

Executive Summary DRAFT

With a select group of eight individuals who are moving out of WA State RHCs, have recently moved, or are currently part of the RCLE project, who have collaborative teams (family, residential, employment, DDA, VR, schools, etc.) which choose to be part of and are committed to this project, create a person centered plan with the person and his/her team. Together help the person achieve their personal goals, increase community relationships and activities, and make significant progress on their pathways to employment. Measure and report progress.

- Engage a project plan advisor to assist in design of the project model
- Establish values, criteria, commitments, and identify the individuals, teams, and committed team leaders. Share information re: “This is how we will be working, do you want to be involved?” Team members sign a Team Charter.
- Develop project goals, project gatherings, share information across teams, and create project excitement for all participants including the individual, family, DDA CRM, residential and employment providers, and other team members.
- Develop a collaborative model, protocol and discovery/employment process, with clear and consistent benchmarks and monthly reports, for the teams to follow which outlines roles on the team, responsibilities, team building mechanisms, feedback loops, and accountability. Operationalize discovery and the employment process. Operationalize communication and follow-through.
- Gather the project Steering Committee to inform and guide the project, with regular updates and progress meetings every 4 months
- Work with counties and teams to generate County Service Authorizations (CSAs) in a timely manner hopefully before the person leaves the RHC
- Use county, DDA RCL enhancements, VR, SSA, and other resources to assist the individuals in the process
- If desired, each team will identify and work with a consultant with expertise in the issues identified for moving forward
- Develop Community Connector plans for each team
- Customize a learning program for residential and employment providers, in conjunction with the DDA and Quad-County Learning Group. Increase skills and assistance practicing skills, and figure out what teams need to implement what they learn
- Make use of targeted technical assistance and TA to address issues and possibilities
- Make use of video technologies and low tech/high tech for communication
- Gather data on benchmarks, what is working/is not working, the TA process, and progress
- Share project information, outcomes, stories, struggles, and advances in the www.liveinclusive.org website
- Monthly one hour webinars with all participants to share experiences, lessons learned, and progress/challenges
- Incorporate use of communication system and community behavior support plans (as opposed to in-home behavior support plans)

RCL Employment Project Team Charter

Date: _____

Team Name:

Team Lead:

Purpose: To engage in and develop a methodical person-centered planning and discovery process and achieve the goals of the focus participant through planning, collaboration, and action.

Values Base/County Guidelines:

- Power and Choice
- Relationships
- Status/Contribution
- Integration
- Competence
- Health and Safety

Expected Improvements (by June 30, 2015):

- Everyone working together on a plan, develop goals, everyone collaborate/work together to accomplish goals
- Value to all team members: personal engagement in a dynamic person-centered planning and discovery process which assists the focus person in achieving a richer, fuller life. By the end of the project, all people involved in the project will have a better understanding and ability to work collaboratively and accountably in achieving the next year's life goals of the focus participants.
 - Benefit to person: enriched life with more community activities, relationships, and paid work
 - Benefit to family, CRM, and residential supports: assistance and support working on life goals, teamwork around planning and ISP/IISP goals, and a happier and more active loved one. Potential for Technical Assistance and expertise to address issues. Learning to increase the success of their clients.
 - Benefit to employment service provider: teamwork and collaboration in preparing for, getting to know, finding a job for, and supporting a person on the job. Potential for Technical Assistance and expertise to address issues. Learning to increase the success of their clients.
- Increased community activities, relationships, work experiences, skill development, and eventually paid jobs for participants, all in line with the person's interests and preferences as identified throughout the process.
- If desired, each team will identify and work with consultants with expertise in the issues identified for moving forward
- Increased collaboration between all team members.
 - Role of the person: direct the process

- Role of the family, CRM, and residential supports: Become an integral part of the team, assist with activities that prepare for and support a person to be successful in a job. Incorporate goals and plans into the ISP and IISP. Assist in making connections and support community activities, outings, assessments, and jobs as decided in team meetings
- Role of the employment service provider: facilitate the team process, take the lead on employment, use the wisdom of the group to generate ideas and contacts. Seek out new resources to assist the person in achieving their goals.
- Develop and refine model, tools, lessons learned, keys to success, and stories to share statewide.
- Generate records and progress on pathway

Membership: Voluntary and committed. Meeting times and dates to be set by the team.

Accountability: Team leads, with assistance from the RCLE project coordinator and using the team collaboration tool, will establish action plan steps, those responsible, and progress toward goals. The team lead will submit a monthly report to DDA detailing progress.

