan. POP 104 requests additional support for service innovation activities.
6.3 Engage in additional community resource-building strategies, including: i. Explore grant and other ancillary resources; ii. Explore Business to Business Networks; iii. Explore advanced practices in Ticket	A. Research and analyze strategy options, using agency staff, consultants, and SMEs B. Assess viability among options, develop implementation plan(s) for viable/recommended options. C. Implement recommended strategies. D. VR revisions to supported self-employment policy	A. DHS/ODDS-VR Leads/ODE/Partners/ Stakeholders/ Consultants/ SMEs January 2012 ongoing. B. DHS/ODDS-VR Leads/ODE April 2014 - Ongoing C. DHS/ODDS-VR Leads/ODE April 2014 - Ongoing D. DHS/ODDS-VR Leads/ODE April 2014 – Ongoing	A. Actions for additional resource building will be conducted through implementation of T/TA and Capacity Building plan. B. Assessments made as part of implementing T/TA and Capacity Building plan. C. Implementation conducted as part of T/TA and Capacity

<p>to Work, Benefits Analysis and Social Security Work Incentives, and strategies for asset development;</p> <p>iv. Explore employer-driven initiatives.</p> <p>v. Explore advanced practices in self-employment, business ownership and micro-business models; and</p> <p>vi. Improve knowledge and use of regional and national training resources.</p>			<p>Building Plan.</p> <p>D. Revisions to VR self-employment policy completed and ready for implementation.</p>
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“There is more to us than we know. If we can be made to see it, perhaps for the rest of our lives we will be unwilling to settle for less” - Kurt Hahn

Plan Outcomes and Metrics

DHS and ODE will generate and report on an array of performance-related data and information as required under Executive Order 15-01 and more generally to measure progress in implementing the Employment First Policy. Toward that end, there is an array of outcome measures that can be selected as indicators of success. For the purpose of this Integrated Employment Plan, the measures will include (a) those intended to help determine progress toward the overall goal of increasing integrated individual employment opportunities and (b) those intended to help determine progress in key strategic activities associated with meeting the overall goals.

Since the development of the initial Integrated Employment Plan in November 2013 there have been significant changes in service definitions, policies, and data collection systems. A number of changes have been related to Federal regulatory requirements. Others have been related to policy improvements desired at the state level. As a result some outcome measure statements have been revised or the baseline data has been recomputed. In either event, the changes make it more difficult to compare new outcome measures or baseline information with past performance in the same general area. Data reports will attempt to compare past and current performance in metric area with changes, so the Policy Group or other stakeholders can have the information necessary to meaningfully engage in related policy and strategy discussions. Attachment #5 provides information on changes to outcome measures, associated metrics, and associated information.

The metric areas relating to overall improvements in achieving individual integrated employment are:

1. Increase the percentage of adults with developmental disabilities receiving ODDS services who are working in Competitive Integrated Employment settings.
2. Increase the number of adults with developmental disabilities receiving ODDS services who are working in Competitive Integrated Employment settings.
3. Increase the percentage of adults with developmental disabilities receiving ODDS employment services who are working in individual integrated employment settings that receive pay at or above state minimum wage.
4. Increase the percentage of adults with developmental disabilities receiving ODDS employment services who are working in individual integrated employment settings who work 10 or more hours per week.
5. Increase the percentage of adults with developmental disabilities receiving ODDS employment services who are working in individual integrated employment settings who work 20 or more hours per week.
6. Increase the annual number of adults with developmental disabilities receiving ODDS/VR employment services who are newly placed in an individual integrated employment setting.
7. Increase the annual number of adults aged 18 - 24 with developmental disabilities receiving ODDS/VR employment services who are newly placed in an individual integrated employment setting.
8. Increase the percentage of adults with developmental disabilities in ODDS day and/or employment services who have an employment goal.

