

**Washington State Division of Developmental Disabilities
Jobs by 21 Partnership Project Report for FY 2009**

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Washington State Division of Developmental Disabilities Jobs by 21 Partnership Project Report for FY 2009

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EXECUTIVE SUMMARY

The Jobs by 21 Partnership Project was funded by the Washington State Legislature for the 2007–2009 biennium. The Division of Developmental Disabilities (DDD) was authorized to identify and demonstrate best practices in sustainable partnerships among Washington’s counties, school districts, employers, families, students with developmental disabilities, and adult service agencies. The focus of the collaborative relationships between Partnership Projects stakeholders was to obtain “Jobs by 21” for young adults with developmental disabilities.

Need for the Jobs by 21 Partnership Project

The federal *Individuals with Disabilities Education Improvement Act* (IDEIA) and the Washington *Working Age Adult Policy* both place an emphasis on the importance of employment for young adults with developmental disabilities, but there is evidence that the goals of these policies have not been met for all young adults in Washington. Billing and reporting data collected by DDD in 2007 clearly indicate that 87% of young adults turning 21 who were eligible for DDD services were not employed in the three months after graduation from high school.

Project Award Criteria

Following the provision of funding in the 2007–2009 DDD budget, county Developmental Disability (DD) offices were asked to respond to a DDD-issued “Criteria for Award” to receive Jobs by 21 Partnership Project funds for fiscal year 2009. This was the second year that Jobs by 21 Partnership Project funds were available. Fifteen counties requested Project Awards, and eleven received funds for the project from July 2008 to June 2009. Funding paid for these counties to work collaboratively with school and adult agencies to support students ages 20 to 21 who were clients of DDD in obtaining employment prior to exiting school.

Methodology

The Institute for Community Inclusion (ICI) at the University of Massachusetts Boston was contracted by DDD to conduct an evaluation of the Jobs by 21 Partnership Project. Working in conjunction with the DDD Project Manager, ICI researchers analyzed data from several sources, including the Employment Security Department’s Unemployment Insurance Employment Database and DDD’s Case Management Information System (CMIS) to understand the impact of the Partnership Project on employment outcomes for young adults with developmental disabilities in Washington. Additionally, data was collected and analyzed on the impact that the Partnership Project had on the level and types of stakeholder collaboration.

Individual Employment Outcome Findings

Quarterly job obtainment, quarterly wage, and quarterly hour data was compared across 11 Partnership Project Counties and the remaining 28 Non-Partnership Project Counties, and across

230 Partnership Project Participants and 535 Non-Partnership Project Participants. Data from the fiscal quarters April 1–June 30, 2009 and July 1–September 30, 2009 were drawn from the Employment Security Department’s (ESD) quarterly wage data. These data are supplemented by data for the fiscal quarter July 1–September 30, 2009 from DDD that allow for an expansion of the number of variables through which employment outcomes could be described. DDD’s data collection system includes variables that are not included in the ESD system. These are: type of employment service, level of employment support need and overall support needs for daily living, place of residence, waiver status, and the ratio of dollars earned to cost of employment services.

Partnership Project Participants were more likely to earn wages before graduation. Individuals who participated in their county’s Partnership Project were more likely to earn wages than non-participants prior to their graduation from high school. Thirty-seven percent (37%) of individuals who participated in the Partnership Project had wage and hour data reported to the Employment Security Department between April 1 and June 30, 2009, compared with 12% of individuals who lived in Partnership Project Counties but did not participate. Only 20% of young adults in Non-Partnership Project Counties had wage and hour data reported between April 1 and June 30, 2009.

Partnership Project Participants were more likely to earn wages compared to non-participants after graduation. Forty-two percent (42%) of individuals who participated in the Partnership Project had wage and hour data reported to ESD in the fiscal quarter July 1–September 30, 2009, compared with 12% of individuals who lived in Partnership Project Counties but did not participate. Only 21% of young adults in Non-Partnership Project Counties had wage and hour data reported to ESD for the first quarter following their graduation from high school.

Partnership Project Participants who received funding from DDD on average earned higher wages than Non-Participants. In the three months after graduation from high school, young adults with developmental disabilities who participated in the Partnership Project and received continuing supports funded by DDD earned higher wages than Non-Participants. This trend held true regardless of whether the individual lived in a county with a Partnership Project.

There was no appreciable difference on average in the number of hours worked across groups. In the three months after graduation, young adults with developmental disabilities who worked and who participated in the Partnership Project worked a similar number of hours compared to Non-Partnership Project County Clients who worked.

There was no appreciable difference in initial cost effectiveness for individuals who received funding from DDD. In the three months after graduation, Partnership Project participants who received continuing supports funded by DDD earned \$57 for every \$100 DDD spent to initially support them in county employment services. This was a similar cost to Non-Partnership Project County Clients who earned \$62 for every \$100 DDD spent. However, the earning and cost comparison should be interpreted carefully. Ninety-two percent (92%) of Partnership Project Participants receiving funding from DDD and with earned wages were supported in individual jobs in the community, compared to only 20% of Non-Partnership Project County Clients who were in individual employment.

Best Practices to Bridge the Gap between School and Adult Services

Data on the impact that the Partnership Project had on the level and types of collaboration that supported project outcomes led to the identification of best practices. The practices were clustered around the following themes: maximizing monetary and non-monetary resources, collaborative activities to support employment outcomes, comprehensive and targeted program models that help young adults become employed, and carry-over benefits from the FY 2008 Partnership Project.

Policy Implications

Data collected over the first biennium of the Partnership Project documents the use of innovative strategies designed to result in young adults with developmental disabilities transitioning from their final year of high school directly to jobs in the community. The comprehensive work engaged in by Partnership Project Counties allowed the evaluation team to develop a proposed service model under which exemplary employment transition services should be facilitated in Washington. The model is made up of several different layers: state-level players, local-level players, a timeline of services and supports, quality indicators for each phase of the timeline, and strategies for implementing each indicator.

Conclusion

Individual employment outcome data and the identification of many best practices clearly demonstrate that the Jobs by 21 Partnership Project had a significant impact on both the school and adult service system in the state of Washington. County DD offices, school districts, DDD, DVR, employment providers, employers, individuals with developmental disabilities, and their families all came together to demonstrate that collaborative relationships between stakeholders led to “Jobs by 21” for young adults with developmental disabilities.

INTRODUCTION

The Jobs by 21 Partnership Project was funded by the Washington State Legislature for the 2007–2009 biennium. The Division of Developmental Disabilities (DDD) was authorized to identify and demonstrate best practices in sustainable partnerships among Washington’s school districts, counties, employers, families, students with developmental disabilities, and adult service agencies. The focus of the collaborative relationships between Partnership Project stakeholders was to obtain “Jobs by 21” for students with developmental disabilities. As will be described in this report, successful employment outcomes improve when stakeholders collaborate prior to a student’s graduation from high school to obtain employment. The 2007–2009 biennium was the first time funds had been added to the DDD budget specifically to capitalize on the supports available to young adults while in school and to leverage the support of adult services and stakeholder groups so that young adults with developmental disabilities could enter the workforce at age 21.

In fiscal year 2008 (FY 2008), \$500,000 of state general revenue funds was allocated to DDD for the implementation of the Jobs by 21 Partnership Project. Shortly after DDD hired a project manager in November of 2008, the Partnership Project Steering Committee (Appendix A) was assembled and the FY 2008 Partnership Project Award Criteria were developed. The criteria were distributed statewide, and all county Developmental Disability (DD) offices were encouraged to apply. This was the first year that Jobs by 21 Partnership Project funds were available. Nine counties were awarded Partnership Project funds during the first year of the project. Awards to counties ranged from \$8,000 (Island County) to \$180,000 (King County) to work with school districts and community partners to support students ages 20 to 21 who were clients of DDD to obtain employment. A copy of the FY 2008 Jobs by 21 Partnership Project report can be obtained at <http://www.dshs.wa.gov/pdf/adsa/ddd/Jobs%20by%2021%20Report.pdf>. The FY 2008 report will be referenced in this report where applicable.

In the second year of the project, fiscal year 2009 (FY 2009), \$500,000 of state general revenue funds was allocated to DDD to implement the Jobs by 21 Partnership Project. Criteria were again distributed statewide, and all county DD offices were encouraged to apply. Eleven counties were awarded Partnership Project funds during the second year of the project: nine counties who received awards in FY 2008 and two additional counties. Awards to counties ranged from \$10,000 (Island County) to \$180,000 (King County) to work with school districts and community partners to support students aged 20 to 21 who were clients of DDD to obtain employment.

Literature on the Need to Develop Collaborative Efforts to Support the Transition from School to Work

Over twenty years ago, Hasazi, Johnson, Hasazi, Gordon, and Hull (1989) noted that there is evidence of a relationship between participating in paid employment while enrolled in high school and post-graduation individual employment outcomes. However, there is limited evidence of a national commitment to ensuring post-graduation community employment outcomes for students with developmental disabilities. Based upon data reported in Wave 3 of the National Longitudinal Transition Study-2 (NLTS2), in 2005, only 31% of youth with mental retardation

out of secondary school a year or more had a paid job outside the home at the time of their interview compared to 66% of similarly aged youth without disabilities (Newman, Wagner, Cameto, & Knokey, 2009). Others have also noted a low rate of employment for young adults with disabilities (Certo, Luecking, Murphy, Brown, Courey, & Belanger, 2008). These low rates of employment persist despite the work of stakeholders from various disciplines to develop a variety of strategies to ensure that individuals with developmental disabilities are supported to transition from school to employment (Luecking & Certo, 2002; Certo et al., 2008).

Models for strengthening the transition from school to employment and adult life emphasize early collaboration between the school and adult service systems, and a direct focus on employment (Luecking & Certo, 2002; Certo et al., 2003; Certo et al., 2008). The Transition Service Integration Model (TSIM) emphasizes collaboration between the education, rehabilitation, and developmental disability service systems, and partnership between school and community rehabilitation provider staff, with a goal of establishing a paid integrated job and inclusive community activities during the last year of school services (Luecking & Certo, 2002; Certo et al., 2003). Funding support for these services is shared across the school and adult service systems. The goal is a seamless transition where an adult life is established prior to completing school exit. Certo et al. (2003) report that 63% of young adults involved in the Transition Service Integration Model exited school with a paid community job, and 88% exited with a “seamless” transition, defined as no break between services.

Need for the Jobs by 21 Partnership Project

The low level of integrated employment for young adults with developmental disabilities in the state of Washington (WA) has mirrored the national trend. Billing and reporting data collected by the state Division of Developmental Disabilities (DDD) in 2007 indicated that most young adults (87%) who were eligible for DDD services were not employed in the three months after their graduation from high school. The federal *Individuals with Disabilities Education Improvement Act* (IDEIA) and the Washington *Working Age Adult Policy* both emphasize employment for young adults with developmental disabilities, but the high unemployment rate among youth graduating from high school indicates that the goals of these policies have not been met for all young adults in Washington.

Individuals with Disabilities Education Improvement Act

Through the Individuals with Disabilities Education Improvement Act (IDEIA), young people with developmental disabilities are entitled to educational programming through age 21. In Washington, funding for these students is forecast in the education budget. The IDEIA requires that students between the ages of 16 and 21 begin planning for their transition from secondary education to adult services (Pub. L. No. 108-446, HR1350). The IDEIA requires states to measure post-secondary outcomes for students with Individualized Education Plans (IEPs). In Washington, this requirement is identified and measured as Indicator 13 in the *State Performance Plan* submitted by the Office of the Superintendent of Public Instruction (OSPI) (Office of the Superintendent for Public Instruction, n.d.). During the final years of a student’s education, it is expected that an IEP be designed to meet the student’s desired post-secondary outcomes. Under Indicator 13, one of the options expected for students transitioning to adult services is employment. Additional post-school outcomes, as required under Indicator 14 in the *State Performance Plan*, are measured by assessing whether upon matriculation students are

competitively employed, enrolled in post-secondary education, or both (Office of the Superintendent for Public Instruction, n.d).

Working Age Adult Policy

In Washington, once a student exits educational services, support services are no longer provided by the local school district. The county DD agency is responsible for implementing state DDD policies related to the provision of day and employment services for individuals who are eligible and funded for DDD services, including the Working Age Adult Policy. The Working Age Adult Policy “designates employment supports as the primary method of furnishing state-financed day services to adult participants.” Emphasizing community employment as the primary service option, the policy further states that “services for persons under the age of 62 that do not emphasize the pursuit or maintenance of employment in integrated settings can be authorized only by exception to policy” (Washington DSHS, DDD, “County Services for Working Age Adults,” Policy 4.11). This policy was implemented by DDD in 2004 and went into full effect on July 1, 2006. The policy is a public statement of DDD’s goal that young adults with developmental disabilities have equal access to the status, respect, relationships, wages, and benefits that can be achieved through gainful employment in the community.

Supporting DDD’s focus on employment, the Washington State Workforce Training and Education Coordination Board’s *Focus on People with Disabilities* (2007) asserts:

In the coming years, Washington will face an increasing shortage of skilled workers. People with a disability have been an underutilized human resource, and, in the past, have been underrepresented in the workforce at large. Part of the solution to this coming shortage should come from preparing people with disabilities for success in the workplace (p. 1).

DDD administrators note that fulfillment of the objectives of the Working Age Adult Policy is impacted by whether or not young adults with developmental disabilities obtain employment while still enrolled in school. Recognizing the connection between OSPI’s Indicators 13 and 14 and the Working Age Adult Policy, the Jobs by 21 Partnership Project is a collaborative strategy to ensure that post-graduation young adults earn a living wage and have gainful employment throughout their work lives. To this end, counties were targeted to receive pilot funds from the Jobs by 21 Partnership Project to develop and demonstrate innovative strategies to provide opportunities for young adults with developmental disabilities to exit school and enter directly into Washington’s workforce at age 21.

Goals of the Jobs by 21 Partnership Project

The Jobs by 21 Partnership Project was created to address the low rate of employment for young adults with developmental disabilities in Washington State. Specific goals of the project were to:

- Capitalize on the IDEIA requirement that students have a post-school outcome plan.
- Promote Washington counties' previous successes by expanding and improving on the state's early models of collaboration.
- Establish a statewide partnership between DDD, counties, and schools to enable students to make use of the supports available in schools to achieve employment upon matriculation.
- Ensure that counties and school districts make use of supports and information¹ available from the Division of Vocational Rehabilitation (DVR), the WorkForce Board, Educational Service Districts, the Employment Security Department (ESD), the Center for Change in Transition Services, the Washington Initiative for Supported Employment (WISE), and other agencies to achieve post-school employment objectives for transition-age students with developmental disabilities.

Project Award Criteria for the Jobs by 21 Partnership Project for Counties for FY2009

Counties Requesting Continuing Funds

In spring 2008, every county in the state of Washington was invited to respond to the Jobs by 21 Partnership Project "Criteria for Award," including the nine county DD offices who had received FY 2008 Partnership Project funds. The nine counties were asked to reapply for funds for FY 2009. Counties needed to identify the strategies they would implement if awarded continuing funding for FY 2009. Counties were asked to prepare a brief (one to five pages) overview describing their county's FY 2008 Partnership Project accomplishments and activities, and the anticipated impact of continued funding.

Additionally, the nine counties were asked to identify the ways in which continued funding would strengthen existing activities, add new activities, and/or maintain the county's existing Partnership Project activities and relationships for the following components:

- Memorandums of Understanding (MOUs) with collaborative community partners
- Transition councils or other interagency school-district and adult-service agency groups (DVR, WorkSource, transit) focused on young-adult job seekers
- Employment and career activities facilitated by adult supported-employment providers
- Availability and provision of Social Security Benefits Training to job seekers
- Resource fairs, transition fairs, and/or transition conferences for young-adult job seekers and their families
- Dissemination of information about transition and post-secondary education resources and opportunities for young-adult job seekers

¹ Supports include statewide job-training and job-preparation opportunities. Information includes: labor-market guides, workforce-development trends, and post-graduation outcome reports.

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- Technical assistance and training for teachers, employment providers, families, students, and other stakeholders
- Peer mentor groups or job clubs for young adults who are working or are making progress towards employment
- Business Leadership Networks or other employer initiatives targeting young-adult job seekers
- Use of labor market information (local workforce trend data, median wage information, top county employers, etc.) to assist in the employment of young adults
- Other information regarding the county's collaborative efforts to secure jobs and post-school outcomes for young adults

Counties were also asked to identify:

- The number of high schools in their county
- The number of high schools targeted to participate in the project
- The number of DDD clients turning 21 between September 1, 2008 and August 31, 2009. And of this group:
 - The total number expected to participate in the county's project
 - The number participating who were expected to be employed in June of 2009 with jobs
 - The number participating who were expected to have developed resumes
 - The number participating who were expected to have developed portfolios of job experiences
 - The number participating who were expected to be enrolled in technical or community college

Lastly, counties were asked to:

- Describe the information, education, and/or assistance the county provides on Social Security Benefits Analysis to young adults and their families and other collaborative partners.
- Describe the role of school districts in the proposed Partnership Project.
- Describe the role of the DVR in the proposed Partnership Project.
- Describe the county's approach and strategies for including and supporting young adult with the most significant developmental disabilities to become employed before leaving school at age 21.
- Describe the county's plan to sustain the existing 2008 Partnership Project if DDD Partnership Project funding was not available for FY 2009.
- Describe the county's plan to sustain Partnership Project activities if DDD funding was not available after FY2009.
- Identify the funding and/or in-kind match collaborating stakeholders would be contributing to the project.
- Request and provide justification for an award amount.

To be considered for funding, counties needed to email their application by May 1, 2008 to the project manager.

Counties Requesting Their First Award

Counties who were requesting their first award of Partnership Project funds for FY 2009 were expected to meet the same criteria as the continuing counties, with the exception that new counties were not asked to explain FY 2008 Partnership Project accomplishments or to describe how the receipt of funds would build upon FY 2008 accomplishments. Instead, new counties were asked to explain how the receipt of funds would further the vision and purpose of the Partnership Project.

Total Responses to Request for Project Awards

In total, 15 counties requested project awards, and 11 received funds for the project from July 1, 2008 to June, 30 2009. These 11 counties partnered with 66 school districts (Appendix B) to support students, ages 20–21, who were clients of DDD to obtain employment.

Determination of Student Participation in the Partnership Project

Nearly 40% of students with developmental disabilities who were eligible for DDD services participated in their counties' Partnership Projects in FY 2009. However, the percentage of students varied by county from 7.5% to 69%. The difference in the percentage of eligible students participating by county is most likely the result of the various methods used by counties to determine student involvement in the Partnership Project. Whatcom, Thurston, and Snohomish County each provided examples of some of the innovative strategies counties used to determine student participation.

- *Thurston County*: The focus of Thurston County's project was to serve students who would be eligible for DDD employment services in July 2009, but who had not been included in a collaborative transition program geared towards employment. Students who were still being served by the school system were identified, as well as young adults 20 to 21 years of age who had exited the school system prior to graduation. Additionally, Thurston's project worked to serve students who fell under DDD's community protection program.
- *Whatcom County*: Whatcom County focused on serving individuals with significant disabilities. These individuals were defined as those on Medicaid Title XIX Home and Community-Based Waivers, and/or those who had fewer employment experiences than the typical DDD-eligible student in Whatcom County.
- *Snohomish County*: Snohomish County developed a strategic approach to identifying individuals to participate in their project. During the months of April, May, and June 2008, Snohomish County Human Services and regional DVR staff met with school-based transition programs to identify a list of potential candidates for the Partnership Project. The list included students who were going to exit in June 2009, who were interested in employment, or who were working. Beginning in June 2008 and continuing into the summer, staff from Snohomish County Human Services contacted all identified individuals who would be exiting school at the end of June 2009. Individuals received information on the county's Partnership Project, employment, person-centered planning, the importance of applying for DDD eligibility, and the importance of remaining enrolled in school until the end of the school year. Individuals who were interested in the Partnership Project were required to complete the Jobs by 21 Checklist in order to be

eligible to participate. Snohomish County's Jobs by 21 Checklist required students to: commit to wanting to obtain a job by June 2009, provide information about their school and how to contact their teacher, indicate their eligibility for DDD services and their DDD case manager's contact information, indicate if they had applied for DVR services and their DVR counselor's contact information, and their interest in receiving person centered planning and employment benefits planning services.

METHODOLOGY

The Institute for Community Inclusion (ICI) at the University of Massachusetts Boston was contracted by DDD to conduct an evaluation of the Jobs by 21 Partnership Project. Working in conjunction with the DDD Project Manager, ICI researchers developed and implemented several methods of data collection and analysis to understand the impact of the Partnership Project on employment outcomes for young adults with developmental disabilities in Washington. Additionally, data was collected and analyzed on the impact that the Partnership Project had on the level and types of stakeholder collaboration.

Assessing Employment Outcomes for Young Adults with Developmental Disabilities

Several methods were used to collect employment outcome data for young adults with developmental disabilities. Data were collected from the Washington Employment Security Department Unemployment Insurance Employment Database, from the Washington Division of Developmental Disabilities Case Management Information System (CMIS)², and from individual employment-outcome forms developed by the ICI and completed by county DD project staff. County DD project staff were also asked to complete a form developed by the ICI to assess students' career development experiences during their involvement in the Partnership Project. The DDD project manager provided feedback on these data-collection forms.