Leadership & Record-keeping: The team lead will keep track of progress on the team collaboration tool.

Boundaries: To be developed by the team

Decision-making: To be decided by the team. Significant efforts will be made to ensure the focus person is able to make decisions as part of the process, in any way that makes sense for them.

Guidelines: The project coordinator and Steering Committee are developing the team collaboration tool to outline the general process, timelines, benchmarks, and guidelines.

Responsibilities: To be developed by the team.

Meeting Mechanics: To be discussed by the team.

Ground Rules: To be developed by the team.

Signatures:

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print name		signature
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RCL Employment Project 2014-2015

Team Collaboration Tool DRAFT

The outcome for a pathway is a richer, fuller life with increased community activities, relationships, and paid employment. The person, their family, Case Resource Manager, residential supports, and employment supports (the 'team') will be involved with all facets of the plan and action steps.

Phase (from below): _____

Goal #1:				
Action Step	Who is responsible	By when	Notes	Completed
Goal #2:				
Action Step	Who is responsible	By when	Notes	Completed

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Goal #3:

Action Step	Who is responsible	By when	Notes	Completed

Community and Employment Activities

Phases - Strategies & Progress/Outcome Measures

The following used, as a basis, the "Employment Activities– Strategies & Progress/Outcome Measures" created by WA State DDD Employment service stakeholders in March 2011

ELEMENTS IN PHASES	TOOLS & STRATEGIES	PROGRESS MEASURES	TIMEFRAME/ EXPECTED DATE/ ACTUAL DATE
RHC Transition			
1. Interview and Hire Employment Provider (if not on board yet)	<ul style="list-style-type: none"> • Work with DDA CRM and county to establish a CSA • Interview a minimum of three Employment Providers • Choose the Employment Provider to work with • Establish the CSA • Provider perform intake 	<ul style="list-style-type: none"> • Employment provider signs Team Charter • CSA in effect 	1-3 months/ _____/ _____

2. Establish Team Members	<ul style="list-style-type: none"> • Starting with RCL transition team, identify guardian, family members, friends, RHC staff, residential service provider, employment service provider, school staff, and community members (as appropriate to the person and situation) who will commit to planning and collaborating to assist the person in reaching their next year's goals • Identify Team Lead • Team members sign Team Charter 	<ul style="list-style-type: none"> • Create team roster and identify Team Lead • Sign Team Charter • Schedule first Team Meeting 	1 Month/ _____ _____
3. Person-centered Futures Plan	<ul style="list-style-type: none"> • RCLE Coordinator schedule planning session • Conduct first planning meeting • Identify community and employment themes to pursue • Establish next steps action plan with action, person/people responsible, and deadline • Coordinator send notes to team • Team leader provides oversight and follow-through, and monthly progress reports 	<ul style="list-style-type: none"> • Completed plan with clear activity and employment themes and actionable next steps • Accountability • Measures and outcomes identified according to the plan • With DDA CRM assistance, update individual's ISP and IISP appropriately 	1-2 months/ _____ _____

<p>4. Residential - Community Discovery and Exploration</p>	<ul style="list-style-type: none"> • Residential provider and others work together to plan and take part in community activities according to the evolving plan • Team share information about what is working/not working and update the plan accordingly • Team gather information and contacts for future exploration, informational interviews to learn more, and potential workplace assessments/jobs • Work information into ISP and IISP as appropriate • Look at developing communication plan and skills, using Technical Assistance if helpful • Look at developing a community-based behavior support plans using Technical Assistance if helpful. 	<ul style="list-style-type: none"> • Increase in community activities and relationships • Team lead will report in monthly progress reports the number, duration, and activities of the person's monthly community outings • The plan will be updated accordingly • Updated ISP and IISP 	<p>Ongoing</p>
<p>5. Discovery for Employment</p>	<ul style="list-style-type: none"> • Interview the person, family, friends, neighbors, teachers and others recommended by the individual/family • 6-8 meetings and 20-30 hours maximum • Observe the individual in different community and home settings including familiar and unfamiliar venues 	<ul style="list-style-type: none"> • Discovery profile that informs and updates the person-centered plan and next steps and activity/vocational themes • Development of an employment goal, a direction for job development, and a list of specific tasks the individual can perform competitively. Include goals, methods, strategies, and planning for movement forward. 	<p>2-3 months/ _____ _____</p>