The outcome measure statements for key strategic activities are:

STRATEGY #1: Reduce Use of Sheltered Workshop Services

9. Decrease the number of adults with developmental disabilities receiving ODDS employment services who are reported as receiving sheltered workshop services.
10. Decrease the number of hours adults with developmental disabilities receiving ODDS employment services are reported as receiving sheltered workshop services.

11. Increase the number of adults with developmental disabilities receiving ODDS employment services and reported as receiving sheltered workshop services who obtain Competitive Integrated employment.

STRATEGY #2: Focus On School Age Services

12. Increase the number of community partnerships with Local Education Agencies (LEA) and VR branch offices, Community Developmental Disability Programs, and Support Service Brokerages.
13. Increase in the number of parent and student advocacy training opportunities.
14. Increase in number of aged 18 to 21 individuals eligible for ODDS services found eligible for VR services
15. Increase in number of aged 16-21 students enrolled in ODDS.
16. Increase in number of community-based work-related opportunities while in school.

STRATEGY #3: Address Service Capacity Needs

17. Increase the total number of unique providers qualified by ODDS to deliver integrated employment services.
18. Increase the total number of providers qualified by both ODDS and VR to deliver integrated employment services.
19. Increase the total number of providers qualified by ODDS to delivery discovery services and qualified by VR to provide job development services.

The Stakeholder Policy Group will periodically review the outcome measures, performance against those measures, and make recommendations for revisions or additions.

Each outcome measure will be assigned a metric as a way to evaluate progress toward the desired goal. The metric will be based on current baseline and performance information as well as projected service utilization. Some outcome measure statements new to this plan may not have existing baseline information upon which to

project metrics. In those situations, a period of data collection to establish baseline information will be completed prior to the establishment of longer term metrics.

The Stakeholder Policy Group will review the metrics of each outcome measure on a periodic basis and make recommendations for changes or adjustments as new policies/practices are initiated, needed capacity is built, and more robust data systems are developed.

The overall performance measures and metrics are as follows:

#1	Increase the percentage of adults with developmental disabilities receiving ODDS employment services who are working in Competitive Integrated Employment settings.						Measure since: 11/01/13 Revised 7/1/15			
DATE			Baseline (SFY 15)	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Actual			14.0%							
Target				14.9%	15.5%	16.0%	16.5%	16.9%	17.4%	17.8%

#2	Increase the number of adults with developmental disabilities receiving ODDS employment services who are working in Competitive Integrated Employment settings.						Measure since: 11/01/13 Revised 7/1/15			
DATE			Baseline (SFY 15)	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Actual			1,685							
Target				1,790	1,890	1,980	2,070	2,150	2,240	2,330

#3	Increase the percentage of adults with developmental disabilities receiving ODDS employment services who are						Measure since: 11/01/13 Revised 7/1/15			
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	working in individual integrated employment settings that receive pay at or above state minimum wage.									
DATE			Baseline (SFY 15)	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Actual			94.3%							
Target				100%	100%	100%	100%	100%	100%	100%

#4	Increase the percentage of adults with developmental disabilities receiving ODDS employment services who are working in individual integrated employment settings who work 10 or more hours per week.						Measure since: 11/01/13 Revised 7/1/15			
DATE			Baseline (SFY 15)	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Actual			40%							
Target				43.1%	46.4%	50.0%	53.8%	57.9%	62.4%	67.2%
Count			232	260	291	326	365	409	458	513

#5	Increase the percentage of adults with developmental disabilities receiving ODDS employment services who are working in individual integrated employment settings who work 20 or more hours per week.						Measure since: 11/01/13 Revised 7/1/15			
DATE			Baseline (SFY 15)	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Actual			10%							
Target				11.1%	12.3%	13.7%	15.0%	16.6%	18.4%	20.3%

Count			58	67	77	89	102	117	135	155
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#6	Increase the annual number of adults with developmental disabilities receiving ODDS/VR employment services who are newly placed in an individual integrated employment setting.						Measure since: 1/01/15			
DATE	Baseline (SFY 13)	SFY 14	SFY 15	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Actual	266	295								
Target			290	315	330	350	370	390	410	420