Data collected from these sources are highlighted in the Individual Employment Outcomes section and in the Best Practices section of this report. Summaries of data for Partnership Project Counties can be found in Appendix C.

Assessing Collaboration between System Stakeholders

County DD project staff completed a structured interview questionnaire describing their county's Partnership Project activities. The DDD project manager reviewed the completed questionnaire with each county and solicited additional information when necessary. The project manager incorporated the additional information into each county's structured interview questionnaire, and each county had the opportunity to review and amend their response before labeling the document as final.

Data from the questionnaire was supplemented by an in-person focus group with county DD staff from all eleven counties. The ICI also conducted interviews and focus groups with stakeholders from Clark, King, and Snohomish County. Stakeholders included county DD staff, school administrators and teachers, employment providers, family members, and young adults who had obtained jobs.

Data collected from these sources as well as data previously highlighted in the FY2008 Jobs by 21 Partnership Project Report will be described in the Findings section of the report. The Findings section provides a comprehensive analysis of:

- Factors that inhibit a smooth transition from school to work
- Strategies to smooth the transition from school to work
- Gaps that remain

² Prior to 2008, this system was known as the County Reporting and Information System (CRIS).

FINDINGS

The examination of employment outcomes for project participants is one method used to assess the success of the Partnership Project. *Employment outcomes were examined for students who were 20 to 21 years of age and exited from high school during the 2008–2009 school year.* The outcomes of the young adults who were employed were further examined based upon the individual's county of residence, DDD employment services billed for during the first quarter of FY 2010, score on the Employment Activities Supports Intensity Subscale, overall support need for employment (please see Appendix D for a description of factors that influence acuity), place of residence, waiver status, and the ratio of dollars earned to cost of employment services.

The following terminology is used to describe individual employment outcomes:

- *Partnership Project Counties* are counties that received Partnership Project funds.
- *Non-Partnership Project Counties* are counties that did not receive Partnership Project funds.
- *Partnership Project Participants* are students who lived in counties that received Partnership Project funds and who participated in their county's project.
- *Partnership County Non-Participants* are students who lived in counties that received Partnership Project funds but did not participate in their county's project.
- *Non-Partnership Project County Clients* are students who did not live in counties that received Partnership Project funds.

Employment outcomes for students who graduated in June 2009 are highlighted for the fiscal quarter April 1–June 30, 2009 and for the fiscal quarter July 1–September 30, 2009.

Additionally, the employment outcomes for Partnership Project participants who graduated in June 2009 are compared to students who graduated in June 2009 and who were Partnership Project County Non-Participants and Non-Partnership Project County Clients, and to students in Partnership and Non-Partnership Counties who graduated in June 2008. Results of the analysis reported in the FY2008 Jobs by 21 Partnership Project Report are included in Appendix E.

Data for the fiscal quarter April 1–June 30, 2009 and for the fiscal quarter July 1–September 30, 2009 comes from the Employment Security Department (ESD). Additional data for the fiscal quarter July 1–September 30, 2009 is from DDD and allowed for an expansion of the number of variables through which employment outcomes could be compared. DDD data are collected only for individuals who received DDD-funded supports during the reporting period, and are not available for all project participants. Young adults who graduated in June 2009 were affected by Washington's budget crisis. The FY2010 DDD budget did not allocate state dollars to serve new entrants to the service system who did not qualify for Medicaid Waiver funded services. ESD and DDD data presented as an average represents the average of the fiscal quarter.

Partnership Project Participant Outcomes

Employment Security Department Data, Fiscal Quarter April–June 2009

During the fiscal quarter beginning April 1, 2009 and ending June 30, 2009, 11 of 39 Washington counties participated in the Jobs by 21 Partnership Project program. A total of 85 wage earners among program participants were identified in Partnership Project Counties based upon data from the Employment Security Department (ESD) (Table 1). Thirty-seven percent (37%) of individuals who participated in the Partnership Project had wage and hour data reported to ESD during this time period. Wage-earning participants worked an average of 112 hours and earned an average of \$903 during the fiscal quarter.

Table 1: Partnership Project Participant Total Wage Earners for the Fiscal Quarter April–June 2009, as Reported to ESD

County	Number of Individuals Age 21 Participating	Wage Earners	Percent Earning Wages	Average Quarterly Hours	Average Quarterly Wages
Clark	14	2	14%	38	\$337
Island	3	1	33%	8	\$68
Jefferson	2	0	NA	NA	NA
King	117	51	43.5%	129	\$998
Kitsap	5	0	NA	NA	NA
Mason	3	1	33%	43	\$366
Pierce	7	1	14%	53	\$446
Snohomish	32	9	28%	96	\$832
Spokane	17	7	42%	119	\$1,030
Thurston	23	10	43.5%	102	\$904
Whatcom	7	3	43%	21	\$184
Total	230	85	37%	112	\$903

Employment Security Department Data, Fiscal Quarter July–September 2009

A total of 96 wage earners among program participants were identified in Partnership Project Counties for the three months after students' graduation from high school based upon data reported to ESD (Table 2). Forty two percent (42%) of individuals who participated in the Partnership Project had wage and hour data reported to ESD during this time period. Wage-earning participants worked an average of 132 hours and earned an average of \$1,138 during the fiscal quarter.

Table 2: Partnership Project Participant Total Wage Earners for July–September 2009, as Reported to ESD

County	Number of Individuals Age 21 Participating	Wage Earners	Percent Earning Wages	Average Quarterly Hours	Average Quarterly Wages
Clark	14	2	14%	28.5	\$257
Island	3	1	33%	16	\$135
Jefferson	2	1	50%	20	\$164
King	117	56	48%	156	\$1,448
Kitsap	5	0	NA	NA	NA
Mason	3	1	33%	110	\$936
Pierce	7	2	28.5%	101	\$862
Snohomish	32	14	44%	128	\$769
Spokane	17	9	53%	64	\$551
Thurston	23	8	35%	124	\$1,072
Whatcom	7	2	28.5%	23.5	\$199
Total	230	96	42%	132	\$1,138

Division of Developmental Disabilities Data, Fiscal Quarter July–September 2009

Data on employment services and outcomes are only available from DDD for individuals who received DDD-funded services during the quarter. The Partnership Project Counties reported a total of 26 wage earners among participants in the three months after students' graduation from high school based upon data reported to DDD (Table 3). Wage-earning participants worked an average of 77.5 hours and earned an average of \$689 during the fiscal quarter.

Table 3: Partnership Project Participant Total Wage Earners for July–September 2009, as Reported to DDD

County	Wage Earners Receiving DDD-Funded Employment Services	Average Hours	Average Wages
Clark	0	NA	NA
Island	0	NA	NA
Jefferson	0	NA	NA
King	13	92	\$673
Kitsap	0	NA	NA
Mason	0	NA	NA
Pierce	1	34	\$333
Snohomish	3	42	\$602
Spokane	2	25.5	\$1,282
Thurston	6	102	\$891
Whatcom	1	23	\$202
Total	26	77.5	\$689

Type of DDD Employment Services

Employment services were billed for 26 participants (Table 4). Twenty-four participants (92%) billed for individual employment services, 1 participant (4%) billed for group supported-employment services, and 1 participant (4%) billed for person-to-person services. Participants who received services for individual employment worked an average of 81.5 hours and earned an average of \$726. The participant who received group supported employment services worked 23 hours and earned \$202. The participant who received person-to-person services worked 34.5 hours and earned \$279.

Table 4: Partnership Project Participant Employment Services Billed for July–September 2009

Employment Service	Wage Earners Receiving DDD-Funded Employment Services	Average Hours	Average Wages
Group Supported Employment	1	23	\$202
Individual Employment	24	81.5	\$726
Person-to-Person Services	1	34.5	\$279
Pre-Vocational Employment	0	NA	NA
Total	26	77.5	\$689

Level of Overall Support Need for Employment

Each of the 26 wage-earning participants for whom employment services were billed to DDD in Partnership Project Counties were assessed for overall support needs for employment³ (Table 5). The seven participants (27%) who required a high level of overall employment support worked an average of 46 hours and earned an average of \$332. The 13 participants (50%) who required a medium level of overall employment support worked an average of 76 hours and earned an average of \$732. The six participants (23%) who required a low level of overall employment support worked an average of 117 hours and earned an average of \$1,012.

Table 5: Partnership Project Participant Overall Level of Support Need for Employment Assessed for July–September 2009

Level of Support	Wage Earners Receiving DDD-Funded Employment Services	Average Hours	Average Wages
High	7	46	\$332
Medium	13	73	\$732
Low	6	117	\$1,012
Total	26	77.5	\$689

³ Please see Appendix D for a description of the factors that influence acuity.

Employment Activities Supports Intensity Subscale Score

Each of the 26 wage-earning participants for whom employment services were billed in Partnership Project Counties was assessed using the Employment Activities Supports Intensity Subscale⁴ (Table 6). The 7 participants (27%) assessed as needing a high level of support worked an average of 55 hours and earned an average of \$548. The 16 participants (61.5%) requiring a medium level of support worked an average of 91 hours and earned an average of \$786. The three participants (11.5%) who required a low level of support worked an average of 58 hours and earned an average of \$498.

Table 6: Partnership Project Participant Employment Activities Supports Intensity Subscale Score for July–September 2009

Subscale Score	Wage Earners Receiving DDD-Funded Employment Services	Average Hours	Average Wages
Need high level of support	7	55.5	\$548
Need medium level of support	16	91	\$786
Need low level of support	3	58	\$498
Total	26	77.5	\$689

⁴ The Employment Activities Supports Intensity Scale score accounts for 10% of the Overall Level of Support Need for Employment assessment.

Type of Residence

For the 26 participants for whom employment services were billed to DDD, 17 participants (65%) resided in their parents' home (Table 7). These participants worked an average of 55 hours and earned an average of \$495, compared to an average of 188 hours worked and \$1,803 earned among the three individuals (12%) living in adult family homes; 94.5 hours worked and \$731 earned among the five individuals (19%) who were supported-living residents; and 46 hours worked and \$421 earned for the one individual (4%) living in an otherwise non-specified residence.

Table 7: Partnership Project Participant Residential Type for July–September 2009

Residence	Wage Earners Receiving DDD- Funded Employment Services	Average Hours	Average Wages
Adult Family Home	3	188	\$1,803
Child Foster Home	0	NA	NA
Parents' Home	17	55	\$495
Relatives' Home	0	NA	NA
Own Home	0	NA	NA
Own (Alone)	0	NA	NA
Own (Supported Living)	5	94.5	\$731
Other	1	46	\$421
Unknown	0	NA	NA
Total	26	77.5	\$689

Waiver Status

Partnership Project counties reported a total of 24 participants who received Basic, Basic Plus, Community Protection, or Core waiver-funded services (Table 8). The 10 participants (42%) who received Basic waiver services worked an average of 53 hours and earned an average of \$580. The eight participants (33%) who received Basic Plus waiver services worked an average of 106 hours and earned an average of \$603. The two participants (8%) who received Community Protection waiver services worked an average of 88 hours and earned an average of \$1,233. The four participants (17%) who received Core waiver services worked an average of 79 hours and earned an average of \$1,104.

Table 8: Partnership Project Participant Waiver Status for July–September 2009

Waiver	Wage Earners Receiving DDD Funded Employment Services	Average Hours	Average Wages
Basic	10	53	\$580
Basic Plus	8	106	\$603
Community Protection	2	88	\$1,233
Core	4	79	\$1,104
Total	24	78	\$730

Ratio of Total Wages Earned to Total Cost of Employment Service

In the three months after graduation from high school, young adults with developmental disabilities who participated in the Partnership Project earned \$57 for every \$100 DDD spent to support them.

Partnership County Non-Participant Outcomes

Employment Security Department Data, Fiscal Quarter April–June 2009

During the fiscal quarter beginning April 1, 2009 and ending June 30, 2009, 11 of 39 Washington counties participated in the Jobs by 21 Partnership Project. The Partnership Project Counties reported a total of 40 wage earners among project non-participants based upon data reported to ESD (Table 9). Twelve percent (12%) of individuals who lived in Partnership Project Counties but did not participate in the Partnership Project had wage and hour data reported to ESD during this time period. Wage-earning non-participants worked an average of 256 hours and earned an average of \$2,887 during the fiscal quarter.

Table 9: Partnership County Non-Participants Total Wage Earners for April–June 2009, as Reported to ESD

County	Number of Individuals Age 21 not Participating	Wage Earners	Percent Earning Wages	Average Quarterly Hours	Average Quarterly Wages
Clark	30	1	3%	317	\$2,712
Island	3	2	66.5%	267	\$3,777
Jefferson	6	0	NA	NA	NA
King	61	5	8%	274	\$5,582
Kitsap	22	8	36%	199	\$1,398
Mason	6	0	NA	NA	NA
Pierce	86	8	9%	279	\$3,290
Snohomish	43	1	2%	275	\$2,486
Spokane	61	13	21%	262	\$2,702
Thurston	10	0	NA	NA	NA
Whatcom	13	2	15%	125	\$1,093
Total	341	40	12%	256	\$2,887

Employment Security Department Data, Fiscal Quarter July–September 2009

During the fiscal quarter beginning July 1, 2009 and ending September 30, 2009, 11 of 39 Washington counties participated in the Jobs by 21 Partnership Project. The Partnership Project Counties reported a total of 41 wage earners among project non-participants based upon data reported to ESD (Table 10). Twelve percent (12%) of individuals who lived in Partnership Project Counties but did not participate in the Partnership Project had wage and hour data reported to ESD during this time period. Wage-earning non-participants worked an average of 270 hours and earned an average of \$3,046 during the fiscal quarter.

Table 10: Partnership County Non-Participants Total Wage Earners for July-September 2009, as Reported to ESD

County	Number of Individuals Age 21 Not Participating	Wage Earners	Percent Earning Wages	Hours Worked	Wages Earned
Clark	30	1	3%	837	\$7,216
Island	3	2	66.5%	162	\$2,600
Jefferson	6	0	NA	NA	NA
King	61	7	11.5%	271	\$4,646
Kitsap	22	7	32%	185	\$1,395
Mason	6	0	NA	NA	NA
Pierce	86	7	8%	312	\$3,768
Snohomish	43	2	4.5%	208	\$1,738
Spokane	61	13	21%	307	\$3,002
Thurston	10	0	NA	NA	NA
Whatcom	13	2	15%	71	\$650
Total	341	41	12%	270	\$3,046

Division of Developmental Disabilities Data, Fiscal Quarter July–September 2009

The Partnership Project Counties reported a total of two wage earners among non-participants in the three months after students' graduation from high school based upon billing data reported to DDD (Table 11)⁵. Non-participants worked an average of 39 hours and earned an average of \$334 during the fiscal quarter.

Table 11: Partnership County Non-Participants Total Wage Earners for July–September 2009, as Reported to DDD

County	Wage Earners Receiving DDD-Funded Employment Services	Hours Worked	Wages Earned
Clark	0	NA	NA
Island	0	NA	NA
Jefferson	0	NA	NA
King	1	30	\$257
Kitsap	0	NA	NA
Mason	0	NA	NA
Pierce	0	NA	NA
Snohomish	0	NA	NA
Spokane	1	48	\$410
Thurston	0	NA	NA
Whatcom	0	NA	NA
Total	2	39	\$334

⁵ Data on employment services and outcomes are only available from DDD for individuals who received DDD-funded services during the quarter. Please note that in order to protect the privacy of the two individuals who were Partnership County Non-Participants and were employed during the fiscal quarter July–September 2009 data will not be reported on for the following variables: Employment Activities Supports Intensity Subscale, level of overall support need for employment, type of residence, and waiver status.

Type of DDD Employment Service

Employment services were billed for two non-participants (Table 12). All individuals (100%) billed for individual employment services.

Table 12: Partnership County Non-Participants Employment Services Billed for July–September 2009

Employment Service	Wage Earners Receiving DDD Funded Employment Services	Average Hours	Average Wages
Group Supported Employment	0	NA	NA
Individual Employment	2	39	\$334
Person-to-Person Services	0	NA	NA
Pre-Vocational Employment	0	NA	NA
Total	2	39	\$334

Ratio of Total Wages Earned to Total Cost of Employment Service

In the three months after graduation from high school, young adults with developmental disabilities who received services from Partnership Project Counties but did not participate in project activities earned \$32 for every \$100 DDD spent to support them.

Non-Partnership County Client Outcomes

Employment Security Data, Fiscal Quarter April–June 2009

The Non-Partnership Project Counties reported a total of 38 wage earners among the individuals they served between April 1 and June 30, 2009, based upon data reported to ESD (Table 13). Almost twenty percent (19.5%) of young adults in Non-Partnership Project Counties had wage and hour data reported during this time period. The wage earners worked an average of 175 hours and earned an average of \$1,457 during the fiscal quarter.

Table 13: Non-Partnership County Clients Total Wage Earners for April–June 2009, as Reported to ESD

County	Number of Individuals Age 21	Wage Earners	Percent Earning Wages	Average Hours	Average Wages
Adams	2	0	NA	NA	NA
Asotin	5	1	20%	11	\$136
Benton	24	6	25%	275	\$2,613
Chelan	6	1	16.5%	55	\$605
Clallam	8	2	25%	309	\$2,684
Columbia	2	0	NA	NA	NA
Cowlitz	12	2	16.5%	45	\$380
Douglas	0	NA	NA	NA	NA
Ferry	1	0	NA	NA	NA
Franklin	10	1	10%	82	\$694
Garfield	0	NA	NA	NA	NA
Grant	13	3	23%	181	\$1,595
Grays Harbor	9	1	11%	101	\$926
Kittitas	5	0	NA	NA	NA
Klickitat	3	0	NA	NA	NA
Lewis	11	3	27%	61	\$144
Lincoln	1	0	NA	NA	NA
Okanogan	7	2	28.5%	177	\$1,642
Pacific	6	0	NA	NA	NA
Pend Oreille	1	0	NA	NA	NA
San Juan	0	NA	NA	NA	NA
Skagit	9	4	44.5%	148	\$1,297
Skamania	1	0	NA	NA	NA
Stevens	7	0	NA	NA	NA
Wahkiakum	0	NA	NA	NA	NA
Walla Walla	10	5	50%	210	\$1,345
Whitman	3	0	NA	NA	NA
Yakima	38	7	18.5%	190	\$1,543
Total	194	38	20%	175	\$1,457

Employment Security Department Data, Fiscal Quarter July–September 2009

Non-Partnership Project Counties reported a total of 40 employment wage earners for the individuals they served in the three months after the students graduated from high school based upon data reported to ESD (Table 14). Just over twenty percent (20.5%) of young adults in Non-Partnership Project Counties had wage and hour data reported to ESD during this time period. Employed individuals worked an average of 211 hours and earned an average of \$1,740 during the fiscal quarter.

Table 14: Non-Partnership County Clients Total Placement for July–September 2009, as Reported to ESD

County	Number of Individuals Age 21	Wage Earners	Percent Earning Wages	Average Hours	Average Wages
Adams	2	0	NA	NA	NA
Asotin	5	2	20%	8	\$85
Benton	24	8	33%	272	\$2,626
Chelan	6	1	16.5%	78	\$861
Clallam	8	1	12.5%	200	\$1,706
Columbia	2	0	NA	NA	NA
Cowlitz	12	1	8%	41	\$343
Douglas	0	NA	NA	NA	NA
Ferry	1	0	NA	NA	NA
Franklin	10	1	10%	160	\$1,508
Garfield	0	NA	NA	NA	NA
Grant	13	3	23%	159	\$1,390
Grays Harbor	9	3	33%	109	\$935
Kittitas	5	0	NA	NA	NA
Klickitat	3	0	NA	NA	NA
Lewis	11	2	18%	124.5	\$1,106
Lincoln	1	0	NA	NA	NA
Okanogan	7	2	28.5%	215.5	\$2,120
Pacific	6	0	NA	NA	NA
Pend Oreille	1	0	NA	NA	NA
San Juan	0	NA	NA	NA	NA
Skagit	9	5	55.5%	177	\$1,576
Skamania	1	0	NA	NA	NA
Stevens	7	0	NA	NA	NA
Wahkiakum	0	NA	NA	NA	NA
Walla Walla	10	5	20%	182	\$1,149
Whitman	3	0	NA	NA	NA
Yakima	38	6	16%	418	\$2,832
Total	194	40	21%	211	\$1,740

Division of Developmental Disabilities Data, Fiscal Quarter July–September 2009

Non-Partnership Project Counties reported a total of 10 employment wage earners for the individuals they served in the three months after the students graduated from high school based upon data reported to DDD (Table 15). Employed individuals worked an average of 85 hours and earned an average of \$427 during the fiscal quarter.