	<ul style="list-style-type: none"> • Conduct activities that change the time/place/people/environment/supports to learn more about the job seeker in different ways, i.e. time-limited job experiences such as tours/job shadowing/volunteer jobs • Research current community activities and job market/employers and compare to current interests, preferences, and skills • Capture information in a Discovery profile and create a list of 20 potential activities and employers • Identify potential need for training/TA 	<ul style="list-style-type: none"> • List of potential activities and employers • List of needs for training/TA to support the plan 	
<p>6. Employment-Assessment/ Job Preparation</p>	<ul style="list-style-type: none"> • Perform informational interviews with identified employers/businesses • Develop Community based assessment sites or volunteer positions • Support the job seeker on the site in orientation/training • Apply for DVR services if appropriate • Identify current level of performance, learning and performance characteristics, preferences, supports, accommodations, needs for accessibility assistance, technology and/or personal assistance needed • Consider transportation • Further refine plan 	<ul style="list-style-type: none"> • Updated plan • Define behavioral challenges and strategies to reduce the likelihood of the behavior occurring; Habits, routines and idiosyncrasies; Degree of supports likely to be needed; and type and amount of negotiation likely to be needed. • Create resume or video profile/portfolio for use in job development • Monthly reporting of progress 	<p>3-6 months/ _____ _____</p>

<p>7. Marketing/ Job Development</p>	<ul style="list-style-type: none"> • Develop marketing tools • Research/target employers and develop relationships • Conduct tours • Develop employment proposals and outline for businesses expectations • Team – Network • Evaluate potential needs for support, accommodation, and strategies for success • Negotiate with employer • Identify potential natural supports • Assist with interview or working interview • Customize the job by negotiating hours, tasks, wages, accommodations 	<ul style="list-style-type: none"> • Updated resume/video profile • Update goals and plan • Share relevant research of businesses with teams • Workplace analysis defining employer needs has been completed. • An employment offer that meets the needs and preferences of the employer and the job seeker. • A satisfying job match that meets employee and employer needs and wants. 	<p>3-6 months/ _____ _____</p>
<p>8. Job Coaching Intensive on-the-job-supports *</p>	<ul style="list-style-type: none"> • Setup transportation (bus training/Access) and coordinate schedule with individual and family/home site • Perform a Job Analysis/task analysis to learn about the tasks employee will be performing • Provide assistance with Training/staff orientation 	<ul style="list-style-type: none"> • Transportation is secured. • A new employee who has been oriented to the job and has supports/assistive-technology/information and the structure to complete the job either with or without long 	<p>1-6 months/Ongoing _____ _____</p>

	<ul style="list-style-type: none"> • Provide safety/emergency info sheets to employer and safety protocol discussed with employee • Provide Job Coaching and training for the individual, co-workers, supervisors Develop natural supports with co-workers • Develop supports to maintain independence i.e. jigs, checklist, pictorial job map/description • Maintain continuous communication with the team • Maintain continuous evaluation-modifying job- site tasks and supports as necessary • Develop natural supports • Develop fading plan <p>Develop follow-up support plan</p> <ul style="list-style-type: none"> • Check in with manager and employee periodically or as needed • Provide additional job training for either the new employee or for the co-workers and supervisors 	<p>term supports.</p> <ul style="list-style-type: none"> • An informed/trained staff in the new employee's company including a supervisor, co-workers and a/o" contact person that can answer questions on the job for the new employee and know who to contact for outside supports. <ul style="list-style-type: none"> • Co-worker(s) that will assume a „natural support" relationship with the new employee. • A fading plan is in place with strategies/natural supports and contacts. • The new employee has reached "stabilization" and funding is switched from DVR to long term funding source. • A follow-up support plan is in place. 	
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	<ul style="list-style-type: none">• Conduct problem recognition/solve communication and/or work or life challenges• Advocate for higher wages, hours and increased responsibilities and advanced career opportunities• Evaluate biannually employment plan• Develop employer evaluation and use for feedback loops to program improvement• Modify job-add tasks-provide additional training support as necessary• Continue to build on the employer relationship Maintain communication with family/home site Assess use of Work Incentives such as PASS, IRWE.	<p>Stable employment and /or advancement on a career path.</p> <ul style="list-style-type: none">• An employer feedback system that evaluates both the employee and the support system.• Solid communication loops and expectations with employee, employer, family and others are in place as needed.	
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