#7	Increase the annual number of adults aged 18 -24 with developmental disabilities receiving ODDS/VR employment services who are newly placed in an individual integrated employment setting.						Measure since: 1/01/15			
DATE	Baseline (SFY 13)	SFY 14	SFY 15	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Actual	137	134								
Target		150	160	170	180	190	200	210	220	230

#8	Increase the percentage of adults with developmental disabilities in ODDS day and/or employment services who have an employment goal.						Measure since: 1/01/15			
DATE			Baseline (SFY 15)	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22

Actual			33.8%							
Target				36.8%	39.2%	50%	60%	70%	80%	90%

#9	Decrease the census of adults with developmental disabilities receiving ODDS employment services who are reported as receiving sheltered workshop services.						Measure since: 1/01/15			
DATE		Baseline SFY14	SFY15	SFY16	SFY17	SFY18	SFY19	SFY20	SFY21	SFY22
Actual		2,717								
Target			2,190	1,860	1,530	TBD(1)	TBD(1)	TBD(1)	TBD(1)	TBD(1)

(1) Compliance efforts with HCBS integrated setting regulations, and implementing the required Transition Plan, may impact target numbers or dates. If targets and dates change, those in associated outcome measures may also change.

#10	Decrease the number of hours adults with developmental disabilities receiving ODDS employment services are reported as receiving sheltered workshop services.						Measure since: 1/01/15			
DATE		Baseline SFY14	SFY15	SFY16	SFY17	SFY18	SFY19	SFY20	SFY21	SFY22
Actual		108,000								
Target			94,610	80,350	66,100	TBD(1)	TBD(1)	TBD(1)	TBD(1)	TBD(1)

(1) Compliance efforts with HCBS integrated setting regulations, and implementing the required Transition Plan, may impact target numbers or dates. If targets and dates change, those in associated outcome measures may also change

#11	Increase the number of adults with developmental disabilities receiving ODDS employment services and reported as receiving sheltered workshop services who obtain Competitive Integrated Employment.						Measure since: 1/01/15 Revised 7/1/15			
DATE			Baseline SFY15	SFY16	SFY17	SFY18	SFY19	SFY20	SFY21	SFY22
Actual			105							
Target				130	160	170	170	150	130	100

STRATEGY #2: FOCUS ON SCHOOL AGE SERVICES

#12	Increase in number of community partnerships with Local Education Agencies (LEA) and VR branch offices, Community Developmental Disability Programs, and Support Service Brokerages.						Measure since: 1/01/15			
DATE			Baseline SFY15	SFY16	SFY17	SFY18	SFY19	SFY20	SFY21	SFY22
Actual			TBD(2)							
Target				TBD(2)	TBD(2)	TBD(2)	TBD(2)	TBD(2)	TBD(2)	TBD(2)

(2)The baseline and targets for this outcome measure are still being developed. This information will be available by 9/1/15 and incorporated into the plan at that time.

#13	Increase in the number of parent and student advocacy training opportunities.						Measure since: 1/01/15			
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DATE			Baseline SFY15	SFY16	SFY17	SFY18	SFY19	SFY20	SFY21	SFY22
Actual			TBD(2)							
Target				TBD(2)						

(2)The baseline and targets for this outcome measure are still being developed. This information will be available by 9/1/15 and incorporated into the plan at that time.

#14	Increase in number of 18 to 21 year old individuals enrolled in ODDS services found eligible for VR services.						Measure since: 1/01/15			
DATE	Baseline (SFY 13)	SFY 14	SFY 15	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Actual	281	394								
Target		340	390	433	450	480	500	525	550	580

#15	Increase in number of aged 16-21 students enrolled in ODDS.						Measure since: 1/01/15			
DATE	Baseline (SFY 13)	SFY 14	SFY 15	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Actual	3,821	4,008								
Target		4,000	4,150	4,300	4,450	4,610	4,770	4,940	5,110	5,290

#16	Increase in number of community-based work related opportunities while in school.						Measure since: 1/01/15			
DATE			Baseline SFY 15	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22

Actual			TBD(2)							
Target				TBD(2)						

(2)The baseline and targets for this outcome measure are still being developed. This information will be available by 9/1/15 and incorporated into the plan at that time.