Table 15: Non-Partnership County Clients Total Placement for July–September 2009, as reported to DDD

County	Number of Individuals Age 21	Wage Earners Receiving DDD-Funded Employment Services	Average Hours	Average Wages
Adams	2	0	NA	NA
Asotin	5	2	9	\$101
Benton	24	3	133	\$381
Chelan	6	0	NA	NA
Clallam	8	0	NA	NA
Columbia	2	0	NA	NA
Cowlitz	12	0	NA	NA
Douglas	0	0	NA	NA
Ferry	1	0	NA	NA
Franklin	10	1	66	\$124
Garfield	0	0	NA	NA
Grant	13	0	NA	NA
Grays Harbor	9	0	NA	NA
Kittitas	5	0	NA	NA
Klickitat	3	0	NA	NA
Lewis	11	1	88.5	\$227
Lincoln	1	0	NA	NA
Okanogan	7	1	208.5	\$2,118
Pacific	6	0	NA	NA
Pend Oreille	1	0	NA	NA
San Juan	0	NA	NA	NA
Skagit	9	0	NA	NA
Skamania	1	0	NA	NA
Stevens	7	0	NA	NA
Wahkiakum	0	NA	NA	NA
Walla Walla	10	1	25	\$100
Whitman	3	0	NA	NA
Yakima	38	1	42	\$359
Total	194	10	85	\$427

Type of DDD Employment Service

Employment services were billed for 10 individuals (Table 16). Two clients (20%) billed for individual employment services, one client (10%) billed for group supported-employment services, two clients (20%) billed for person-to-person services, and 5 clients (50%) billed for pre-vocational employment services. Individuals who received individual employment services worked an average of 125 hours and earned an average of \$1,238. The individual who received group supported-employment services worked 88.5 hours and earned \$227. Those receiving person-to-person services worked an average of nine hours and earned an average of \$101 in wages, and individuals who received pre-employment vocational services worked an average of 98 hours and earned an average of \$274.

Table 16: Non-Partnership County Clients Employment Services Billed for July–September 2009

Employment Service	Wage Earners Receiving DDD-Funded Employment Services	Average Hours	Average Wages
Group Supported Employment	1	88.5	\$227
Individual Employment	2	125	\$1,238
Person-to-Person Services	2	9	\$101
Pre-Vocational Employment	5	98	\$274
Total	10	85	\$427

Level of Overall Support Need for Employment

Non-Partnership Project Counties reported that all of the 10 wage earners were assessed for their overall support needs for employment⁶ (Table 17). The four individuals (40%) who required a high level of overall employment support worked an average of 106 hours and earned an average of \$318. The two individuals (20%) who required a medium level of overall employment support worked an average of 125 hours and earned an average of \$1,238. The two individuals (20%) who required a low level of overall employment support worked an average of 43 hours and earned an average of \$132.

Table 17: Non-Partnership Project County Clients Overall Level of Support Need for Employment Assessed for July–September 2009

Level of Support	Wage Earners Receiving DDD-Funded Employment Services	Average Hours	Average Wages
High	4	106	\$318
Medium	2	125	\$1,238
Low	2	43	\$132
Total	10	85	\$427

Employment Activities Supports Intensity Subscale

All of the 10 wage earners in Non-Partnership Project Counties were assessed using the Employment Activities Supports Intensity Scale⁷ (Table 18). The individual (10%) requiring a high level of support worked for 25 hours and earned \$100. The nine individuals (90%) requiring a medium level of support worked an average of 91 hours and earned an average of \$464.

Table 18: Non-Partnership County Clients Employment Activities Supports Intensity Subscale Score for July–September, 2009

Subscale Score	Wage Earners Receiving DDD-Funded Employment Services	Average Hours	Average Wages
High	1	25	\$100
Medium	9	91	\$464
Low	0	NA	NA
Total	10	85	\$427

⁶ Please see Appendix D for a description of the factors that influence acuity.

⁷ The Employment Activities Supports Intensity Scale score accounts for 10% of the Overall Level of Support Need for Employment assessment.

Type of Residence

The six individuals (60%) who resided in their parents' home worked an average of 94 hours and earned an average of \$468, while the two individuals (20%) residing in supported living worked an average of 19 hours and earned an average of \$130 (Table 19). The individual (10%) who lived in an adult family home worked 200 hours and earned \$846, and the individual (10%) who lived in a relative's home worked 42 hours and earned \$359.

Table 19: Non-Partnership Project County Clients Residential Type for July–September 2009

Residence	Wage Earners Receiving DDD- Funded Employment Services	Average Hours	Average Wages
Adult Family Home	1	200	\$846
Child Foster Home	0	NA	NA
Parent's Home	6	94	\$468
Relative's Home	1	42	\$359
Own Home	0	NA	NA
Own (Alone)	0	NA	NA
Own (Supported Living)	2	19	\$130
Other	0	NA	NA
Unknown	0	NA	NA
Total	10	85	\$427

Waiver Status

Non-Partnership Project Counties reported a total of 8 individuals who received Basic, Basic Plus, Community Protection, or Core waiver-funded services (Table 20). The two individuals (25%) who received Basic waiver services worked an average of 47 hours and earned an average of \$135. The four individuals (50%) who received Basic Plus waiver services worked an average of 116 hours and earned an average of \$317. The two individuals (25%) who received Core waiver services worked an average of 19 hours and earned an average of \$130.

Table 20: Non-Partnership County Clients Waiver Status for July–September 2009

Waiver	Wage Earners Receiving DDD-Funded Employment Services	Average Hours	Average Wages
Basic	2	47	\$135
Basic Plus	4	116	\$317
Community Protection	0	NA	NA
Core	2	19	\$130
Total	8	75	\$225

Ratio of Total Wages Earned to Total Cost of Employment Service

In the three months after graduation from high school, young adults with developmental disabilities who were Non-Partnership Project County Clients earned \$62 for every \$100 DDD spent to support them.

Comparison of Employment Outcomes by Group

Quarterly job obtainment, quarterly wage, and quarterly hour data from the Employment Security Department and the Division of Developmental Disabilities are compared across Partnership Project Counties and Non-Partnership Project Counties, and across Partnership Project Participants and Non-Partnership Project Participants. Overall findings for this section are grouped by data source. The following terminology continues to be used to describe individual employment outcomes:

- *Partnership Project Counties* are counties that received Partnership Project funds,
- *Non-Partnership Project Counties* are counties that did not receive Partnership Project funds,
- *Partnership Project Participants* are students who lived in counties that received Partnership Project funds and who participated in their county's project,
- *Partnership County Non-Participants* are students who lived in counties that received Partnership Project funds but did not participate in their county's project, and
- *Non-Partnership Project County Clients* are students who did not live in counties that received Partnership Project funds.

Employment Security Department Data

Employment Security Department data are reported for individuals who were identified as eligible for DDD-funded supports once they turned 21 and exited high school for the fiscal quarters April 1–June 30, 2009 and July 1–September 30, 2009. Wages earned and hours worked during the fiscal quarters are compared (Table 21). The major findings for this section are:

- Individuals who participated in the Partnership Project were more likely to maintain or obtain employment after exiting high school.
- Wages earned by young adults who recently exited high school do not provide enough income to assure economic self-sufficiency.

Table 21: Employment Outcomes by Group Employment Security Department Data

		Percent Wage Earning	Average Quarterly Hours Worked	Average Quarterly Wage
April–June 2009	Partnership Project Participants	37%	112	\$903
	Partnership Project County Non-Participants	12%	256	\$2,887
	Non-Project Partnership County Clients	20%	175	\$1,457
July–September 2009	Partnership Project Participants	42%	132	\$1,138
	Partnership Project County Non-Participants	12%	270	\$3,046
	Non-Project Partnership County Clients	21%	211	\$1,740

Data from the Employment Security Department demonstrates similar employment outcomes in the quarter prior to school exit for Partnership Project Counties and Non-Partnership Project Counties. The percentage of young adults for whom wage and hour data was reported to the Employment Security Department between April 1 and June 30, 2009 in Partnership Project Counties for all young adults turning age 21 was 22%. In Non-Partnership Project Counties, 20% of young adults had wage and hour data reported. In counties that had Partnership Project funds, those individuals who participated in the project were more likely to earn wages prior to their exit from high school. Thirty-seven percent (37%) of individuals who participated in the Partnership Project had wage and hour data reported to the Employment Security Department, compared with individuals who lived in Partnership Project Counties but did not participate.

Post-graduation, Partnership Project Counties had a slightly higher rate of individuals earning wages (24%) than Non-Partnership Project Counties (21%). However, in counties that had Partnership Project funds, those individuals who participated in the project were more likely to earn wages after their exit from high school. Forty-two percent (42%) of individuals who participated in the Partnership Project had wage and hour data reported to the Employment Security Department, compared with individuals who lived in Partnership Project Counties but did not participate. *This indicates that, overall, individuals who participated in the project were more likely to maintain or obtain employment after exiting high school.* In fact Partnership Project Participants increased the number of wage earners by 13% after graduation, while Partnership County Non-Participants only increased the number of wage earners by 2.5% and Non-Partnership Project Counties' Clients only increased the number of wage earners by 5%.

Partnership Project Non-Participants and Non-Partnership Project County Clients earned higher wages and worked more hours than Project Participants. On average, Non-Participants worked close to half time after their exit from high school. However, no matter the average number of hours worked per quarter, *wages earned by young adults who recently exited high school do not provide enough income to ensure economic self-sufficiency*. If wages continued at the same level for a full year, Partnership County Non-Participants would earn \$12,184 for the year, Non-Partnership County individuals would earn \$6,960 for the year, and Partnership Project Participants would earn \$4,552 for the year.

Division of Developmental Disabilities Data

Division of Developmental Disabilities (DDD) data are reported only for individuals who received funded supports from DDD for the fiscal quarter July 1–September 30, 2009 and earned wages during that period (Table 22). During this quarter, 38 individuals across all groups received funding from the Division and had earned wages reported. Wages earned and hours worked during the fiscal quarter July 1–September 30, 2009 are compared across the three groups being studied. Wages and hours will be looked at from three perspectives: overall wages earned, wages earned by employment support need, and wages earned for individuals who lived in their parents' home. The major findings for this section are:

- Partnership Project Participants worked a similar number of hours but earned higher wages than Non-Participants.
- Individuals who participated in the Partnership Project had a broader range of employment support needs than individuals from Non-Partnership Project Counties.
- Employment support needs impacted the average wage earned and hours worked.
- Individuals residing with their parents and participating in the Partnership Project on average earned higher wages than Non-Partnership Project County Clients, but on average worked fewer hours.
- Employment setting likely impacted the ratio of wages earned to DDD cost.

Table 22: Employment Outcomes by Group Division of Developmental Disabilities Data

	Number of Individuals Age 21	Wage Earners Receiving DDD- Funded Employment Services	Average Hours	Average Wages
Partnership Project Participants	230	26	77.5	\$689
Partnership Project Non- Participants	341	2	39	\$334
Non-Project Partnership County Clients	194	10	85	\$427
Total	764	38	---	---

Partnership Project Participants worked a similar number of hours but earned higher wages than Non-Participants (Table 22). In the three months after graduation from high school, young adults with developmental disabilities who participated in the Partnership Project worked a similar number of hours compared to Non-Partnership Project County Clients; however, Partnership Project Participants earned on average higher wages. The higher wages are likely due to the fact that 92% of participants' jobs were individual employment placements, versus Non-Partnership Project County Clients, who placed 20% of individuals in individual employment. The average wages and hours worked for Partnership Project Non-Participants should be interpreted carefully as statewide only two individuals were included in this group.

Table 23: Employment Outcomes by Group and Support Need

Participant Group	Employment Support Need	Average Hours Worked	Average Wages Earned
Partnership Project Participant	Low	58 (n=3)	\$498 (n=3)
Non-Partnership Project County Client	Low	NA (n=0)	NA (n=0)
Partnership Project Participant	Medium	91 (n=16)	\$786 (n=16)
Non-Partnership Project County Client	Medium	91 (n=9)	\$464 (n=9)
Partnership Project Participant	High	55.5 (n=7)	\$548 (n=7)
Non-Partnership Project County Client	High	25 (n=1)	\$100 (n=1)

Individuals who participated in the Partnership Project represented a broader range of employment support needs than individuals from Non-Partnership Project Counties (Table 23). No Non-Partnership Project County Clients needed a low level of employment support, and only one individual (10%) from this group was assessed as needing a high level of support. This is in contrast to Partnership Project Participants, of whom three (11.5%) were assessed as needing a low level of support and seven (27%) as needing a high level of employment support. This suggests that Partnership Projects did a better job overall of serving the range of people with disabilities who are served by DDD. Non-Participants who live in Partnership Project Counties are not included in this comparison because data were only reported for two individuals.

Employment support need impacted the average wage earned and hours worked. Over sixty-one percent (61.5%) of individuals who participated in Partnership Projects and earned wages were assessed to have a medium level of support need. Partnership Project Participants who had a medium level of support need on average earned higher wages than individuals who had the same employment support need but whose county did not participate in the project. Individuals who participated in the Partnership Project and had a medium employment support needs on

average worked the same number of hours as individuals who had the same employment support need but whose counties did not participate. This finding was interesting because, while on average they worked the same number of hours, individuals who participated in the Partnership Project earned on average several hundred dollars more per fiscal quarter. Comparison data was inconclusive for individuals who had low and high levels of employment support needs because of the small number of individuals from Non-Partnership Project Counties who were actually employed.

Table 24: Employment Outcomes by Group for Individuals Residing in Their Parents' Home

Participant Group	Average Hours Worked	Average Wages Earned
Partnership Project Participant	56 (n=17)	\$570 (n=17)
Non-Partnership Project County Client	94 (n=6)	\$468 (n=6)

Across Partnership Project Participants and Non-Partnership Project County Clients, the most common place of residence was the parents' home⁸. *In the three months after exiting from high school, individuals residing with their parents and participating in the Partnership Project on average earned higher wages than Non-Partnership Project County Clients. However, individuals residing with their parents and participating in the Partnership Project on average worked fewer hours than Non-Participants (Table 24).* This suggests that individuals who participated in the Partnership Project and lived with their parents after exiting high school earned higher hourly wages than Non-Partnership Project County Clients. Non-Participants who lived in Partnership Project Counties are not included in this comparison because data were only reported for two individuals.

Table 25: Ratio of Wages Earned to DDD Dollars Spent

Participant Group	Wages Earned/DDD Dollars Spent
Partnership Project Participant	\$57/100
Partnership County Non-Participant	\$32/100
Non-Partnership Project County Client	\$62/100

There was no appreciable difference between groups in initial cost-effectiveness (Table 25). However, this data should be analyzed longitudinally to better understand the long-term cost-effectiveness of the project. In the three months after graduation from high school, young adults with developmental disabilities who participated in the Partnership Project earned \$57 for every \$100 DDD spent to initially support them in their first months of county employment services. This was a similar cost to Non-Partnership Project County Clients, who earned \$62 for every \$100 DDD spent. The ratio for Partnership Project Non-Participants should be interpreted carefully, as statewide only two individuals were included in this group.

⁸ Sixty-four percent (64%) of all individuals who were employed resided with their parents. The remaining 36% of individuals lived in adult family homes, other living situations, their own home (supported living), or a relative's home.

Earnings and cost comparisons should be interpreted carefully because the employment setting varied widely between groups. Ninety-two percent (92%) of Partnership Project Participants were supported in individual employment, compared to only 20% of Non-Partnership Project County Clients. In fact, 50% of Non-Partnership Project County Clients billed for pre-vocational employment, and 20% for person-to-person services. This indicates that for individuals who participated in the Partnership Project, a greater emphasis was placed on fulfilling the expectations of the Working Age Adult Policy than for clients in Non-Participating Counties. Additionally, due to the emphasis on individual employment in the community, it is expected that Partnership Project Participant wages will increase as the economic conditions in Washington improve, thereby improving the ratio. The same expectation cannot be extended to the Non-Partnership Project County Client group. The cost of supporting these individuals is concentrated in pre-vocational employment and person-to-person services; the concentration in these services will likely result in additional future costs to DDD to support these individuals to transition to individual community employment.

**Comparison of Post-School Partnership Project Employment Outcomes
for FY 2009 and FY 2008**

The FY 2008 report only included data from the Employment Security Department for the fiscal quarter April 1–June 30, 2008. Therefore, post-school comparisons between of FY 2008 and FY 2009 Partnership Project Outcomes can only address individuals who received funded supports from the Division of Developmental Disabilities and earned wages during that period. The major finding for this section:

- Young adults who graduated in June 2009 were negatively affected by the state’s budget downturn.

Table 26: Comparison of Employment Outcomes by Group and Fiscal Year Division of Developmental Disabilities Data

Participant Group	FY 2008 Wage Earners Receiving DDD-Funded Employment Services			FY 2009 Wage Earners Receiving DDD-Funded Employment Services		
	Total	Average Hours	Average Wages	Total	Average Hours	Average Wages
Partnership Project Participant	72	140	\$1,185	26	77.5	\$689
Partnership Project County Non-Participant	18	113	\$901	2	39	\$334
Non-Partnership Project County Client	14	110	\$560	10	85	\$427

In FY 2008, 72 Partnership Project Participants received DDD supports and earned wages after their graduation from high school, compared to 14 peers from Non-Partnership Project Counties (Table 26). During this same period, Partnership Project Participants on average earned higher wages and worked more hours than individuals in either other group. For FY 2008, in the three

months after graduation from high school, young adults with developmental disabilities who participated in the Partnership Project earned higher wages on average (\$1,185) than individuals in the other groups (Non-Participants, \$901; Non-Partnership Project County Clients, \$560). In the three months after graduation from high school, young adults with developmental disabilities who participated in the Partnership Project on average worked more hours (140 hours) than individuals in the other groups (Non-Participants, 113 hours; Non-Partnership Project County Clients, 110 hours).

Young adults who graduated in June 2009 were negatively affected by the state's budget downturn. The FY2010 DDD budget did not allocate state dollars to serve new entrants to the service system who did not qualify for Medicaid Waiver-funded services. Subsequently, without the assurance of DDD-funded employment services available for ongoing support after job placement, the Division of Vocational Rehabilitation (DVR) did not open individual employment plans for the majority of students participating in the Partnership Project. Without the ability to braid DDD and DVR funds, significantly fewer students were placed in jobs in the spring of 2009 compared to the spring of 2008. Despite the fact that fewer individuals who graduated in June 2009 received DDD supports and were employed in the three months post-graduation, 26 individuals who participated in the Partnership Project received supports and were employed, compared to only two individuals who were Non-Participants and 10 individuals from Non-Partnership Project Counties. While on average Partnership Project Participants did not work more hours than Non-Partnership Project County Clients, they did on average earn more money than individuals in the other groups (\$689 compared to \$334 for Non-Participants and \$427 for Non-Partnership Project County Clients).

FY 2009 Partnership Project Employment Outcomes Compared to National Employment Outcomes

The National Longitudinal Transition Study-2 (NLTS2) was commissioned to begin in 2001 by the U.S. Department of Education, and is a follow-up of the original National Longitudinal Transition Study. The NLTS2 includes 12,000 youth nationwide who were ages 13 through 16 at the start of the study (2000). Information for the study has been collected over 10 years from parents, youth, and schools and provides a national picture of the experiences and achievements of young people as they transition into early adulthood. Comparisons based upon data from the Employment Security Department are made here. Major findings for this section include:

- Prior to exiting high school, Partnership Project participants in Washington reported a higher percentage of individuals employed outside of their home than the NLTS-2.
- Post school exit, Partnership Project participants were employed at a higher rate than the national rate.

Prior to exiting high school, Partnership Project Participants in Washington reported a higher percentage of individuals employed outside of their home than the NLTS-2. Data from the NLTS2 suggest that only 15.4% of young adults with mental retardation had a job outside of their home in their last year of secondary school. Based upon Employment Security Department data, young adults participating in the Partnership Project during their final three months of high school were employed at a higher rate (37%) than nationwide. Partnership County Non-

Participants were employed at slightly less than the national rate (12%), and Non-Partnership County Clients at a rate (20%) slightly higher than the national.

The most closely comparable data for post-graduation outcomes between the Partnership Project and the NLTS2 is the data available from the NLTS2 for youth with mental retardation who have been out of secondary school a year or more. Based upon data reported in the NLTS2 for individuals with mental retardation, nationally 33.3% of youth out of secondary school a year or more had a paid job outside the home. Partnership Project participants were employed at a rate higher than this (42%). Non-Participants and Non-Partnership county graduates were both employed at a lower rate than the NLTS data.

Factors that Inhibit Young Adults from Transitioning to Employment

During interviews and observations in the fall of 2008 and spring of 2009, stakeholders interviewed for this report stressed two urgent issues that impacted the transition of young adults with developmental disabilities from secondary education to employment. The first was the need to embed the expectation of employment for all young adults with developmental disabilities in the actions of county DD staff, state DDD staff, school personnel, individuals and their families, the Division of Vocational Rehabilitation (DVR), employment providers, and employers. The second major issue was the need for increased collaboration between each of these stakeholder groups at the local as well as the state-level. In fact, local-level project stakeholders in several counties expressed their desire for the directors of state agencies (DDD, DVR, and OSPI) to collaborate and clearly link the outcome of employment to the responsibilities of local-level frontline staff.

These issues can be better understood through an examination of the specific challenges groups involved in the Jobs by 21 Partnership Project reported facing as they worked to transition young adults from secondary education to employment. These challenges centered on: systems-level collaboration, young adults transitioning to employment, families of young adults transitioning to employment, and the labor market.

Systems-Level Collaboration

Across stakeholder groups, it was noted that more effective collaboration is necessary across all systems to fully support young adults with developmental disabilities and their families to transition from educational services to employment.