STRATEGY #3: Address Service Capacity Needs

#17	Increase the total number of unique providers qualified by ODDS to deliver integrated employment services.						Measure since: 1/01/15			
DATE			Baseline SFY 15	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Actual			47							
Target				61	71	81	83	84	86	88

#18	Increase the total number of providers qualified by both ODDS and VR to deliver integrated employment services.						Measure since: 1/01/15			
DATE			Baseline (SFY 15)	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Actual			33.8%							
Target				36.8%	39.2%	50%	60%	70%	80%	90%

#19	Increase the total number of providers qualified by ODDS to delivery discovery services and qualified by VR to provide job						Measure since: 1/01/15			
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	development services.									
DATE			Baseline (SFY 15)	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20	SFY 21	SFY 22
Actual			26							
Target				46	60	74	75	77	79	80

*Never look back unless you are planning to go there”
~ Henry David Thoreau*

Additional Public Policy Changes and Influences Related to the Employment First Initiative

During the last 30 years, major public policy shifts have occurred. There have been significant revisions to the methods that provide services and supports for people with intellectual and other developmental disabilities. Few other human service fields have experienced as significant a rate of social, educational and technological change. The following is a summary of external policy changes or revisions that have had impact on local services and the Oregon service system.

This is intended to present a background for those readers who may be unaware of historic activity.

1975 Education for All Act – Public Law 94-142

This federal law mandating public education for everyone has perhaps had more impact than any other single policy change. Individuals with developmental disabilities no longer had to be institutionalized in order to receive formal training or educational opportunities. The trend quickly moved toward maintaining children with their families in their communities and developing services for adults, so that they might also be able to live in local communities. The Education for All Act was adopted by the Oregon state legislature in 1973.

1983 Title XIX Waiver

Federal policy shifts toward community-based services allowed states to use Title XIX dollars for community services. Previously these dollars could only be used in institutions. Waivers are limited to an approved number and must be agreed upon by the federal funding agency. Oregon was the first state to include supported employment on the waiver.

1985 Department of Education, Office of Special Education & Rehabilitative Services, Department of Health and Human Services.

Federal funding was appropriated at this time to assist 27 states in converting large portions of their service systems to supported employment. Oregon was the recipient of three Supported Employment and High School Transition Systems Change Grants from 1985 to 1995.

The Developmental Disabilities Act

This legislation augmented the funding for the 27 states to convert to supported employment. Grants to the states were for demonstration projects and business development.

1986 Rehabilitation Act Amendments

Amendments to this act provided Title 6-C funds for all states to participate in supported employment. A major outcome of this funding has been to elevate the expectations for people with developmental disabilities.

Amendments to Social Security Acts

By 1986, it was consistently demonstrated through Supported Employment that people with developmental disabilities could work in regular jobs in the community when the appropriate supports were provided. They could be successful, as well as more economically independent. National policy made a dramatic shift at this time with the passage of amendments to the Social Security Act that provided incentives for working to individuals

receiving Supplemental Security Income (SSI). In addition, individuals who became employed in the community were no longer at risk of losing Medicaid coverage.

Amendments to the Education for All Act 99-457

This legislation offered substantial incentives for states to provide comprehensive, coordinated services to children birth to age six and their families. The focus of this legislation shifts the emphasis of services to supporting and empowering families while encouraging collaboration at the community level.

1990 Americans with Disabilities Act

This legislation addressed civil rights issues of all persons with disabilities. It focuses mainly on employment, public accommodations, transportation and communication. Under this act if a person with disabilities is qualified to do a job, an employer cannot refuse the person due to disability. Employers are required to make certain job modifications and possibly communication services are to be required of employers. All public accommodations have to be accessible. Publicly funded transportation is required by a certain date to have all bus purchases be accessible.