Collaboration with Schools

The Office of Superintendent of Public Instruction (OSPI) is responsible for administering and monitoring public education in the state of Washington. The 247 school districts that have high schools in Washington work in conjunction with OSPI to administer education programs and implement education reform for all students, including students with developmental disabilities (OSPI, <http://www.k12.wa.us/AboutUs/default.aspx>). Students with developmental disabilities are entitled to specific services under the Individuals with Disabilities Education Improvement Act (IDEIA). Transition-age students are entitled to receive services to address the change from secondary education to adulthood. Section 602 of IDEIA 2004 defined transition services as:

Section 602: DEFINITIONS

(34) TRANSITION SERVICES: The term “transition services” means a coordinated set of activities for a child with a disability that—

(A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation. (National Center on Secondary Education and Transition, 2007).

The specific focus on vocational education and integrated employment means that OSPI and local school districts play a significant role in supporting employment outcomes for students with developmental disabilities. However, education stakeholders face barriers to fully implementing the transition from education to employment services. Educators who participated in the Partnership Project expressed the need for greater support and information from OSPI on how transition services and supports can be linked to the requirements of the Washington Assessment of Student Learning and the Washington Alternative Assessment Portfolio.

Frontline education staff (special education directors, teachers, and educational support staff) supporting transition-age students are working under two distinct service paradigms: the educational-service paradigm and the adult-services paradigm. Within the educational-service paradigm, educators are expected to assist young adults with the attainment of their academic objectives; under the adult-services paradigm, educators are expected to assist young adults to obtain employment-related objectives. While the activities that fall under these paradigms are not mutually exclusive, there is no specific requirement that academic objectives be written so that they lead to employment outcomes. Special education professional who collaborated with the Partnership Project noted that they felt that their pre-service education lacked instruction on the skills needed to support young adults transitioning to adult services. Overall, Partnership Project participants noted the importance of building special education teachers’ capacity to support the transition of young adults to employment.

Several educators participating in the Partnership Project experienced a steep learning curve when they began working with transition-age students. Prior to their involvement with the project, they did not fully understand the expectations around students with disabilities entering the labor force. This disconnect was even more pronounced in relation to students with significant disabilities. One adult service provider noted that for many years they had had contracts with local schools to provide transition services for students with mild to moderate

disabilities. However, these districts did not offer transition services to support employment outcomes for young adults with significant developmental disabilities.

Some schools participating in the Partnership Project held the expectation for their students with developmental disabilities to transition to employment but felt they lacked the resources necessary to do so. One school district administrator noted that in the past school year they had been required to cut nearly \$3 million from their budget, and that this impacted their ability to support education goals outside of their core academic mission.

Collaboration with Employers and Employment Systems

Respondents noted that overall businesses do not expect people with developmental disabilities to be employed and do not recognize people with developmental disabilities as an untapped source of labor. This is a sentiment echoed in the Workforce Training and Education Coordination Board's *Focus on People with Disabilities*. Greater outreach to potential employers is needed to expand employment opportunities for young adults with developmental disabilities.

The Workforce Training and Education Coordinating Board and the WorkSource Centers statewide are resources available to provide information to job seekers and outreach to employers about the employment potential of young adults with developmental disabilities. DDD administrators noted that there is a desire for increased collaboration with employment systems to improve employment outcomes for individuals with developmental disabilities. Prior to the Partnership Project there was little evidence that WorkSource Centers were being widely used by individuals with developmental disabilities.

Collaboration with DVR

The Division of Vocational Rehabilitation (DVR) is noted for its expertise in the transition from school to employment for students with developmental disabilities, and provides resources to support students to obtain employment before they graduate from high school. Washington's DVR has identified a DVR liaison for each school in the state to encourage the transition of young adults with disabilities to employment. Respondents also noted that there is evidence in Washington that counties and school districts are collaborating with DVR to support transition-age students to obtain employment; however, efforts were not reported to be consistently implemented across the state.

Young Adults Transitioning from Secondary Education

Young adults transitioning from secondary education face two unique issues: conflicting expectations related to employment create an inconsistent message, the late allocation of adult funding limits the collaboration needed to help students obtain jobs before they graduate from high school, and the time lag between graduation and receipt of adult supports.

Inconsistent message about employment prior to graduation

Young adults with developmental disabilities have not always received a consistent message that work is an important component of adulthood. Further, many students are not encouraged to explore potential careers or develop a career plan until their final year in high school, if at all. Adult service providers reported that they often must spend time orienting students to the importance of work before they can begin the process of job development, further slowing the process of obtaining a job once the student has graduated.

Late allocation of adult funding limits collaboration prior to graduation

A second issue that young adults who are transitioning face is that the systems that are in place to help them post-graduation are often not collaborating prior to the student's graduation day. In some counties it was reported that students lack access to DVR funding and services. It can also be difficult for students to engage with employment providers prior to graduation. One county reported that they used to sponsor provider agency open houses, but stopped because providers are reluctant to establish relationships with individuals who do not have an identified funding source for post-graduation services. DDD and DVR's inability to commit funding for these students at a sufficient interval before graduation is a stumbling block in the students' quest to seek employment services. Young adults in June 2009 were especially hard hit by the lack of DDD state funds in the FY2010 budget to support new entrants into the service system.

Time lag between graduation and receipt of adult supports

The lack of an identified funding source and service provider is especially troubling for students with significant disabilities. Providers reported a time lag between graduation and the initial receipt of services. During this time students not only lose skills they acquired during secondary school but also the connections to their former teachers and the valuable information that these teachers could provide in the search for employment. In 2008 one provider expressed concern that the skill and information loss between graduation and referral to employment services results in approximately 6 to 12 additional months of employment service prior to obtainment of a job. This issue was exacerbated for young adults graduating from high school in June 2009, because state dollars were not included in the FY2010 DDD budget to serve new entrants to the service system who did not qualify for Medicaid Waiver-funded services. Further complicating the search for employment is that once students receive DDD authorization for services, they are funded on average for two or three hours per week for individual employment and on average six hours across all employment services per week.⁹ This was seen as insufficient support to help an individual obtain employment.

Families of Young Adults Transitioning from Secondary Education

Families of young adults transitioning from secondary education experience their own set of concerns. Families are impacted by their expectations related to post-secondary outcomes, their understanding of the differences between the adult-service and education systems, and how these systems may or may not work together. Stakeholders interviewed for this report shared that many families have never been supported to see work as a valid post-secondary outcome for their family member with developmental disabilities; in fact, many families have been repeatedly told *not* to expect their family member to have experiences that mirror their same-age peers, including in employment.

Need for additional family preparation for transition

Families' expectations and beliefs about the transition process can be shaped by a lack of understanding about the service systems. Multiple counties involved in the pilot year of the Jobs by 21 Transition Partnership Project reported that families do not recognize the distinction

⁹The figure of six hours of service per week is the average number of hours of service across the different types of employment settings: Individual Employment, Group Supported Employment, Person to Person Services, and Pre-Vocational Employment. The average hours of service data were provided by DDD staff.

between the school entitlement model and the adult-services model. Typically, families do not understand the implications of their child with developmental disabilities graduating prior to the age of 21, and are not aware that between the ages of 18 and 21, DDD does not provide adult employment services.

Whether or not a student graduates prior to the age of 21, families struggle with the transition from a full school day to a partial day of DDD funded supports. Families are accustomed to having schools provide six hours of service per day five days per week. The reduction in the number of hours of service per week their child received, from 30 hours pre-graduation to an average of six hours post-graduation, is especially trying for families. Parents and guardians often must reduce their work schedules to support their newly graduated family member on a more full-time basis; ensuring that the student graduates and quickly moves into a job would reduce the impact of some of these issues on families.

Families were reported to struggle with the idea that the adult-service provider cannot provide the same level of service that the school had previously. Families were adapting to greater responsibility for scheduling services and conducting outreach on behalf of their family members. Services include not only day services but transportation to employment and social activities. One parent advocate noted that “parents do not know who to contact about different aspects of their child’s transition plan and do not know which entity is responsible for providing which service.”

Strategies to Smooth the Transition from School to Work

Maximizing Monetary and Non-Monetary Resources

In order to bridge the gap between school and adult services for students with developmental disabilities, systems must begin to interact prior to a student’s graduation from high school. These bridges between systems need to be built at the monetary and non-monetary levels.

Working together to maximize dollars

Maximizing taxpayer dollars for schools and adult developmental disabilities services was an important accomplishment of the Partnership Project. As the economic decline of FY 2008 continued into FY 2009, this goal became even more urgent. County Partnership Projects brought together money from across systems to support integrated employment for students graduating in June 2009. The total reported dollars leveraged across systems for FY 2009 was \$1,188,152. The following groups contributed:

- Division of Vocational Rehabilitation: \$409,420
- County millage dollars: \$374,330
- Local school districts: \$244,984
- Other sources: \$71,841
- United Way or other charitable organizations: \$45,326
- Adult employment providers: \$42,251

Working together to maximize non-monetary resources

Several counties noted that the Partnership Project was the primary catalyst for bringing participants and resources together to support employment outcomes for young adults with

developmental disabilities. Working together led to a better understanding of the available services and constraints faced by each group. The combined resources also helped to bring together stakeholders from schools, adult employment providers, community colleges, and local businesses, to problem-solve, develop trust, and determine how to make the best use of the limited dollars available for transition-age students. A variety of in-kind resources were contributed to the project by school districts, adult employment providers, local community colleges, and local businesses.

School Districts

School districts contributed a variety of in-kind resources and in-kind dollars to the Partnership Project. School districts provided para-educators as job coaches, space for meetings and trainings, and transportation to employment sites. They also allowed teachers and para-educators to attend trainings during the school day and paid for substitutes in the classroom. Specific examples include:

- One school district in Clark County directly contracted with an adult employment provider to supply job-development and job-coaching services to transition-age students.
- In Jefferson County, one school district adopted the Project SEARCH¹⁰ curriculum and instructional materials, collected data on student employment outcomes, and provided a special education teacher with transition experience to coordinate the students' Individualized Education Programs and to coordinate with the Project SEARCH team.
- School districts in King County allocated the time of their administrators, teachers, and para-professionals to participate in training, and paid for substitute staff in the classroom. Additionally, school districts awarded teaching and training time to educators and administrators so that they could participate in transition fairs and parent meetings. In some circumstances, teachers or para-educators provided job development for students and para-educators provided job coaching.

Adult Employment Providers

Adult employment providers also provided in-kind resources to the Partnership Project. Providers invested time and resources in the project because it was viewed as the “cost of doing business” with young adults prior to their graduation from high school. Specific examples include:

- Adult-employment providers in King County embedded employment staff into local educational teams during students' final year of high school. Employment staff conducted employment assessments, provided job development and on-the job support for students, and offered employment training for school-district staff.
- In Pierce County, the Partnership Project received in-kind support from adult employment providers through the provision of employment assessments.

¹⁰ Project SEARCH includes an education program for transition students whose main goal is competitive employment. The program takes place in a healthcare or business setting where immersion in the workplace facilitates the teaching and learning process.

- Prior to an individual's final day of high school, providers in Snohomish County provided employment services for free to students who exited DVR services without a permanent job because of a lack of funding for long-term support.

Community Colleges

Community colleges in Partnership Project Counties were noted for regularly donating resources for Partnership Project activities, including providing space for transition programs and conferences. Additionally, community colleges donated staff time to support Partnership Project staff to coordinate project events held on the campuses.

Local Businesses

Across the state, businesses contributed unpaid internship and employment assessment opportunities, work space and office supplies for on-site employment-support staff, and staff time to coordinate employment activities at their place of business.

Collaborative Activities to Support Transition Outcomes

In FY2009, Partnership Project Counties focused on collaborative activities with all project partners to support employment outcomes for young adults. Collaborative activities included: family forums, transition fairs, transition councils, and coordinated inter-agency collaboration between school and adult services. Additionally, different Partnership Projects made use of the Division of Vocational Rehabilitation's (DVR) expertise and resources, and made efforts to improve teacher competencies around transition and employment.

Family forums

Counties' use of family forums to discuss adult-employment services varied. Some counties made use of existing trainings, while other counties specifically developed family forums to address the transition process. Pierce County made use of their Medicaid Personal Care training to share information about employment services. Kitsap County DD agency staff attended school resource nights to explain to families the importance of having a reliable and sufficient source of income to maintain an independent lifestyle.

Clark County engaged in in-depth and sustained efforts to provide family forums. One of the topics covered during the family forums was employment and the transition from high school to adulthood. Stakeholders in Clark County shared that the outcome of the family forums has been increased empowerment for families. Examples of the ways in which families have been empowered to seek employment related services while their children are still in school are:

- Families understand the services available to adults with developmental disabilities before the individual reaches a crisis scenario.
- Families realize that once their child reaches the age of consent they will automatically become their own guardian.
- Families expect that their child will graduate with a resume and a job.

Families have also formed their own social networks within and between schools. Where school districts had previously denied opportunities for employment experiences for transition-age

youth, parents are now able to provide examples of other school districts in the county that are providing these services. To ensure that parents are not the only ones with access to the transition and employment information shared at the family forums, any trainings that Clark County offers for educators provide information that is complimentary to the family forums.

Clark County and Pierce County both offer DVD training to families about employment.

Transition fairs

During both the FY2008 and 2009 Partnership Projects, many counties offered transition fairs to disseminate information to individuals and families about adult employment services. The majority of counties offered transition fairs in 2009. Some counties offered one each school year, while other counties offered two or more. In counties that have offered transition fairs for several years, participants noted that:

- The fairs are an expected offering in their community.
- Attendance levels have grown over time.
- Many people attend the fairs multiple times.
- Families use the fairs to network with service providers and other families.
- Schools actively participate in the events.

One stakeholder noted that her transition fair kept expectations about employment possibilities high. Transition fairs allow parents to connect with service providers, as well as with other families with whom they can share their experiences. The stakeholder noted that families were very satisfied with the transition fair because they were able to have a better sense of their children's post-graduation plans. Transition fairs also provide opportunities for individuals who are employed to share their stories and generate enthusiasm among current high-school students about obtaining employment.

Interagency planning through transition councils

Interagency planning conducted through county-based transition councils has been an important, the part of improving transition services. The development of trust and the formation of long-term relationships among schools county, DDD, DVR, and other partners were consistently noted as outcomes of the councils in Partnership Project counties.

In Snohomish County, the transition council serves as a catalyst for sharing information and resources. Training and technical assistance in Snohomish County include: person-centered planning for individuals with significant disabilities, a DVR counselor conducting IDEIA training for school districts, and the Washington Initiative for Supported Employment (WISE) conducting training on transition IEPs. The transition council always invites schools, DVR staff, and families to all trainings. The transition council also provides a forum to facilitate conversations. For example, the council meetings provide an opportunity for employment providers to negotiate with school districts so that a good work-experience site can become a long-term, paid, individualized job.

Interagency transition to adulthood

Facilitating a seamless interagency transition from school to adulthood is the desired end result of multiple years of employment planning. Several counties with Partnership Projects have engaged in specific interagency efforts to ensure a seamless transition.

Clark County sub-contracts with personal agents to facilitate the initial transition to adult services. Personal agents meet with graduating individuals and their families in the spring prior to graduation to explain the differences between the adult and school systems. The personal agents share information on funding and service eligibility, support the selection of service providers, and conduct person-centered planning if it is not conducted by the school. Having these services provided prior to graduation helps to ensure that the transition is smooth and that connections are developed between the adult-service and education systems.

Snohomish County employs a transition coordinator with previous experience as a DDD case manager. The coordinator contacts each school district in the county to identify students who are at least 18 years of age, although if requested the coordinator will work with younger students. Most schools refer students to the coordinator when they are 20 years old. The transition coordinator maintains contact with each individual until they are 24 years of age. The transition coordinator connects individuals and families to the adult-service system by providing an individualized checklist of actions to take, and provides material on available services and supports. Additionally, the transition coordinator meets with individuals and their families and helps them determine what supports they need and how to access them. Individuals and families can engage with the transition coordinator over several years and can receive a personalized level of support.

Selection of service providers

The selection of an employment vendor while an individual is still in high school is an important component in ensuring that he or she obtains employment. Typically, individuals have not chosen an employment-service provider until after graduation; this has led to an incomplete transfer of information from the school system to the adult-service system. In counties that facilitate the selection of an employment vendor, the quality of employment services has been improved. Reasons for the improvement in service quality include:

- Providers no longer miss out on information from school.
- Providers begin interacting with students in an environment where the individual is comfortable.
- Individuals and families no longer feel uncertain about leaving school because they have developed relationships with employment vendors.

Snohomish County has engaged in specific strategies to support students and families to choose an employment provider prior to high-school graduation. The county hosts Vendor Fairs to provide an opportunity for individuals and their families to meet and choose from a variety of area employment providers. While the vendor fairs have some similarity to the county's transition fair, the smaller scope of the vendor fair allows for a focus on employment services. During FY2009 two vendor fairs were held, and as a part of one school district's curriculum students were required to attend and to choose a vendor at the end of the fair. The individuals and their families were asked to identify up to three employment providers they would like to

receive services from. The vendor fairs were viewed as especially important for students who lived in rural areas and for those who preferred a vendor in close proximity to their home.

King County has traditionally supported individuals to select an employment provider; however, there has been a movement to have school districts select one employment provider to work with per year. The goal of moving to one employment provider per school district is to improve the efficiency of the job-development and support process. Several families shared that the process of choosing an employment provider can be overwhelming, and that they appreciated that one had been selected by the school district. Some providers, however, were apprehensive about the change, because they did not want to be overwhelmed by large numbers of transition-age students.

Applying for SSI, SSDI, and Medicaid and Participating in Benefits Planning

The Partnership Project's requirement that students become eligible and apply for DDD services provides a natural opportunity to provide individuals and families' information about applying for Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), and Medicaid, as well as information about benefits planning. Initiating the application for these services while individuals are still enrolled in school enables individuals and their families to get accurate information about how social welfare benefits interact with employment and how benefits planning can maximize the individual's economic self-sufficiency. In four Partnership Project counties, at least 70% of individuals participated in Social Security Administration Benefits Planning (now called Work Incentives Planning and Assistance, or WIPA).

Spotlight on making use of DVR's employment expertise and resources

DVR has been an important collaborator in the Partnership Project. For example, the state DVR office offered guidance to local DVR and county DD offices on the role of DVR's local transition liaisons. Further, the individual client *Data Exchange Agreement* between DDD and DVR is another way that these systems have worked together to support the Partnership Project and the mutual goal of employment for young adults with developmental disabilities.

State DVR staff noted that the Partnership Project has expanded DVR's knowledge of types of employment services young adults are receiving from the school system. At the local level DDD, DVR, and school districts are developing a more unified vision of how to best support students to transition from school to work. Local DVR staff noted that in their region there is excitement around the Partnership Project, enthusiasm for supporting schools to become invested in employment outcomes, and a renewed focus on connecting the goals of the Rehabilitation Act and the IDEIA.

Counties also found that establishing relationships between students with developmental disabilities and DVR was an important outcome of the Partnership Project. More than 70% of Partnership Project students in six counties met with a DVR counselor prior to their final year of school as a result of the Partnership Project.

Relationships between DVR and students with developmental disabilities typically occurred either traditionally or contractually. In the traditional model, local DVR staff identify students ages 16–21 and open a DVR plan with students one year prior to graduation. In Snohomish

County, local DVR and DDD staff meet jointly with individuals and families to ensure a consistent message about employment. Jefferson County uses a similar strategy called a “flight team” that consists of representatives from DDD, DVR, and Parent-to-Parent who present as a team to families, students, and teachers about their services. In several Partnership Project counties, each June 2009 graduate had an open DVR plan, though in others this was not the case.

Contractual relationships are characterized by a contract between the local DVR office and the county DD office that details expected employment outcomes and payment points for the completion of employment services for transition-age youth. The contractual relationship between the King County DVR office and the King County Developmental Disabilities Division (KCDDD) is the most well-established and well-known in the state, although Spokane, Thurston, and Whatcom counties have at various points in time had similar contracts.

King County’s contract for 2007–2009 specified that, for up to 120 young adults who were DVR clients, who were receiving services from both KCDDD and DVR, and who were exiting high school, KCDDD would provide services. The purpose would be to help individuals achieve job stabilization and retain their job for 90 calendar days past the date of transition to long-term employment-support services, and to report on these employment outcomes to DVR. For transition-age students who were served under this contract, employment providers received payment for services only from KCDDD. In exchange, DVR reimbursed KCDDD for expenses related to job obtainment and maintenance, and if the individual maintained employment 90 calendar days past the date of transition to long-term employment support, an additional one-time payment for case closure.

In King County the impact of the contract has been documented. Students now begin working with DVR the summer prior to their final year of high school, and typically have obtained employment by the end of the school year. Additionally, it was noted that more students with significant disabilities are receiving DVR-funded services. Employment providers have responded positively to the contractual relationship, as it provides a steady monthly source of income to fund job-development and coaching services during the students’ final year of school. Providers also receive the full DVR case-closure payment 90 days after an individual transitions to long-term employment support.

Spotlight on improving teacher competencies around transition and employment

Teachers across the counties attended instructional presentations on the following topics:

- In 91% of the counties, teachers received training on adult-service programs.
- In 82% of the counties, teachers received training on developing a transition IEP.
- In 64% of counties, teachers received training on customized employment¹¹.

¹¹ According to the Office of Disability Employment Policy (2008), customized employment is “the voluntary negotiation of a personalized employment relationship between a specific individual and an employer that fulfills the business needs of the employer. The negotiation process addresses areas such as job duties, terms of employment, services and supports necessary to carry out the job duties, and expectations adapted to the needs or special circumstances of one particular job seeker.”

- In 64% of the counties, teachers received training on career or person-centered planning.
- In 55% of the counties, teachers received training on systematic instruction.

Training resources, both internal and external to the state, were used by Partnership Project counties. Trainings were provided by DDD state and county staff, WISE, local DVR staff, Educational Service Districts (ESD) staff, O'Neill and Associates, Washington State Medicaid Infrastructure Grant, and national experts such as Teresa Grossi from Indiana University and Michael Callahan from Marc Gold & Associates. Additionally, special education teachers have enrolled in the Employment Professional Certificate Program offered through Highline Community College at their campus in Des Moines, Washington and a satellite location at the ESD 112 in Clark County.

Statewide, the reported outcomes of providing instruction to teachers on transition and employment have been positive. Counties reported:

- Elementary teachers are reaching out to high-school special-education teachers for information on early transition planning.
- Parents are reaching out to high-school special-education teachers for information on early transition planning.
- IEP meetings have become less contentious and the likelihood of litigation has decreased in some counties.

In Clark County, extensive resources were devoted to teacher training. For several years, WISE has been contracted to provide a training and mentorship series to teachers. The series runs annually from October through May. Special-education teachers from across the county participate in the series to ensure that the information is disseminated widely. Local school districts pay for substitute teachers so that the teachers may participate in the series. The teachers attend six to seven full-day classroom sessions, and complete assignments in between sessions within their own classrooms to put into practice what they have learned. The series addresses topics such as person-centered planning, career portfolios, job development, benefits planning, system navigation, job coaching, Social Security Administration benefits planning, and career development.

The series encourages teachers to make use of technology to facilitate students' search for employment. For example, the storage of career portfolios on flash drives or memory sticks is encouraged so that students can more easily update their portfolio after they graduate. The series also makes use of in-class technology, including laptops for each teacher, so that they can complete student career and portfolio planning using WISE templates.

Teachers who have participated in the first one or two years of the training provided by WISE now serve as training-session assistants and mentors to first-time participants in the series. The development of these multi-year relationships has allowed the teachers to fully develop their skill set and to become school-level experts in transition. Mentor teachers are also paired with first-time participants in the series, typically from a different school district. This facilitates the dissemination of expertise across the county.

One of the primary expectations of the training series in Clark County is that teachers will become proficient in implementing person-centered planning within the Individualized Education Plan (IEP). Teachers receive ongoing training in person-centered planning and are required to complete a specific number of plans with the help of their mentor teacher, and then on their own. However, the teachers do not facilitate the person-centered plans for individuals from whom they also write IEPs, allowing the teacher who has educational responsibility for the student to participate as a team member and share their knowledge about the individual.

Person-centered planning is no longer considered an additional service but is now an expected component of the transition process. Teachers participating in the series shared that conducting person-centered planning has not added to their workload, but has enhanced their ability to facilitate a successful transition from school to adulthood. Further, the person-centered plan has allowed teachers to feel more confident writing IEP goals that not only meet the expectations for Washington's *State Performance Plan* Indicators 13 and 14 but also are connected to the life experiences the student can expect post-graduation.

A focus on person-centered planning has also changed how teachers partner with families in the transition process. Using person-centered planning as a tool to guide the development of IEP goals has led to families becoming more involved in the transition process and more satisfied with the IEP. Families now expect that their child will obtain a job prior to graduation, and school districts have reported that fewer parents feel the need to hire attorneys to advocate for them in the development of the IEP.

Lastly, teachers now feel more confident working with adult employment providers. Providers are also pleased because the school has already completed a portion of the employment assessment process, allowing the provider to focus on supporting the individual to obtain employment.

Supporting Employment Outcomes: Using Apprenticeships, Comprehensive Transition Program Models, and Targeting Specific At-Risk Student Groups

Apprenticeship opportunities, formal transition programs, and targeting students at risk for unemployment were all strategies that counties used to develop employment skills and obtain employment for students participating in the Partnership Project.

Apprenticeship to Permanent Employment Opportunities

Apprenticeship opportunities can often lead to paid employment. Different models exist for providing this service across the state, including Project Search and local school-district models.

Clark County offers several ways for students to engage in work and apprenticeship opportunities. One school district in the county contracts with a vendor for employment services for 18-to-21-year-olds to develop apprenticeships and jobs. Other schools make use of the Project Search site at a local hospital. School districts that participate in the program pay a \$20,000 per-student fee and must supply four students per year for the program. One stakeholder noted that participating school districts consider the fee a bargain as it frees up valuable special-education resources for other students who are still enrolled in full-time coursework.

King County also offers a Project Search site at a local hospital. The job-development and job-coaching services are provided by an outside employment vendor. The hospital has a staff member who coordinates with the Project Search employment provider to identify new hospital initiatives, areas for growth, and interested department managers. Initially the hospital offered two full-time employment positions to the project which were split into four part-time positions; over time additional jobs have become available through attrition. In June 2009, there were 23 paid Project Search employees at the hospital with 14 working of these employees working 25 hours or less per week and the remainder working 30 to 40 hours per week. The hospital's goal is to only offer true part-time jobs with sufficient hours; the Project Search coordinator stated, "A two hour per week job isn't a job." The Project Search site in King County also offers student internship opportunities. The internships occur before students' final year of high school. They offer time-limited placements that rotate throughout the hospital to allow students various opportunities to explore their employment potential.

In Snohomish County, the Edmonds School District offers in-house career exploration opportunities to students who are in their fifth and sixth years of high school, and community career exploration to students from their sixth year of high school until graduation. The goal is for students to have a total of six different career experiences before they graduate. The majority of the experiences are unpaid. Stanwood High School in Snohomish County also offers career exploration opportunities for students between the ages of 18 and 21. The school uses a job developer and job coach to help ensure that apprenticeships match students' goals and support needs. The majority of the placements are unpaid and within the school district. Also in Snohomish County, Marysville High School has implemented a work-based learning program that blends vocational and special-education programs to support students to explore specific employment fields. The placements, which are typically unpaid, are usually in enclaves or work crews and blend students who need more support with students who need less support. The school provides transportation to the job sites, but students also make use of public transportation. In any given year there are approximately 30 to 35 students between the ages of 18 and 21 who are enrolled in the program.

Formal Transition Programs

Several comprehensive models for supporting students during the transition period have been developed in Washington. These models occur once students have completed four years of high school but prior to students turning 21. Four specific models were directly observed by the evaluators: two community-based programs, and two based on community-college campuses.

Community-Based Models

The Lake Washington School District in King County has developed the Transition Academy, an inclusive community-based education and employment model. Transition Academy is offered to students once they have completed their first four years of high school. The academy was established by a community taskforce that wanted to ensure that students had the opportunity to obtain employment before the age of 21. A founding principle of the model is that students need to learn how to balance the responsibility of work with a social and family life while still enrolled in school. The goal for the academic year is to plan and implement a schedule that will

support the young adult throughout the school year and post-graduation in both employment and recreational pursuits.

The only criteria that students must meet to enter the program is that they must have an intellectual disability and be committed to the goal of community employment. During the 2008–2009 school year, 23 students were enrolled in the academy and eight additional students were eligible for the program but chose not to enroll. That same year, the program was staffed by two special-education teachers and five paraprofessionals; the program also sponsors student teachers from the University of Washington. The program is based at an off-campus office in a commercial district of Redmond and operates four days per week during the school year. During the fifth day, individuals develop social and recreational activities in their community and the staff conducts academic planning and administrative meetings. The program operates from 7 a.m. until 4:30 p.m., with flexible hours to support student employment placements. The program does not offer evening or weekend supports.

The focus on employment starts on the first day that students enter the Transition Academy. Staff meet with students and inquire about students' post-graduation goals. If students have not obtained paid employment prior to the summer before they graduate from high school, providers begin working in earnest with them during the summer break. Once a paid employment placement has been made, job maintenance is the top priority, with a focus on fading paid on-the-job supports. Once a young adult has obtained a job, staff support the individual to expand his or her job responsibilities.

The Gateway to Adult Transition Education Program (GATE Program) is another model for supporting students to obtain employment prior to graduating from high school. The GATE Program is part of the Vancouver Public School system in Clark County. Since its start in 1993, the program has focused on supporting students ages 18–21 with developmental disabilities to reach their post-secondary objectives. The program is located in an off-campus setting with easy access to public transportation.

The GATE Program focuses on three areas of development: employment and vocational skills, independent living, and community access. Students enrolled in the program develop resumes, letters of interest, and job-application skills. Additionally, depending upon the students' employment history, they develop employment objectives, attend work and personal safety training, participate in multiple work experiences, and obtain part-time paid employment. As of May 2009, the program had developed 120 potential job sites, with 30 job sites in regular operation.

Students apply to participate in the program, and must demonstrate specific competencies prior to acceptance. However, even if students do not participate in the GATE Program, they are able to access all of the program's resources, including job sites. Competencies for admission include:

- The ability to spend part of the day unsupervised, work at various independent work sites, adapt well to change, ride public transportation independently, and carry and use identification.
- Independent self-care management, mobility, and communication skills.

- Stable health.
- The ability to master basic life skills and time-management skills.

Community-College Models

Two distinct models for providing students who have completed four years of high school access to post-secondary education were observed. Both examples are in King County and combine access to a post-secondary education environment with a focus on obtaining community employment. Each program is unique and will be highlighted separately.

Achieve. The Achieve Program at Highline Community College is open to any student with an IEP in King County. The program was started in 2003, and has grown to enroll students from fourteen school districts in King County. Achieve is jointly funded by the King County DDD, DVR, and the school districts; however, all program staff are employees of the community college. The program is open to students ages 18–25. For students who fall into the 18–21 age range, the school district pays for the student to attend the program; for students 21 and older, DDD or DVR provides payment. Schools can provide a para-educator for the student, but Achieve works to quickly fade school-district supports. Schools can also choose to provide transportation, but Achieve requires that it not be in the form of a school bus, so that the student has a more typical college experience.

Students typically are referred to the program by their school district, but some also hear of the program and request that their school district provide access. Students who are younger than 21 have the program written into their IEP. There are three entrance criteria for the program: the school district supports the decision, the student wants to obtain employment and attend the program, and the student's family supports the student's goals.

The curriculum includes access to the college's general curriculum classes, Achieve courses, and college activities. Students select courses that will develop their employment skills to support the successful transition to adulthood with a paid job. For example, students who are interested may pursue coursework in the early-childhood education and library-technician programs. Achieve program coursework focuses on building professional employment skills and career exploration. Courses focus on workplace communication, and help students learn about different career options by interviewing Highline employees across the campus. Achieve students have Highline Community College IDs, use the library and the student union, and participate in other college activities. Achieve is also the Disability Resource Center at the community college, providing a seamless support system.

All students in the program seek employment. Towards that end, students participate in paid and unpaid internships, job sampling, community-based employment assessments, and paid employment. The curriculum is implemented Monday through Thursday. On Friday, voluntary workshops on adult issues such as relationships, sexuality, nutrition, and loss and grieving are offered to further support students' transition to adulthood.

Before the start of each school year, Achieve offers a summer institute for students and families. This two-week institute orients students to the campus prior to the start of the school year. Evening sessions are provided for parents to help them acclimate to the community college

setting as well. Additionally, there is a listserv that allows families to interact with one another throughout the school year.

Stakeholders note that the location of the program on a community college campus is very powerful. Students who attend the program view themselves as college students and this encourages them to behave like young adults. Many students have watched their older siblings and classmates without disabilities enter college, and view their own transition to Achieve as a natural part of maturing. The diversity of the Highline campus has helped to create a welcoming environment for the Achieve students. It was reported by Highline staff that 114 different languages are spoken by the student population, 53% of the students are English as a Second Language learners, and 30% of the students are recent immigrants; therefore, a large majority of the student population has educational support needs. The administration of Highline is very supportive of the Achieve program, and the college's president regularly attends Achieve events.

Previously, employment staff began working with students during the winter; however, during the 2009–2010 school year, employment staff began working with students to pursue employment in the fall. Staff note that this change is important because young adults typically do not retain the first job they are placed in and often cycle through several short-term placements before obtaining long-term employment.

Shoreline Community College. Beginning in 2006, the Shoreline Public School District in King County Washington partnered with Shoreline Community College to offer an off-campus transition program for young adults with intellectual disabilities and developmental disabilities (ID/DD) residing in the Shoreline School District. While participants are still in high school, the Community Based Transition Program offers a structured transitional step between their traditional day and post-secondary education as well as employment in the community. Funding for the classroom space on the college campus is provided by the school district; the school district also provides the program's special-education teacher and education-support staff. The school district took the lead in facilitating additional financial collaborations to fund the program. The school proposed that the King County Developmental Disabilities Division's (KCDDD) School-to-Work Project (S2W), the Division of Vocational Rehabilitation, and the district pool resources to hire a full-time employment consultant who would be embedded within the transition program. The employment consultant is contracted through KCDDD and was chosen through a Request for a Qualified Provider (RFQ) process. All these stakeholders shared the goal of ensuring that youth with ID/DD transition from high school to employment in the community in accordance with the state's Working Age Adult Policy.

After completing four years of high school, students with an Individualized Education Plan who are enrolled in the Shoreline Public School District and who need additional services in daily living, community access, and/or vocational skills are referred to the program. Students, families, and school personnel meet to determine if the program is a good fit for the student. When appropriate, during their first year of eligibility for the program, students are able to split their time between the traditional school day and the program to ease the transition to adulthood. Students who enroll in the program are also able to take advantage of campus resources, including the library, athletic facilities, computer labs, clubs, and special events. School staff report that very few individuals turn down the opportunity to participate in the program.

The district contracts with Northwest Center, a local employment vendor, to provide the full-time employment consultant. During students' final year of school, the employment consultant provides job development, placement, and support to individuals enrolled in the program.

In an effort to support families to think about the work day as opposed to the school day, the program operates in two shifts, one from 11 a.m. to 4 p.m. and the other from 12:30 p.m. to 5:30 p.m. The program's hours provide an early opportunity for families to identify supports for individuals when they are not receiving services. During each shift, students complete two hours of coursework in a classroom at Shoreline Community College and two to three hours of work in the community. The split schedule allows for more individualized job coaching, as the job coaches work with two smaller groups of students, rather than one large group. Additionally, if during a student's final year of school the employment hours extend outside the shift hours, the employment specialist is able to be flexible and meet the student's job-coaching needs.

Job sites are matched to students' employment goals and are often in the fields of automotive, food service, animal care, and retail. Staff have guidelines when developing job sites which include: students must have the opportunity to learn new skills, students may not displace a current employee, placements must provide the opportunity for students to learn skills that correlate directly to actual positions in the community, and students and staff are encouraged to look beyond jobs where individuals with ID/DD are often concentrated, such as shredding documents and greeting customers, to ensure students have the widest opportunities possible.

Since the program's inception, 35 job sites have been developed, with new ones added as needed to match the employment interests of students. Students are graduating ready to enter adult job-development services or to transition directly into jobs in the community.

Of the eight students graduating at the end of the 2008–2009 school year, two students had graduated with stable jobs in the community. The remaining six students were actively engaged in job-development activities and had participated in a series of employment experiences to build their resumes. Of the five students graduating at the end of the 2009–2010 school year, two students had already found employment as of December 2009. The remaining three were in the process of obtaining employment. This is a significant improvement in the overall outcomes for employment for transition-age youth in the school district.

In the past, many individuals experienced a delay in the receipt of employment services, and valuable insight from special-education teachers was often lost. Due to the project, students graduate from high school employed or receiving employment services, and valuable information is shared between school and adult-service providers that has improved the job development process. Additionally, because classwork is focused on the development of functional skills (e.g., how to read a bus schedule, cooking) as well as the development of self-advocacy skills, students are prepared to enter adulthood and live with independence.

Targeting At-Risk Students

Targeting students who ran a specific risk of not obtaining employment prior to graduation was another strategy used to obtain the goals of the Jobs by 21 Partnership Project. Actions included

targeting students with significant disabilities and students who were not enrolled in a Medicaid Waiver.

Efforts to Target Students with Significant Disabilities

Specifically targeting students with significant disabilities to participate in the Partnership Project was another strategy used to ensure young adults gain employment prior to exiting school. King, Kitsap, Snohomish, and Thurston County each engaged in different techniques to accomplish this goal.

To assist providers to work with individuals with more significant disabilities, King County Developmental Disabilities Division (KCDDD) provided training on customized employment, autism, and the use of assistive technology. They also required each provider who was involved in the Partnership Project to commit to serve all students who were enrolled in the Partnership Project regardless of the students' disabilities. Staff used customized employment to support a young adult with significant disabilities to become employed in her neighborhood. This young adult had both mobility and communication barriers; however, KCDDD allocated funds to modify the work environment and provide assistive technology so that she could be fully included there. Because the individual initially worked very few hours per month, it was difficult to identify an employment provider, so employment supports were provided by personal-care aides hired using Medicaid Waiver personal-care funds. In June 2009 the young adult's position had increased to 10-to-15 hours per week at a rate of \$12 per hour.

Four out of the five students participating in Kitsap County's Partnership Project had significant disabilities, and it is likely that they would not have received services from the Division of Vocational Rehabilitation (DVR) after they graduated from high school if they had not been involved in the Partnership Project. Kitsap County has worked with school districts to ensure that all young adults, regardless of the severity of their disability, have a transition plan that focuses on employment. The county's project focused on providing strategies to school districts to prepare students with more significant barriers to be employed or enter employment upon graduation from high school.

Several efforts occurred in Snohomish County to target students with significant disabilities for employment. One young adult with significant personal-care challenges received targeted supports which allowed him to exit school with a job. The school district and the employment provider shared support responsibility early in the transition process by connecting with an employment training site near the student's high school. Additionally, the employment provider identified a permanent employment position close to the student's home to reduce the impact of the individual's personal-care needs on his employment.

Additionally, Snohomish County brought in an expert in person-centered planning to support six individuals with significant barriers to employment who were enrolled in a Medicaid Waiver. Person-centered planning sessions were conducted with the students and their families as well as representatives from the students' schools, DVR, the students' employment providers, Snohomish County Human Services, the students' friends, and DDD case managers. The end result was an action plan for each student with specific steps that would be taken to support the student to become employed.

Thurston County focused on serving students who had more significant disabilities, as well as students who had chosen to exit high school prior to turning 21. Students with more significant disabilities specifically were reported to benefit from customized employment strategies. Services for these students focused on developing relationships with the adult-services system and exploring various employment settings and responsibilities. For those students still in school, the building of relationships with the adult-service system began earlier than in previous school years.

Efforts to target students not enrolled in a Medicaid Waiver

In FY 2009, several counties specifically targeted students for the Partnership Project who were not enrolled in a Medicaid Waiver. The efforts of these counties were especially urgent because there were no dollars allocated to serve these students in DDD's FY2010 budget, and thus these students were not likely to have access to funding for long-term employment supports. King, Pierce, Snohomish, and Thurston County engaged in specific efforts to assist these students. A combination of Social Security Work Incentives, private pay, funding of employment supports from other agencies, and the development of natural workplace supports was used in these counties.

King County's DDD has worked hard to assist grads and their families in finding alternative funding for long-term supports. A Social Security Benefits Specialist met with each employment provider agency and student who was not enrolled in a Medicaid Waiver. Families, students and providers were provided information on how to access and implement the use of Social Security Work Incentives. However, Social Security Plans for Achieving Self Support (PASS) and Impairment Related Work Expense (IRWE) plans were not found to be viable strategies to support young adults who worked very few hours per week. In some circumstances, employment-provider agencies requested some form of private payment from individuals who had personal resources to pay for employment support. KCDDD also used millage funds to supplement the use of privately paid employment supports.

In Pierce County, young adults graduating in June 2009 and their families, local school district staff, Pierce County Human Services, employment provider agencies, the Division of Vocational Rehabilitation (DVR), and the Department of Services for the Blind (DSB) held discussions around best practices for those students negatively affected by the elimination of DDD long-term employment-services funding. This coalition sought out creative strategies to support these young adults to reach their vocational goals. For example, one individual who was also enrolled with the DSB was allocated funding for job development and training services that allowed him to obtain a job. The employment-provider agency also developed natural workplace supports.

Snohomish County Human Services provided a list of individuals who were eligible for state-funded employment services should dollars become available to DDD. Human Services staff also met with young adults and their families to discuss the use of Social Security Work Incentives to pay for long-term employment supports. Commitments were secured for a few students to use Impairment Related Work Expense plans or private pay to fund long-term supports.

As did King, Pierce, and Snohomish County, Thurston County explored the potential to use private pay and Social Security Work Incentive plans. Individuals and their families met with county staff to develop plans to arrange long-term employment supports for individuals graduating from high school in June 2009.