1991 Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is the amended version of the Education of the Handicapped Act (1975) and was originally authorized for five years. This special education law puts new emphasis on meeting the needs of minorities with disabilities; improving personnel recruitment and retention; and advancing early intervention services. IDEA now mandates that schools help students with disabilities plan for when they leave school and authorizes a one-time grant program aimed at improving transition services (Individuals with Disabilities Education Act, P.L. 101-476).

1992 Rehabilitation Act Amendments

In 1920, the federal-state vocational rehabilitation program was established. On many occasions, this act has been revised to improve the range of vocationally related services available to people with disabilities. The Rehabilitation Act of 1973 had its most recent reauthorization and amendments in 1986. In 1992, Congress again reauthorized and revised the programs established by the Rehabilitation Act of 1973. Some of the intended outcomes of the revisions are:

- To improve the functioning of the vocational rehabilitation system by streamlining access; expand services to those people with the most severe disabilities; improve interagency relationships; and increase the involvement of the business community;
- To promote the independent living philosophy;
- To increase the choice and involvement of people with disabilities; and
- To increase the accountability and quality of services at all levels.

1997 IDEA Reauthorization

IDEA was reauthorized in May of 1997. Several assaults had been made on this law by a variety of groups prior to its final reauthorization. The law currently requires local school systems to provide a free appropriate education for children with disabilities. Federal funds are available to states for elementary and high school education only after a state has a federally approved plan for educating children with disabilities. In addition, IDEA requires participating states to establish specific administrative procedures by which parents or legal guardians may challenge the identification, evaluation, or educational placement of the children. Requirements of the law are conditions of federal assistance or duties arising from participation in this voluntary federal program.

IDEA has provided millions of students with disabilities access to a free and appropriate education. However, the law imposes significant costs and administrative burdens. Although IDEA currently includes a provision authorizing the federal government to pay up to 40 percent of services to be provided under the law, only about

8 percent is currently appropriated. The law also limits the flexibility of states and local governments to combine IDEA funds with other funding streams to meet the unique needs of their children.

The resolution of disputes under the Act also has become overly litigious and has added to implementation costs. Currently, local agency decisions may be challenged in either state or federal court. Changes that have actually been made to IDEA for the most part reinforce the commitment to educate all children. Federal funding for schools and special education will actually increase to better match the original commitment made in the law. After a certain level, school districts will be allowed to shift up to 20 percent of their state funding as long as all children with disabilities are served. Students in special education who have challenging behavior or who could be a safety risk to themselves or others can now be served in an alternative way for up to 45 days. This section can be a problem if it is misused or the nature of a student's disability is not clearly taken into consideration by staff.

The Arc, as well as others, examined the reauthorization and found it to be "fair and balanced" and that it would "maintain the right to a free, appropriate public education for all children with disabilities." The bill strengthens parental participation in all aspects of IDEA, and provides essential supports to parents and school personnel through training, technical assistance and research activities. The bill also reduces the paperwork burdens for schools, and reduces the need for litigation due to a new focus on alternative dispute resolution.

1999 Work Incentives Improvement Act of 1999

The Work Incentives Improvement Act (WIIA) allows people with disabilities to keep their healthcare buy-in into Medicaid. By allowing them to retain their Medicare, people with disabilities no longer have to choose between work and health care coverage when they return to work. WIIA also modernized the employment services system by creating a "ticket" that enables SSI and Social Security Disability Insurance beneficiaries to go to any of a number of public or private providers for vocational rehabilitation.

1999 The Olmstead Decision

The Olmstead Decision is a landmark case for people with disabilities that upheld the right of people to live in the least restrictive setting appropriate to their needs. Two Georgia women whose disabilities include intellectual disability and mental illness brought the Olmstead case against the State of Georgia. At the time the suit was filed, both plaintiffs lived in State-run institutions, despite the fact that their treatment professionals had determined that they could be appropriately served in a community setting.