Career planning and exploration as a part of the school curriculum

The incorporation of career planning and exploration into the school curriculum occurred on a county-by-county basis. Ultimately, school districts are choosing to implement career planning and exploration in their curriculum as a strategy to fulfill Indicators 13 and 14 and because they are able to draw upon the expertise of the adult-service system while students are still enrolled in school. Several counties, including Clark and King, have contracted with WISE to conduct trainings for school special-education staff to develop educators' competencies in the area of career planning and exploration. Island County has developed their relationships with the local Work Source to ensure that individuals with developmental disabilities are included in the Work Source plan. This has encouraged educators and transition coordinators to use this resource with their students.

School districts in Snohomish County have begun using a planning tool to facilitate the transition from school to adulthood, help individuals and families to create a plan for how the student will be supported post-graduation, and address the importance of employment as a transition outcome. The planning tool consists of three hour-long meetings, with a several-month gap between meetings so that participants can complete follow-up tasks in the interim. The county contracts with four planning facilitators and reported that several schools use the planning tool to write students' IEPs.

Carry-over benefits from FY2008 Partnership Program

Kitsap County reported carry-over benefits from their FY2008 Partnership Project. When asked how many students who turned 21 who were not in the Partnership Project were employed on July 1, 2009, it was found that eight young adults were employed (through DVR funding) on or before July 1, 2009. Five of the eight were employed through the WIN program at Harrison Medical Center. The expansion of employment opportunities through the WIN program at Harrison Medical Center was implemented as part of the FY2008 Partnership Project, and this program continued in FY2009.

Reasons Why Individuals Did Not Obtain Employment

Despite the best efforts of counties with Partnership Projects, there were individuals who graduated from high school without obtaining a job. Counties noted a series of reasons why individuals did not obtain employment or could not maintain employment post-graduation, including: lack of funding for long-term employment supports, family concerns about employment, and individuals choosing to exit school before June 2009 and the completion of transition services.

Funding

The primary reason that counties shared for why young adults did not graduate and obtain employment was the lack of long-term employment funding for individuals who were not enrolled in a Medicaid Waiver. The lack of funding resulted in a ripple effect in which families did not apply for DDD eligibility, Social Security Work Incentives proved to be a poor match for individuals who worked limited hours, and in most counties the local Division of Vocational Rehabilitation (DVR) office did not open supported employment cases for individuals for whom there was no long-term support funding available from DDD.

Despite the efforts of the Partnership Project to educate individuals and families about the importance of applying for DDD services prior to graduation, families still refrained from establishing DDD eligibility. Often families expressed that they did not see a benefit to applying for DDD service while their young adult was still enrolled in school. In FY 2009 this issue was exacerbated by the fact that families were aware that there were no DDD funds available in the FY 2010 budget to provide employment services for their young-adult son or daughter.

Efforts were made to identify sources of long-term employment funding for individuals who were not enrolled in a Medicaid Waiver. Social Security Work Incentives were tried as one strategy to fund long-term support. While a small number of individuals were able to make use of work incentives, the majority of individuals were not able to meet the criteria with their first employment positions, and subsequently once they graduated from high school did not have a source of payment for employment supports. Though there were a few individuals whose families were able to pay for long-term employment supports, for most this was not a viable option.

In spite of the state DVR office's efforts to ensure that local DVR offices opened employment plans for DDD-eligible clients who qualified for long-term employment-support funding, not every local DVR office followed this guidance. Several counties reported that their local DVR office would not open employment cases for young adults who were not enrolled in a Medicaid Waiver and could not guarantee a method of payment for long-term employment supports.

Family concerns about employment

Across the Partnership Project counties, some families remained resistant to community employment. Typically these families chose not to enroll their child in the Partnership Project or in their school district's transition programs, effectively refusing employment services while their child was still enrolled in school. Some stakeholders reported that they would like to see not only the development but the implementation of a plan to transition to adult-employment services become a requirement for individuals and families.

Exiting school prior to graduation

Individuals also continued to exit high school prior to the official end of the academic year without completing their transition plans. One county shared the example of an individual participating in the Partnership Project who moved out of the county during the last school semester with one week of notice to the school and county. Another county noted that several of their school districts seemed unconcerned about students leaving school prior to age 21 without a

specific plan for employment, and even seemed to encourage their students to leave prior to June of their graduation year.

Difficulty matching OSPI requirements for graduation to employment

Education and developmental disabilities professionals noted that some school districts continue to struggle with matching OSPI's graduation requirements to the development of skills that students need to obtain employment. This leads to a reduced emphasis on employment, even in the students' final year of school. They noted that they would like to see an emphasis placed on the development of student portfolios that lead to the student being prepared to enter the work force, the development of guidelines to support portfolios, and the development of graduation requirements that are based upon the inclusion of employment outcomes.

**POLICY IMPLICATIONS:
A MODEL FOR WHAT SHOULD HAPPEN, WHEN IT SHOULD HAPPEN,
AND WHO SHOULD BE RESPONSIBLE**

Data collected over the first biennium of the Partnership Project from counties that received project funds documents the use of innovative strategies designed to result in young adults with developmental disabilities transitioning from their final year of high school directly to good jobs in the community. The comprehensive work engaged in by Partnership Project Counties allowed the evaluation team to develop a proposed service model under which exemplary employment transition services should be facilitated in Washington. The model is made up of several different layers: state-level players, local-level players, a timeline of services and supports, quality indicators for each phase of the timeline, and strategies for implementing each indicator.

For additional data that informed the development of this service model, please refer to the “Washington State Division of Developmental Disabilities Jobs by 21 Partnership Project Report for FY 2008,” available at

<http://www.dshs.wa.gov/pdf/adsa/ddd/Jobs%20by%2021%20Report.pdf>

State-Level Players

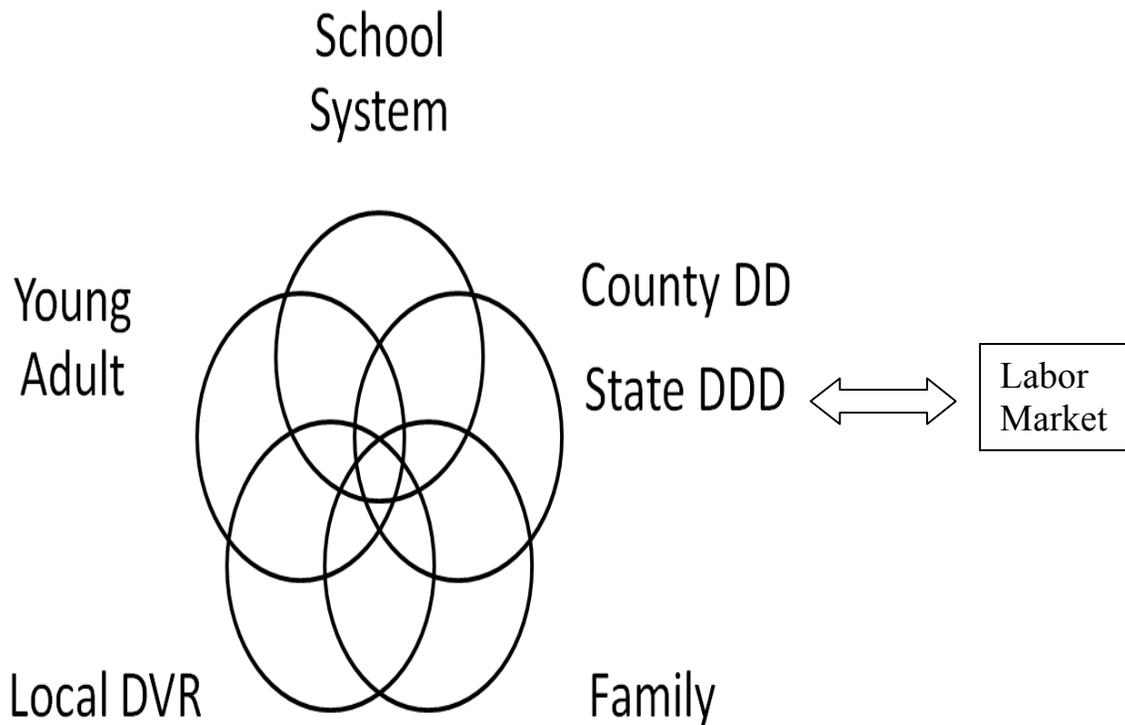
As outlined in this report, there are three primary state-level players that develop policies and oversee programs that impact young adults’ success in obtaining employment prior to exiting high school, and maintaining employment immediately after exiting. These are the Office of the Superintendent of Public Instruction (OSPI), the Division of Developmental Disabilities (DDD), and the Division of Vocational Rehabilitation (DVR). As previously noted, local-level project stakeholders in several counties have expressed their desire for the directors of these state agencies to collaborate and clearly tie the expected outcome of employment for young adults with significant intellectual and developmental disabilities to the responsibilities of local-level frontline staff. While the actions of these agencies were not specifically evaluated for this report, each has a role in the development of a statewide culture that supports the successful transition from school to employment. It is recommended that OSPI, DDD, and DVR engage in cross-agency strategic planning to ensure that curriculum, policies, and practices are developed and implemented to support the successful transition from school to employment for Washington’s students with the most significant intellectual and developmental disabilities.

Local-Level Players

The focus of the Partnership Project has been to develop collaborative strategies at the local level to support individuals to obtain employment prior to exiting high school and to maintain employment immediately after exiting. As identified in this report, five groups of stakeholders working together at the local level were the key to achieving the goals of the Partnership Project. These were the county DD agency, young adults with developmental disabilities, families, school systems, and local Division of Vocational Rehabilitation offices. The results of the Partnership Project have outlined the importance of these players working collaboratively to ensure that young adults obtain employment prior to exiting high school and maintain employment immediately after exiting. It is important to note that each of the five groups of stakeholders operated within the confines of the labor market, and therefore needed to interact

with adult-employment providers and employers. However, because adult-employment providers and employers were not specific targets of the Partnership Project, the evaluation did not collect data on independent actions taken by these groups to support individuals to obtain employment prior to exiting high school and did not include them specifically in the model. Actions that the identified stakeholders should take to interact with the labor market are addressed in the Timeline of Services and Supports and Quality Indicators that will be presented next.

Local Collaboration for Transition to Employment



Timeline of Services and Supports

Stakeholders in Partnership Project Counties bridged the gap between school and work by involving multiple participants and by instituting changes in their actions at various points of the young adult's life span. While intervention during the birth to high-school years was not a formal requirement for a county to be awarded Partnership Project funds, counties that engaged in actions to prepare youth to become employed as adults can expect to reap the rewards of these actions in years to come.

The model outlines specific tasks that each stakeholder should engage in during each phase of the individual's life. Stakeholders identified in this model are the: county DD agency, the young adult, the family, the school system, and the local DVR office.

- The county DD agency has the responsibility for contributing to services for individuals with developmental disabilities from birth until age three, and again once an individual turns 21 and exits high school. The birth-to-age-three period is the natural point in time for county DD agencies to introduce families to the expectation that adults with developmental disabilities in WA engage in community employment.
- In accordance with IDEIA's emphasis on beginning transition planning at age 14, the young adult and their family are expected to formally engage with the employment process beginning in middle school. However, it is anticipated that from the time of birth families are preparing their child for the future and wondering, "What will my child want to do when he or she grows up?" For this reason the individual and his or her family have a lifelong stake in preparing for employment.
- The public school system has a clearly identified responsibility for services and supports to infants and toddlers with developmental disabilities from birth until age three, as well as formal responsibility for providing services to young adults with developmental disabilities with an Individualized Education plan through to the age of 21. Therefore, the school system has a significant role in preparing individuals with developmental disabilities for adulthood and employment.
- DVR is a natural link to employment services for young adults with disabilities. There are DVR liaisons for each high school in Washington to assist in the transition of young adults with disabilities to employment. Any student may meet with a DVR counselor to determine eligibility for DVR services. Additionally, for individuals who are eligible for Medicaid Waiver Services, DVR is the first agency to whom individuals apply to receive employment services.

The table that follows highlights each life phase and the role of each stakeholder in supporting individuals to transition from childhood to employment.

Support for Transition to Employment, from Childhood to Adulthood

Phase of Life	County DD	Individual	Family	School	DVR
Birth-3yrs	Outreach to other stakeholders that employment is an expectation for adulthood	Complete age-appropriate chores at home and school Learn that employment is a goal for adulthood	Assist individual to complete age-appropriate chores at home Apply for DDD eligibility Learn that employment is a goal for adulthood	Early Intervention Programs promote the expectation of employment as the goal for adulthood Assist individual to complete age-appropriate chores at school	NA

Phase of Life	County DD	Individual	Family	School	DVR
Elementary School	Outreach to other stakeholders that employment is an expectation for adulthood	Explore the world of work Complete age-appropriate tasks at home and school	Explore the world of work Assist individual to complete age-appropriate chores at home	Expect all students to be employed in a career Support individual to explore the world of work Incorporate self-determination skills into curriculum Assist individual to complete age-appropriate chores at school	NA

Phase of Life	County DD	Individual	Family	School	DVR
Middle School	<p>Outreach to other stakeholders that employment is an expectation for adulthood</p> <p>Sponsor transition fairs</p> <p>Partner with schools on curriculum</p> <p>Participate in transition plan</p>	<p>Develop transition plan</p> <p>Attend transition fairs</p> <p>Explore the world of work</p> <p>Complete age-appropriate tasks at home and school</p>	<p>Assist individual to complete age-appropriate tasks at home</p> <p>Develop transition plan</p> <p>Attend transition fairs</p> <p>Attend DD outreach events (e.g., family forums)</p>	<p>Support individual to explore the world of work</p> <p>Develop transition plan</p> <p>Sponsor transition fairs</p> <p>Incorporate self-determination skills into curriculum</p> <p>Assist individual to complete age-appropriate tasks at school</p>	NA

Phase of Life	County DD	Individual	Family	School	DVR
High School	<p>Outreach to other stakeholders that employment is an expectation for adulthood</p> <p>Sponsor transition fairs</p> <p>Participate in IEP</p> <p>Participate in transition plan</p> <p>Partner with schools to incorporate employment into curriculum</p> <p>State DDD establishes DDD eligibility (if not done at a younger age)</p> <p>Sponsor local transition council for interagency planning</p>	<p>Revisit transition plan</p> <p>Attend transition fairs</p> <p>Participate in paid and unpaid work experiences</p> <p>Career exploration, planning, assessment, and obtainment</p> <p>Attend DD outreach events (e.g., family forums)</p> <p>Select technical and/or academic coursework</p> <p>Apply for DDD eligibility (if not done at earlier age)</p>	<p>Revisit transition plan</p> <p>Attend transition fairs</p> <p>Attend DD outreach events (e.g., family forums)</p> <p>Apply for DDD eligibility (if not done at earlier age)</p> <p>Support participation in paid and unpaid work experiences</p>	<p>Provide access to both technical and academic coursework</p> <p>Incorporate self-determination skills into curriculum</p> <p>Begin process of career exploration, planning, assessment, and obtainment</p> <p>Incorporate employment into curriculum</p> <p>Sponsor transition fairs</p> <p>Revisit transition plan</p> <p>Support participation in paid and unpaid work experiences</p> <p>Participate in local transition council for interagency planning</p>	<p>Participate in transition fairs</p> <p>Support participation in paid and unpaid work experiences</p> <p>Participate in local transition council for interagency planning</p>

Phase of Life	County DD	Individual	Family	School	DVR
18-21 yrs	Sponsor local transition council for interagency planning	Initiate adult eligibility for Medicaid/SSI/SSDI	Revisit transition plan Attend transition fairs	Support postsecondary education options	Open a DVR case for transition-age youth with an IEP
	Outreach to other stakeholders that employment is an expectation for adulthood	Consider postsecondary education options	Attend DD outreach events (e.g., family forums)	SPED teachers receive continuing education on transition and employment	Participate in IEP when appropriate for transition-age youth
	Sponsor transition fairs	Interview adult employment providers	Interview adult employment providers	Collaborate with adult employment providers	Participate in local transition council for interagency planning
	Participate in IEP	Revisit transition plan	Revisit transition plan	Participate in local transition council for interagency planning	Participate in transition plan
	Participate in transition plan	Ongoing career exploration, planning, assessment, and obtainment	Consider postsecondary education options	Incorporate employment into curriculum	Participate in transition fairs
	Initiate adult eligibility for Medicaid/SSI/SSDI	Attend transition fairs	Support participation in paid and unpaid work experiences	Revisit transition plan	Support participation in paid and unpaid work experiences
	Conduct benefits planning	Attend DD outreach events (e.g., family forums)		Ongoing career exploration, planning, assessment, and obtainment	
	Partner with schools to incorporate employment into curriculum	Participate in paid and unpaid work experiences		Support participation in paid and unpaid work experiences	

Phase of Life	County DD	Individual	Family	School	DVR
22+ yrs	<p>Outreach to other stakeholders that employment is an expectation for adulthood</p> <p>Facilitate transition of individual to adult employment provider</p> <p>Coordinate long-term support needs with DVR</p>	<p>Maintain employment</p> <p>Explore career advancement opportunities</p>	<p>Support transition of individual to adult employment provider</p>	<p>Transition individual to adult employment provider</p> <p>Conduct follow-up data collection to determine student's post-graduation success</p>	<p>Facilitate transition of individual to adult employment provider</p> <p>Implement individual employment plan</p> <p>Coordinate long-term support needs with DDD</p>

Quality Indicators and Strategies

Each action in the service model can be framed as an indicator of service quality and paired with strategies to measure whether the quality indicator has been met. These quality indicators and strategies come from the FY 2008 and FY 2009 Washington State Division of Developmental Disabilities Jobs by 21 Partnership Project Reports. It is recommended that these indicators and strategies be implemented across the state. However, specific strategies were intentionally not assigned to specific stakeholder groups as any vested group can work to implement these strategies in a way that best meets the needs of their community.

Phase of Life	BIRTH TO THREE YEARS OLD
Quality Indicators	<p>Stakeholders know that employment is an expectation for adulthood</p> <p>Children explore the world of work</p> <p>County DD agency has an active Partnership Project</p>
Strategies	<p>Sponsor family forums at least once annually</p> <p>Develop outreach materials including informational videos about employment outcomes and provide them in DVD and online formats</p> <p>Facilitate parent-to-parent conversations about the benefits of employment for adults with developmental disabilities and their families</p> <p>Read stories with children about different types of jobs</p> <p>Develop opportunities for individuals to explore employment through role-play</p> <p>Support individuals to help with age-appropriate chores at home and at school</p>

Phase of Life	ELEMENTARY SCHOOL
Quality Indicators	<p>Stakeholders know that employment is an expectation for adulthood</p> <p>Children explore the world of work</p> <p>Children have clearly defined expectations for age-appropriate tasks and responsibilities at home and at school</p> <p>Children engage in activities to build self-determination skills</p> <p>County DD agency has an active Partnership Project</p>
Strategies	<p>Sponsor family forums at least once annually</p> <p>Develop outreach materials including informational videos about employment outcomes and provide them in DVD and online formats</p> <p>Facilitate parent-to-parent conversations about the benefits of employment for adults with developmental disabilities and their families</p> <p>Facilitate high-school students with developmental disabilities who are employed to give in-school presentations at elementary schools about their jobs</p> <p>Read stories with children about different types of jobs</p> <p>Support children to complete age-appropriate chores at home and in the classroom</p> <p>Support children to make age-appropriate choices throughout their day</p> <p>Incorporate photographs of employed adults with developmental disabilities into the school curriculum</p>

Phase of Life	MIDDLE SCHOOL
Quality Indicators	<p>Stakeholders know that employment is an expectation for adulthood</p> <p>Cross-agency transition plan has been developed for teens 14 years and older</p> <p>Teens and their families receive information about employment and adult services</p> <p>Integrate opportunities to learn about employment into the curriculum</p> <p>Teens engage in activities to build self-determination skills</p> <p>County DD Agency has an active Partnership Project</p>

Phase of Life	MIDDLE SCHOOL
Strategies	<p>Middle school cont.</p> <p>Sponsor family forums and transition fairs at least once annually</p> <p>Conduct interagency transition planning meetings annually for every child who is at least 14 years of age</p> <p>Develop outreach materials including informational videos about employment outcomes and provide them in DVD and online formats</p> <p>Facilitate parent-to-parent conversations about the benefits of employment for adults with developmental disabilities and their families</p> <p>Facilitate high-school students with developmental disabilities who are employed to give in-school presentations at middle schools about their jobs</p> <p>Support teens to visit different types of employment environments, interview people in different careers, and participate in a variety of apprenticeships</p> <p>Support teens to complete age-appropriate chores at home and in the classroom</p> <p>Support teens to make age-appropriate choices throughout their day</p> <p>Support teens to volunteer in their community during and outside of the school day</p> <p>Train special-education teachers on how to implement opportunities for students to learn about employment that allow students to meet graduation requirements</p> <p>Train special-education teachers on how to implement transition planning</p>

Phase of Life	HIGH SCHOOL
Quality Indicators	<p>Stakeholders know that employment is an expectation for adulthood</p> <p>Cross-agency transition plan has been developed, implemented, and revised as needed</p> <p>Transition plan has been incorporated into IEP</p> <p>Teens and their families explore employment and adult services</p> <p>Teen has obtained paid employment in the community</p> <p>Schools integrate opportunities to learn about employment into the curriculum</p> <p>Teens engage in activities to build self-determination skills</p> <p>County DD agency has an active Partnership Project</p>

Phase of Life	HIGH SCHOOL
Strategies	<p>High school cont.</p> <p>Sponsor family forums and transition fairs at least once annually</p> <p>Sponsor local interagency transition council</p> <p>Conduct interagency transition-planning meetings annually for every child who is at least 14 years of age</p> <p>Develop informational videos about employment outcomes and provide them in DVD and online formats</p> <p>Support teens to visit different types of employment environments, interview people in different careers, and participate in a variety of paid and unpaid apprenticeships</p> <p>Support teens and their families to identify possible jobs within their social network</p> <p>Support teens to make age-appropriate choices throughout their day</p> <p>Train special-education teachers on how to implement opportunities for students to learn about employment that allow students to meet graduation requirements</p> <p>Train special-education teachers on how to implement transition planning and career planning</p> <p>Teens have paid jobs in the community</p> <p>Teens receive services from an adult-employment provider</p>

Phase of Life	18 to 21 YEARS OLD
Quality Indicators	<p>Stakeholders know that employment is an expectation for adulthood</p> <p>Cross-agency transition plan has been developed, implemented, and revised as needed</p> <p>Transition plan has been incorporated into IEP</p> <p>Young adults and their families explore employment, adult services, and post-secondary education</p> <p>Young adults obtain paid employment</p> <p>Young adults apply for services from the adult-service system</p> <p>Adult-support resources have been committed</p> <p>County DD agency has an active Partnership Project</p>

Phase of Life	18 to 21 YEARS OLD
Strategies	<p>18 to 21 years old cont.</p> <p>Conduct family forums and transition fairs</p> <p>Conduct interagency transition-planning meetings annually for every young adult</p> <p>Identify individual support needs and conduct resource planning to allocate services post-graduation</p> <p>Integrate interagency supports needed to obtain and maintain employment post-graduation during final years of school</p> <p>Develop informational videos about employment outcomes and provide them in DVD and online formats</p> <p>Support young adults to visit different types of employment environments, interview people in different careers, participate in paid apprenticeships to build their resumes</p> <p>Support young adults to make age-appropriate choices throughout their day</p> <p>Support young adults to visit a variety of post-secondary education programs, interview employment providers, and select an adult-service provider</p> <p>Integrate application for DDD, DVR, SSI, SSDI, and Medicaid into IEP</p> <p>Integrate Social Security Benefits Planning into IEP</p> <p>Train special education teachers on how to implement career-based learning, transition planning, and career planning</p> <p>Support young adults to develop a resume, apply for jobs, interview, and obtain employment</p> <p>Use supported-employment and customized-employment strategies</p> <p>Support young adults to access career and technical education</p> <p>Young adults receive services from an adult-employment provider</p>

Phase of Life	22+ YEARS OLD
Quality Indicators	<p>Stakeholders know that employment is an expectation for adulthood</p> <p>Cross-agency transition plan has been implemented</p> <p>Young adults maintain paid employment</p> <p>Young adults receive services from the adult-service system both prior to and after graduation.</p> <p>Measure post-school outcomes for several years after high school exit</p> <p>County DD agency has an active Partnership Project</p>
Strategies	<p>Integrate the interagency handoff to employment through transition councils and other targeted supports</p> <p>Use data-collection systems available at the state and county levels to measure employment outcomes</p> <p>Provide sufficient resources so that every young adult who has been determined eligible is able to receive employment services from DDD and DVR</p> <p>Young adults receive services from an adult-employment provider</p>

Conclusion

Stakeholders interviewed for this project made it clear that they are interested in developing strategies in their counties to sustain and enhance the relationships developed through the Partnership Project. Each recognized that the attainment of employment prior to graduation from high school enhanced students' autonomy and self-worth, and expected to see a reduction in the cost of DDD-funded long-term care for Partnership Project participants. Most importantly, stakeholders expressed that the jobs obtained by students who participated in the project resulted in a more seamless transition from school to adult life.

Individual employment-outcome data, and the identification of a comprehensive list of best practices to support students who are clients of DDD to obtain employment, clearly demonstrate that the Partnership Project had a significant impact on both the school system and the adult-service system in Washington. Students who participated in the project were not only more likely to be working while in high school, but were also more likely to continue to be employed once they graduated from high school. These students' outcomes were achieved, in part, due to the innovative practices instituted in Partnership Project Counties. County DD offices, school districts, DDD, DVR, employment providers, employers, individuals with developmental disabilities, and their families all came together to demonstrate that collaborative relationships between stakeholders lead to "Jobs by 21" for young adults with developmental disabilities.

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Appendix A
Partnership Project Steering Committee Roster

Washington Association of County Human Services: Developmental Disabilities

- Carrie Bayha: Benton and Franklin Counties
- Gail Goodwin: Grant County
- Ray Jensen: King County
- Kelly Oneal: Kitsap County
- Lynn Pippard: Spokane County
- Mary Strehlow: Clark County
- Susy Stremel: Pierce County
- Stuart Torgerson: Snohomish County

Self-Advocacy Liaison

- Emily Rogers, Arc of Washington State

Parent Representative

- Susan Atkins, Washington State Parent to Parent (P2P)

Washington State Office of Superintendent of Public Instruction (OSPI)

- Lou Colwell

Center for Change in Transition Services (CCTS) at Seattle University

- Denny Hasko
- Cinda Johnson

Education Service District Representative (ESD)

- Dennis Matthews, ESD 112

Washington State Department of Social & Health Services: Division of Vocational Rehabilitation (DVR)

- Lynnae Rutledge

Washington State Workforce Training and Education Coordinating Board (Workforce Board)

- Martin McCallum

Washington State Employment Security Department: WorkSource

- Lorraine Coots

P-2020 (Consortium of Supported Employment Providers in Washington State)

- Karen DiPol, Vadis

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Technical Assistance Contractors

- Candace O'Neill, O'Neill and Associates
- Cesilee Coulson, Washington Initiative for Supported Employment (WiSe)

Washington State Division of Developmental Disabilities

- Linda Rolfe, Director
- Jane Boone, Partnership Project Manager
- Branda Matson, County Liaison
- Randy Burge, Regional Administrator, Region 3
- Doug Washburn, Office Chief

Resources:

- John Butterworth, Institute for Community Inclusion, UMass Boston
- Jean Winsor, Institute for Community Inclusion, UMass Boston
- John Rhodes, Rhodes Consulting
- John Stern, DDD

Appendix B

School Districts Participating in Partnership Project

County	FY 2009 Number of Participating School Districts	FY 2009 Names of Participating School Districts	FY 2008 Number of Participating School Districts	FY 2008 Names of Participating School Districts
Clark	8	Vancouver, Camas, Ridgefield, Hockinson, La Center, Battle Ground, Washougal, and Green Mountain	8	Vancouver, Camas, Ridgefield, Hockinson, La Center, Evergreen, Battleground, and Washougal
Island	2	Oak Harbor and South Whidbey	2	Oak Harbor and Coupeville
Jefferson	2	Chimacum and Port Townsend	Not a FY 2008 grantee	NA
King	17	Auburn, Bellevue, Enumclaw, Federal Way, Highline, Issaquah, Kent, Lake Washington, Mercer Island, Northshore, Renton, Riverview, Seattle, Shoreline, Snoqualmie Valley, Tahoma, and Tukwila	17	Auburn, Bellevue, Enumclaw, Federal Way, Highline, Issaquah, Kent, Lake Washington, Mercer Island, Northshore, Renton, Riverview, Seattle, Shoreline, Snoqualmie Valley, Tahoma, and Tukwila
Kitsap	4	South Kitsap, Bremerton, North Kitsap, and Bainbridge Island	5	South Kitsap, Bremerton, Central Kitsap, North Kitsap, and Bainbridge Island
Mason	2	Shelton and North Mason	3	Shelton, North Mason, Mary M. Knight

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County	FY 2009 Number of Participating School Districts	FY 2009 Names of Participating School Districts	FY 2008 Number of Participating School Districts	FY 2008 Names of Participating School Districts
Pierce	6	Clover Park, Franklin Pierce, White River, Fife, Peninsula, and Tacoma	6	Franklin Pierce, White River, Steilacoom, Puyallup, Peninsula, and Tacoma
Snohomish	13	Arlington, Darrington, Edmonds, Everett, Lake Stevens, Lakewood, Marysville, Monroe, Mukilteo, Northshore, Snohomish, Stanwood, and Sultan	10	Edmonds, Everett, Lake Stevens, Lakewood, Marysville, Monroe, Mukilteo, Northshore, Snohomish, and Stanwood
Spokane	5	Spokane, Mead, Central Valley, West Valley, and East Valley	1	Spokane Public Schools District #81
Thurston	5	Olympia, North Thurston, Tumwater, Yelm, and Tenino	5	Olympia, North Thurston, Tumwater, Yelm, and Tenino
Whatcom	2	Bellingham and Nooksack School District	Not a FY 2008 grantee	NA

Appendix C

Partnership Project Participant Data Reported by Counties

Clark County

Individual Outcomes

Data reflect the employment outcomes for individuals who participated in Clark County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009. Comparison data from students who were members of the FY 2008 cohort are included.

Description of Individual Jobs:

	2009	2008
Number of different businesses employing individuals	4	6

The following businesses were employing individuals involved in the Partnership Project on June 30:

- Gary's Farm
- Starbucks
- Dollar Tree
- Rock Woodfire Pizza Grill

	2009	2008
Number of different types of jobs individuals were employed in	3	3

The following are the different types of jobs individuals were employed in on June 30:

- Wholesale & Retail Trade
- Food Services
- Animal Husbandry, Agriculture, & Related Jobs

Description of Individual Job Search:

	2009	2008
Number of different sources of jobs for individuals	1	NA

The following were sources of jobs for individuals:

- New or existing business contact identified by school faculty or staff

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Clark County (cont.)

Career Experiences

Data reflect the career experiences for individuals who participated in Clark County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Activity	Participation		
	Yes	No	Unknown
Work in a community-based volunteer or internship position	78.5% (n=11)	7% (n=1)	14.5% (n=2)
Receive a stipend for an internship or other work experience	0% (n=0)	100% (n=14)	0% (n=0)
Participate in a career-specific job-training program	0% (n=0)	100% (n=14)	0% (n=0)
Participate in postsecondary education classes	0% (n=0)	100% (n=14)	0% (n=0)
Meet with a benefits or work-incentives planner	28.5% (n=4)	7% (n=1)	63.5% (n=9)
Person-centered planning	28.5% (n=4)	71.5% (n=10)	0% (n=0)
Job development	78.5% (n=11)	7% (n=1)	14.5% (n=2)
Job coaching	78.5% (n=11)	7% (n=1)	14.5% (n=2)

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Island County

Individual Outcomes

Data reflect the employment outcomes for individuals who participated in Island County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009. Comparison data from students who were members of the FY 2008 cohort are included.

Description of Individual Jobs:

	2009	2008
Number of different businesses employing individuals	2	NA

The following businesses were employing individuals involved in the Partnership Project on June 30:

- Oak Harbor Cinema
- Soapy Paw

	2009	2008
Number of different types of jobs individuals were employed in	2	NA

The following are the different types of jobs individuals were employed in on June 30:

- Wholesale & Retail Trade
- Animal Husbandry, Agriculture, & Related Jobs

Description of Individual Job Search:

	2009	2008
Number of different sources of jobs for individuals	2	NA

The following were sources of jobs for individuals:

- Personal contact from employment provider
- New business contact developed by employment provider

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Island County (cont.)

Career Experiences

Data reflect the career experiences for individuals who participated in Island County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Activity	Participation		
	Yes	No	Unknown
Work in a community-based volunteer or internship position	n=4	n=0	n=0
Receive a stipend for an internship or other work experience	n=0	n=4	n=0
Participate in a career-specific job-training program	n=0	n=4	n=0
Participate in postsecondary education classes	n=0	n=4	n=0
Meet with a benefits or work-incentives planner	n=2	n=2	n=0
Person-centered planning	n=2	n=2	n=0
Job development	n=4	n=0	n=0
Job coaching	n=2	n=1	n=0

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Jefferson County

Individual Outcomes

Jefferson County did not report any employment outcomes for individuals who participated in Jefferson County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Career Experiences

Data reflect the career experiences for individuals who participated in Jefferson County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Activity	Participation		
	Yes	No	Unknown
Work in a community-based volunteer or internship position	n=2	n=0	n=0
Receive a stipend for an internship or other work experience	n=0	n=2	n=0
Participate in a career-specific job-training program	n=2	n=0	n=0
Participate in postsecondary education classes	n=2	n=0	n=0
Meet with a benefits or work-incentives planner	n=1	n=1	n=0
Person-centered planning	n=0	n=0	n=2
Job development	n=1	n=1	n=0
Job coaching	n=2	n=0	n=0

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King County

Individual Outcomes

Data reflect the employment outcomes for individuals who participated in King County’s Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009. Comparison data from students who were members of the FY 2008 cohort are included.

Description of Jobs:

	2009	2008
Number of different businesses employing individuals	47	30

The following businesses were employing individuals involved in the Partnership Project on June 30:

- 3Tier
- Albertsons
- AMC Woodinville
- Applebees
- Auntie Anne’s
- B & G Machine
- Bowen Scarff Ford and Covington Creek Nursery
- Cascade Plaza Retirement Center
- Cinnabon
- City of Seattle
- CJ’s Bakery
- Clark Nuber Law
- Dental Office
- Eddie Bauer
- Fred Meyer
- Gottlieb Properties, Inc.
- Grease Monkey
- HCC - Library System
- HGB Tax Services
- Jalisco’s Restaurant
- Lake Wilderness Golf Course; Mama Passarelli’s
- Marlene’s
- Marshall’s
- Olive Garden
- Panera
- Paws Ability Doggy Daycare
- Petco
- Pinnacle Physical Therapy
- Plumbing Shop
- Punjab Sweets
- QFC
- Red Robin
- Riverdog
- Ronald McDonald House
- Safeway
- Safeway and Hilton Garden
- Snoqualmie School District
- Sports & Work
- Starplex Cinema
- Sugar Plums 2
- Swedish Physicians Pine Lake Clinic
- Toys R Us
- Trader Joe’s
- UW CHDD
- Value Village
- Washington Patrol Division
- West Seattle Nursery

	2009	2008
Number of different types of jobs individuals were employed in	7	5

The following are the different types of jobs individuals were employed in on June 30:

- Office & Clerical
- Wholesale & Retail Trade
- Food Services

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- Lodging, Building, & Landscaping
- Health and Personal Services
- Manufacturing, Construction, & Related Jobs
- Transportation & Related Jobs

Description of Individual Job Search:

	2009	2008
Number of different sources of jobs for individuals	4	6

The following were sources of jobs for individuals:

- Business contact with whom employment provider has worked in the past
- New business contact developed by employment provider
- New or existing business contact identified by school faculty or staff
- Personal contact identified by family member

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King County (cont.)

Career Experiences

Data reflect the career experiences for individuals who participated in King County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Activity	Participation		
	Yes	No	Unknown
Work in a community-based volunteer or internship position	61.5% (n=71)	2% (n=2)	36.5% (n=42)
Receive a stipend for an internship or other work experience	47% (n=53)	46% (n=52)	7% (n=8)
Participate in a career-specific job-training program	3.5% (n=4)	95.5% (n=111)	1% (n=1)
Participate in postsecondary education classes	100% (n=116)	0% (n=0)	0% (n=0)
Meet with a benefits or work-incentives Planner	62% (n=66)	18% (n=19)	20% (n=21)
Person-centered planning	93% (n=108)	0% (n=0)	7% (n=8)
Job development	97% (n=93)	1.0% (n=1)	2% (n=2)
Job coaching	79.5% (n=81)	1.0% (n=1)	16.5% (n=20)

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Kitsap County

Individual Outcomes

Kitsap County did not report any employment outcomes for individuals who participated in Kitsap County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Career Experiences

Data reflect the career experiences for individuals who participated in Kitsap County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Activity	Participation		
	Yes	No	Unknown
Work in a community-based volunteer or internship position	n=5	n=0	n=0
Receive a stipend for an internship or other work experience	n=0	n=5	n=0
Participate in a career-specific job-training program	n=1	n=0	n=0
Participate in postsecondary education classes	n=0	n=1	n=0
Meet with a benefits or work-incentives planner	n=1	n=0	n=0
Person-centered planning	n=5	n=0	n=0
Job development	n=3	n=2	n=0
Job coaching	n=5	n=0	n=0

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Mason County

Individual Outcomes

Data reflect the employment outcomes for individuals who participated in Mason County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009. Comparison data from students who were members of the FY 2008 cohort are included.

Description of Jobs:

	2009	2008
Number of different businesses employing individuals	2	2

The following businesses were employing individuals involved in the Partnership Project on June 30:

- Pine Tree Restaurant
- McDonald's

	2009	2008
Number of different types of jobs individuals were employed in	1	2

The following are the different types of jobs individuals were employed in on June 30:

- Food Services

Description of Individual Job Search:

	2009	2008
Number of different sources of jobs for individuals	1	1

The following were sources of jobs for individuals:

- Business contact with whom employment provider has worked in the past

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Mason County (cont.)

Career Experiences

Data reflect the career experiences for individuals who participated in Mason County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Activity	Participation		
	Yes	No	Unknown
Work in a community-based volunteer or internship position	n=3	n=1	n=0
Receive a stipend for an internship or other work experience	n=0	n=4	n=0
Participate in a career-specific job-training program	n=0	n=4	n=0
Participate in postsecondary education classes	n=0	n=4	n=0
Meet with a benefits or work-incentives Planner	n=2	n=2	n=0
Person-centered planning	n=0	n=4	n=0
Job development	n=3	n=1	n=0
Job coaching	n=2	n=2	n=0

Jobs by 21 Partnership Project Report: FY 2009

Pierce County

Individual Outcomes

Data reflect the employment outcomes for individuals who participated in Pierce County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009. Comparison data from students who were members of the FY 2008 cohort are included.

Description of Jobs:

	2009	2008
Number of different businesses employing individuals	2	5

The following businesses were employing individuals involved in the Partnership Project on June 30:

- Marlene's Market
- J&P Machining

	2009	2008
Number of different types of jobs individuals were employed in	2	4

The following are the different types of jobs individuals were employed in on June 30:

- Wholesale & Retail Trade
- Manufacturing, Construction, & Related Jobs

Description of Individual Job Search:

	2009	2008
Number of different sources of jobs for individuals	2	2

The following were sources of jobs for individuals:

- New business contact developed by employment provider
- Personal contact identified by family member

Jobs by 21 Partnership Project Report: FY 2009

Pierce County (cont.)

Career Experiences

Data reflect the career experiences for individuals who participated in Pierce County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Activity	Participation		
	Yes	No	Unknown
Work in a community-based volunteer or internship position	25.0% (n=2)	62.5% (n=5)	12.5% (n=1)
Receive a stipend for an internship or other work experience	0% (n=0)	87.5% (n=7)	12.5% (n=1)
Participate in a career-specific job-training program	0% (n=0)	100% (n=8)	0% (n=0)
Participate in postsecondary education classes	12.5% (n=1)	87.5% (n=7)	0% (n=0)
Meet with a benefits or work-incentives planner	12.5% (n=1)	62.5% (n=5)	25% (n=2)
Person-centered planning	62.5% (n=5)	12.5% (n=1)	25% (n=2)
Job development	62.5% (n=5)	37.5% (n=3)	0% (n=0)
Job coaching	25% (n=2)	62.5% (n=5)	12.5% (n=1)

Jobs by 21 Partnership Project Report: FY 2009

Snohomish County

Individual Outcomes

Data reflect the employment outcomes for individuals who participated in Snohomish County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009. Comparison data from students who were members of the FY 2008 cohort are included for comparison.

Description of Jobs:

	2009	2008
Number of different businesses employing individuals	16	11

The following businesses were employing individuals involved in the Partnership Project on June 30:

- American Greeting Cards
- Applebees
- Auntie Anne's
- Cascade Valley Sr. Living Ctr
- Dogone Hairy
- Goodwill
- Hat Trick
- Jerry Andles
- Jordan's Nursery
- McDonald's
- Safeway
- Soapy Paw
- The Rock
- Tulalip Inn

Snohomish County (cont.)

	2009	2008
Number of different types of jobs individuals were employed in	4	5

The following are the different types of jobs individuals were employed in on June 30:

- Wholesale & Retail Trade
- Food Services
- Lodging, Building, & Landscaping
- Animal Husbandry, Agriculture, & Related Jobs

Description of Individual Job Search:

	2009	2008
Number of different sources of jobs for individuals	5	4

The following were sources of jobs for individuals:

- Business contact with whom employment provider has worked in the past
- New or existing business contact identified by school faculty or staff
- Self-employment
- Job coach revived old school site
- Personal contact identified by job seeker

Snohomish County (cont.)