The plaintiffs asserted that continued institutionalization was a violation of their right under the ADA to live in the most integrated setting appropriate. The State of Georgia continued to appeal the decision at each level. In 1999, the Supreme Court upheld the lower court finding that states must administer their services, programs, and activities “in the most integrated setting appropriate to the needs of qualified individuals with disabilities.” The court stated directly that, “Unjustified isolation...is properly regarded as discrimination based on disability.” It observed that, “Institutional placement of persons who can handle and benefit from community settings perpetuates unwarranted assumptions that persons so isolated are incapable or unworthy of participating in community life.”

Oregon is currently a defendant in a class action in federal court in which the plaintiffs and the United States Department of Justice contend that Olmstead applies to the employment service setting and that sheltered workshops are akin to residential institutions. Oregon disagrees that Olmstead applies in this context and filed a motion to dismiss on that basis. The Court ruled against Oregon on that point, but no final judgment has yet been entered in the case, nor have appeals been exhausted. Until such time as a final non-appealable judgment is entered, Oregon does not concede but will assume that Olmstead does apply to the employment service setting.

2006 IDEA Regulations Announced

In 2006, new regulations were announced as Part B to the Individuals with Disabilities Education Act. The final regulations furthered the President’s goal that no child, including each and every one of America’s many students

with disabilities, should be left behind. By aligning the regulations with the No Child Left behind Act, there is a new focus on ensuring that students with disabilities are held to high expectations.

2011 - CMS information bulletin updating the Home and Community Based Waiver instructions and technical guide regarding employment and employment related services.

2012 - Letter from the United States Department of Education based on a series of questions from Disability Rights Wisconsin on the applicability of the least restrictive environment (LRE) requirements of the Individuals with Disabilities Act (IDEA) to transition work placements.

2014 CMS Home and Community-Based Services Regulations

On January 16, 2014 the Centers for Medicare and Medicaid Services (CMS) issued rules that defined and described home and community-based setting across several Medicaid programs, including 1915(c) Waivers and 1915(k) Community First Choice (CFC) State Plan Option services. In order to receive Medicaid reimbursement from the federal government for providing home and community-based services, states must ensure, based on a CMS approved transition plan, that the services are delivered in settings that meet a new definition of home and community-based (HCB) setting. This definition outlines several qualities that a service setting must meet. Included is that the setting is integrated and supports full access of individuals to the greater community, including opportunities to seek employment and work in competitive integrated settings. These rules apply to both residential and non-residential settings. On April 2015, Oregon submitted a revised proposed Transition Plan to CMS, which describes Oregon efforts to provide integrated residential and non-residential services, including day services. Attachment #3 provides a link to the current Transition Plan.

July 2014- The Workforce Innovation And Opportunity Act (WIOA)

WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market. The purpose of WIOA is to better align the workforce system with education and economic

development in an effort to create a collective response to economic and labor market challenges on the national, state, and local levels. WIOA also authorizes programs for specific vulnerable populations. In addition, WIOA authorized other programs administered by the Department of Education and the Department of Health and Human Services. WIOA replaced the Workforce Investment Act of 1998 and retains and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

Contact Information

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<http://www.oregon.gov/dhs/employment/employment-first>

Attachments

Attachment #1 can be found here:

<http://www.oregon.gov/dhs/employment/employment-first/Documents/Executive-Order-Employment-First.pdf>

Attachment #2 can be found here:

<http://www.oregon.gov/dhs/employment/employment-first/Documents/policy.pdf>

Attachment #3 can be found here:

<http://www.oregon.gov/dhs/dhsnews/Documents/Global%20Transition%20Plan%204-21-15.pdf>

Attachment #4 can be found here:

<http://www.oregon.gov/dhs/employment/employment-first/Documents/7-6-15%20Integrated%20Employment%20Plan%20Attachment%204.pdf>

Attachment #5 can be found here:

<http://www.oregon.gov/dhs/employment/employment-first/Documents/7-6-15%20Integrated%20Employment%20Plan%20Attachment%205.pdf>

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