Career Experiences

Data reflect the career experiences for individuals who participated in Snohomish County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Activity	Participation		
	Yes	No	Unknown
Work in a community-based volunteer or internship position	31% (n=10)	69% (n=22)	0% (n=0)
Receive a stipend for an internship or other work experience	12.5% (n=4)	87.5% (n=28)	0% (n=0)
Participate in a career-specific job-training program	34.5% (n=11)	65.5% (n=21)	0% (n=0)
Participate in postsecondary education classes	12.5% (n=4)	87.5% (n=28)	0% (n=0)
Meet with a benefits or work-incentives Planner	72% (n=23)	28% (n=9)	0% (n=0)
Person-centered planning	69% (n=22)	31% (n=10)	0% (n=0)
Job development	75% (n=24)	25% (n=8)	0% (n=0)
Job coaching	97% (n=31)	3% (n=1)	0% (n=0)

Spokane County

Individual Outcomes

Data reflect the employment outcomes for individuals who participated in Spokane County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009. Comparison data from students who were members of the FY 2008 cohort are included.

Description of Jobs:

	2009	2008
Number of different businesses employing individuals	15	5

The following businesses were employing individuals involved in the Partnership Project on June 30:

- Burke's Wholesale Distribution
- Chuck E Cheese
- Community Colleges of Spokane, Head Start
- Greenacre Nursery
- Jade Dragon Custom Tattoo
- Kimmel Athletic Supply
- Little Caesars
- Northwest Christian Thrift Store
- Oil Analysis Lab, Inc
- Pawn One
- Perry Street Café
- Safeway
- Spokane Community College Fitness Center
- Sweets N' Things
- Valley Meals on Wheels

	2009	2008
Number of different types of jobs individuals were employed in	6	3

The following are the different types of jobs individuals were employed in on June 30:

- Technical
- Wholesale & Retail Trade
- Food Services
- Lodging, Building, & Landscaping
- Health and Personal Services
- Manufacturing, Construction, & Related Jobs

Description of Individual Job Search:

	2009	2008
Number of different sources of jobs for individuals	3	1

The following were sources of jobs for individuals:

- Business contact with whom employment provider has worked in the past

- New business contact developed by employment provider
- Personal contact identified by family member

Spokane County (cont.)

Career Experiences

Data reflect the career experiences for individuals who participated in Spokane County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Activity	Participation		
	Yes	No	Unknown
Work in a community-based volunteer or internship position	90.5% (n=19)	9.5% (n=2)	0% (n=0)
Receive a stipend for an internship or other work experience	5% (n=1)	95% (n=20)	0% (n=0)
Participate in a career-specific job-training program	14% (n=3)	86% (n=18)	0% (n=0)
Participate in postsecondary education classes	14% (n=3)	86% (n=18)	0% (n=0)
Meet with a benefits or work-incentives planner	100% (n=21)	0% (n=0)	0% (n=0)
Person-centered planning	100% (n=21)	0% (n=0)	0% (n=0)
Job development	100% (n=21)	0% (n=0)	0% (n=0)
Job coaching	71.5% (n=15)	28.5% (n=6)	0% (n=0)

Thurston County

Individual Outcomes

Data reflect the employment outcomes for individuals who participated in Thurston County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009. Comparison data from students who were members of the FY 2008 cohort are included for comparison.

Description of Jobs:

	2009	2008
Number of different businesses employing individuals	7	9

The following businesses were employing individuals involved in the Partnership Project on June 30:

- Aramark
- Lacey Athletic Club
- McDonald's
- Morningside
- OEA
- QFC
- Wagner's Bakery

	2009	2008
Number of different types of jobs individuals were employed in	3	5

The following are the different types of jobs individuals were employed in on June 30:

- Wholesale & Retail Trade
- Food Services
- Lodging, Building, & Landscaping

Description of Individual Job Search:

	2009	2008
Number of different sources of jobs for individuals	3	4

The following were sources of jobs for individuals:

- Business contact with whom employment provider has worked in the past
- New or existing business contact identified by school faculty or staff
- Personal contact from employment provider

Thurston County (cont.)

Career Experiences

Data reflect the career experiences for individuals who participated in Thurston County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Activity	Participation		
	Yes	No	Unknown
Work in a community-based volunteer or internship position	87% (n=20)	13% (n=3)	0% (n=0)
Receive a stipend for an internship or other work experience	17.5% (n=4)	82.5% (n=19)	0% (n=0)
Participate in a career-specific job-training program	4.5% (n=1)	95.5% (n=22)	0% (n=0)
Participate in postsecondary education classes	0% (n=0)	100% (n=23)	0% (n=0)
Meet with a benefits or work-incentives planner	0% (n=0)	100% (n=23)	0% (n=0)
Person-centered planning	52% (n=12)	48% (n=11)	0% (n=0)
Job development	78.5% (n=18)	21.5% (n=5)	0% (n=0)
Job coaching	39% (n=9)	61% (n=14)	0% (n=)

Whatcom County

Individual Outcomes

Data reflect the employment outcomes for individuals who participated in Whatcom County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009. Comparison data from students who were members of the FY 2008 cohort are included.

Description of Individual Jobs:

	2009	2008
Number of different businesses employing individuals	1	NA

The following business were employing individuals involved in the Partnership Project on June 30:

- Northwest Collision

	2009	2008
Number of different types of jobs individuals were employed in	1	NA

The following are the different types of jobs individuals were employed in on June 30:

- Lodging, Building, & Landscaping

Description of Individual Job Search:

	2009	2008
Number of different sources of jobs for individuals	2	NA

The following were sources of jobs for individuals:

- New business contact developed by employment provider
- Business contact with whom employment provider has worked in the past

Whatcom County (cont.)

Career Experiences

Data reflect the career experiences for individuals who participated in Whatcom County's Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Activity	Participation		
	Yes	No	Unknown
Work in a community-based volunteer or internship position	85.5% (n=6)	14.5% (n=1)	0% (n=0)
Receive a stipend for an internship or other work experience	n=3	n=0	n=0
Participate in a career-specific job-training program	n=0	n=0	n=0
Participate in postsecondary education classes	0% (n=0)	100% (n=7)	0% (n=0)
Meet with a benefits or work-incentives planner	100% (n=7)	0% (n=0)	0% (n=0)
Person-centered planning	100% (n=7)	0% (n=0)	0% (n=0)
Job development	100% (n=7)	0% (n=0)	0% (n=0)
Job coaching	85.5% (n=6)	14.5% (n=1)	0% (n=0)

All Partnership Project Counties

Individual Outcomes

Data reflect the employment outcomes for all individuals who participated in the Jobs by 21 Partnership Project from February 1, 2009–June 30, 2009.

Description of Jobs:

	2009	2008
Number of different businesses employing individuals from the FY 2009 project	87	78

A wide range of businesses were employing individuals involved in the Partnership Project. Below is a list of distinct business names and the number of individuals they employed who were participating in the Partnership Project.

Business Name	Number of Individuals
3Tier	1
Albertsons	1
AMC Woodinville	1
American Greeting Cards	1
Applebees	2
Aramark	1
Auntie Anne's	4
B & G Machine	1
Bowen Scarff Ford and Covington Creek Nursery	1
Burke's Wholesale Distibution	1
Cascade Plaza Retirement Center	1
Cascade Valley Sr. Living Ctr	1
Chuck E Cheese	1
Cinnabon	1
City of Seattle	1
CJ's Bakery	1
Clark Nuber Law	1
Community Colleges of Spokane, Head Start	1
Dental Office	1
Dogone Hairy	1
Dollar Tree	1
Eddie Bauer	1
Fred Meyer	3
Gary's Farm	1
Goodwill	1
Gottlieb Properties, Inc.	1
Grease Monkey	1
Greenacre Nursery	1
Hat Trick	1
HCC - Library System	1

HGB Tax Services	1
J&P Machining	1
Jade Dragon Custom Tattoo	1
Jalisco's Restaurant	1
Jerry Andles	1
Jordan's Nursery	1
Kimmel Athletic Supply	1
Kulshan	1
Lacey Athletic Club	1
Lake Wilderness Golf Course; Mama Passarelli's	1
Little Caesars	1
Marlene's Market	2
Marshall's	1
McDonald's	4
Morningside	1
Northwest Christian Thrift Store	1
Northwest Collision	1
Oak Harbor Cinema	1
OEA	1
Oil Analysis Lab, Inc	1
Olive Garden	1
Panera	2
Pawn One	1
Paws Ability Doggy Daycare	1
Perry Street Café	1
Petco	1
Pine Tree Restaurant	1
Pinnacle Physical Therapy	1
Plumbing Shop	1
Punjab Sweets	1
QFC	4
Red Robin	1
Riverdog	1
Rock Woodfire Pizza Grill	1
Ronald McDonald House	2
Safeway	5
Safeway and Hilton Garden	1
Self-Employed	1
Snoqualmie School District	1
Soapy Paw	2
Spokane Community College Fitness Center	1
Sports & Work	1
Starbucks	1
Starplex Cinema	1
Sugar Plums 2	1

Swedish Physicians Pine Lake Clinic	1
Sweets N' Things	1
The Rock	1
Toys R Us	1
Trader Joes	2
Tulalip Inn	1
UW CHDD	1
Valley Meals on Wheels	1
Value Village	2
Wagner's Bakery	3
Washington Patrol Division	1
West Seattle Nursery	1

Number of different types of jobs individuals were employed in	9
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Individuals were employed in a variety of different jobs. Below is a list of the distinct types of jobs and the number of individuals they employed who were participating in the Partnership Project.

Job Type	Number of Individuals
Technical	1
Office & Clerical	10
Wholesale & Retail Trade	32
Food Services	38
Lodging, Building, & Landscaping	14
Health and Personal Services	6
Animal Husbandry, Agriculture, & Related Jobs	4
Manufacturing, Construction, & Related Jobs	4
Transportation & Related Jobs	1

Description of Individual Job Search:

Number of different sources of jobs for individuals employed who participated in the FY 2009 Partnership Project	7
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Individuals used a range of different sources to obtain their jobs. Below is a list of the sources used to obtain jobs and the number of individuals who used each source.

Job Source	Number of Individuals
Business contact with whom employment provider has worked in the past	52
New business contact developed by employment provider	29
New or existing business contact identified by school faculty or staff	10
Personal contact from employment provider	3
Personal contact identified by family member	10

Personal contact identified by job seeker	3
Other	Self-employment-1 Job coach revived old school site-1

All Partnership Project Counties (cont.)

Career Experiences

Individuals who participated in the Partnership Project engaged in a variety of activities to expand their understanding of the range of opportunities available to them after they graduated from high school.

Activity	Participation		
	Yes	No	Unknown
Work in a community-based volunteer or internship position	70% (n=165)	10.5% (n=25)	19% (n=45)
Receive a stipend for an internship or other work experience	28.5% (n=65)	67.5% (n=155)	4% (n=9)
Participate in a career-specific job-training program	9.5% (n=22)	90% (n=202)	0.5% (n=1)
Participate in postsecondary education classes	54.5% (n=126)	45.5% (n=106)	0% (n=0)
Meet with a benefits or work-incentives planner	57.5% (n=128)	30% (n=62)	14.5% (n=32)
Person-centered planning	78.5% (n=186)	15.5% (n=36)	6% (n=14)
Job development	88% (n=190)	10% (n=22)	2% (n=4)
Job coaching	75% (n=166)	14.5% (n=32)	10.5% (n=23)

Appendix D

Determination of DDD Client Overall Support Need for Employment

DDD assessed the following factors to determine the overall employment-support need for individual clients:

- Behavior
- Medical
- Interpersonal Support
- Activities of Daily Living (ADL)
- Mobility
- Employment Activities Supports Intensity Subscale (SIS)¹²
- Environment (work history, transportation, job match, other barriers)

The factors are given the following weights in the calculation of the acuity score:

Factor	Factor Weight
Behavior	25%
Medical	20%
Interpersonal Support	20%
ADL	13%
Mobility	7%
Employment Activities (SIS)	10%
Environment	5%

Clients who are on the Community Protection waiver are automatically assigned to the high employment-support level, regardless of their other scale values.

¹² The Employment Activity Support Subscale is Part D on the AAIDD Supports Intensity Scale (SIS). This subscale assesses an individual's general support needs to find and keep a job based upon the following activities: accessing/receiving job/task accommodations; learning/using specific job skills; interacting with co-workers; interacting with supervisors/coaches; completing work-related tasks with acceptable speed; completing work-related tasks with acceptable quality; changing job assignments; and seeking information and assistance from an employer. Individuals are scored on the frequency of support, time devoted to support, and type of support needed.

Appendix E

Analysis Reported in the FY 2008 Jobs by 21 Partnership Project Report

Comparison of Individual Employment Outcomes

Quarterly job obtainment, quarterly wage, and quarterly hour data was compared across Partnership Project Counties and Non-Partnership Project Counties, and across Partnership Project Participants and Non-Partnership Project Participants. Overall findings for this section:

- Pre-graduation Partnership Project Participants were more likely to earn wages than Non-Participants.
- Post-graduation Partnership Project Participants were more likely to earn wages than Non-Participants.
- Partnership Project Participants on average earned higher wages than Non-Participants.
- Partnership Project Participants on average worked more hours than Non-Participants.
- Partnership Project Participants were more cost effective to serve than Non-Participants.

Number of young adults earning wages¹³

The number of young adults employed during the fiscal quarters: April 1–June 30, 2008; July 1–September 30, 2008; and July 1–September 30, 2007, will be compared. Once data from the Employment Services Department becomes available it is expected that there will be an increased in the number of wage earners for the period of July 1–September 30, 2008.

Pre-graduation Partnership Project Participants were more likely to earn wages

Partnership Project Counties had a slightly higher rate of individuals earning wages in the quarter prior to school exit than Non-Partnership Counties across all graduates. The percentage of young adults for whom wage and hour data was reported to the Employment Security Department between April 1 and June 30, 2008 in Partnership Project Counties was 26%. Twenty-two percent (22%) of young adults in Non-Partnership Project Counties had wage and hour data reported.

Comparing young adults who participated in their county's Partnership Project and those that did not suggests that students who participated in the Partnership Project were more likely to earn wages prior to their graduation from high school. Forty-nine percent (49%) of individuals who participated in the Partnership Project had wage

¹³ Seventy-seven percent (77%) of jobs for the fiscal quarter July 1–September 30, 2008 were billed to DDD as Individual Employment. The remaining jobs were billed as Group Supported Employment, Person-to-Person, or Pre-Vocational Employment.

and hour data reported to the Employment Security Division, compared with 14% of individuals who lived in Partnership Project Counties but did not participate.

Post-graduation Partnership Project Participants were more likely to be earn wages *Partnership Project Counties had a higher rate of individuals earning wages post-graduation than Non-Partnership Counties across all graduates.* The percentage of young adults for whom wage and hour data was reported to DDD between July 1 and September 30, 2008 in Partnership Project Counties was 19%. Seven percent (7%) of young adults in Non-Partnership Project Counties had wage and hour data reported. These percentages closely mirrored the employment outcomes of Partnership Counties (17%) and Non-Partnership Counties (5%) during the same fiscal quarter in 2007.

Comparing young adults who participated in their county’s Partnership Project and those that did not suggests that students who participated in the Partnership Project were more likely to earn wages after their graduation from high school. Forty-five percent (45%) of individuals who participated in the Partnership Project had wage and hour data reported to DDD, compared with 6% of individuals who lived in Partnership Project Counties but did not participate.

Wages Earned

Wages earned during the fiscal quarter: July 1–September 30, 2008 are compared. Wages will be looked at from three perspectives: overall wages earned, wages earned by employment-support need¹⁴, and wages earned for individuals who lived in their parents’ home¹⁵.

Partnership Project Participants on average earned higher wages than Non-Participants

In the three months after graduation from high school, young adults with developmental disabilities who participated in the Partnership Project earned higher wages than Non-Participants. This trend held true regardless of whether the individual lived in a county with a Partnership Project.¹⁶

Participant Group	Average Wages Earned Post-Graduation 2008
Partnership Project Participant	\$1,488
Partnership County Non-Participant	\$901
Non-Partnership Project County Client	\$560

¹⁴ Employment-support need was not assessed by DDD for 2007 clients.

¹⁵ Sixty-five percent (65%) of individuals who earned wages resided with their parents. The remaining 34% of individuals lived in adult family homes, other living situations, their own home (alone, alternative living, supported living, or unspecified), or a relative’s home.

¹⁶ Overall average wages increased for Partnership Project and Non-Partnership Project counties between 2007 and 2008. It is believed that this increase is a result of the increase in Washington’s minimum wage on January 1, 2008.

Employment support need impacted the average wages earned

Individuals who had a lower level of employment-support need as assessed by DDD typically earned more money in the three months after they graduated from high school than individuals who had medium and high levels of support need. Individuals who participated in the Partnership Project and had low employment-support needs on average earned higher wages than individuals who had the same employment-support needs but did not participate. Data was inconclusive for individuals who had medium or high levels of employment-support need.

Participant Group	Employment Support Need	Average Wages Earned Post-Graduation 2008
Partnership Project Participant	Low	\$1,523 (n=21)
Partnership County Non-Participant	Low	\$813 (n=2)
Non-Partnership Project County Client	Low	\$852 (n=3)
Partnership Project Participant	Medium	\$883 (n=26)
Partnership County Non-Participant	Medium	\$922 (n=10)
Non-Partnership Project County Client	Medium	\$340 (n=9)
Partnership Project Participant	High	\$688 (n=9)
Partnership County Non-Participant	High	\$347 (n=4)
Non-Partnership Project County Client	High	\$1,107 (n=2)

Individuals residing with their parents and participating in the Partnership Project on average earned higher wages than Non-Participants

Across Partnership Project Participants, Partnership County Non-Participants, and Non-Partnership Project County Clients, the most common place of residence was the parents' home. *In the three months after graduation from high school, young adults with developmental disabilities who resided in their parents' home and participated in the Partnership Project earned higher wages than Non-Participants who resided in their parents' home.* This trend held true regardless of whether the individual lived in a county with a Partnership Project.

Participant Group	Average Wages Earned Post-Graduation 2008
Partnership Project Participant	\$1,308 (n=49)
Partnership County Non-Participant	\$977 (n=11)
Non-Partnership Project County Client	\$446 (n=8)

Hours worked

Hours worked during the fiscal quarters July 1–September 30, 2008 and July 1–September 30, 2007, are compared. Hours will be looked at from three perspectives: overall hours worked, hours worked by employment-support need¹⁷, and hours worked for individuals who lived in their parents’ home¹⁸.

Partnership Project Participants on average worked more hours than Non-Participants

In the three months after graduation from high school, young adults with developmental disabilities who participated in the Partnership Project worked more hours than Non-Participants. This trend held true regardless of whether the individual lived in a county with a Partnership Project. Compared with the average hours worked in 2007, individuals in Non-Partnership Project Counties worked fewer hours in 2008, while overall individuals in Partnership Project Counties worked more hours on average in 2008 than in 2007.

Participant Group	Average Hours Worked Post-Graduation 2008
Partnership Project Participant	140
Partnership County Non-Participant	113
Non-Partnership Project County Client	110

Employment-support need impacted the average hours worked

Individuals who participated in the Partnership Project and had low employment-support needs on average worked more hours than individuals who had the same employment-support needs but did not participate. Data was inconclusive for individuals who had medium or high levels of employment-support needs.

¹⁷ Employment-support need was not assessed by DDD for 2007 clients.

¹⁸ Sixty-five percent of individuals who were employed resided with their parents. The remaining 34% of individuals lived in adult family homes, other living situations, their own home (alone, alternative living, supported living, or unspecified), or a relative’s home.

Participant Group	Employment Support Need	Average Hours Worked Post-Graduation 2008
Partnership Project Participant	Low	181 (n=21)
Partnership County Non-Participant	Low	101 (n=2)
Non-Partnership Project County Client	Low	151 (n=3)
Partnership Project Participant	Medium	104 (n=26)
Partnership County Non-Participant	Medium	120 (n=10)
Non-Partnership Project County Client	Medium	89 (n=9)
Partnership Project Participant	High	84 (n=9)
Partnership County Non-Participant	High	47 (n=4)
Non-Partnership Project County Client	High	147 (n=2)

Individuals residing with their parents and participating in the Partnership Project on average worked more hours than Non-Participants

In the three months after graduation from high school, young adults with developmental disabilities who resided in their parents' home and participated in the Partnership Project worked more hours than Non-Participants who resided in their parents' home. This trend held true regardless of whether the individual lived in a county with a Partnership Project. When compared with the hours worked for 2007 Non-Partnership Project Counties on average actually saw a decrease in average hours worked (126 hours on average in 2007).

Participant Group	Average Wages Earned Post-Graduation 2008
Partnership Project Participant	155
Partnership County Non-Participant	113
Non-Partnership Project County Client	96

Cost-Effectiveness of Service

The ratio of total wages earned to total services paid by DDD was compared for July 1–September 30, 2008.

Partnership Project Participants were more cost-effective to serve than Non-Participants

In the three months after graduation from high school, young adults with developmental disabilities who participated in the Partnership Project earned \$80 for every \$100 DDD spent to initially support them in their first three months of county employment services. This was a greater return on investment than for Non-Participants. Partnership County Non-Participants earned \$50 for every \$100 spent and Non-Partnership Project County Clients earned \$41 for every \$100.

Participant Group	Wages Earned/DDD Dollars Spent 2008
Partnership Project Participant	80/100
Partnership County Non-Participant	50/100
Non-Partnership Project County Client	41/100