**Blueprint**

**Recommendation**

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| **Recommendation Title:** | Transition Support Service |
| **Sub-Committee** | ADS Non-Work |
| **Recommendation #** | Identification Number |

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| **Program** | **Function/Service** | **Statutory / Rule Change Ohio Revised Code Cite** | **Driver Impact** | **Priority Status H=High, M=Medium, L=Low** |
| ADS Non Work |  |  |  |  |

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| **Key Finding** | Many times, during the transition from school to adult life, families and individuals with complex needs do not have opportunities and/or experiences exploring and understanding what Adult Services, especially Adult Day Support Non-Work services, are about in Ohio, and how the system actually works. They often are not prepared for the shift from educationally related services and planning and adulthood, including the supports individuals may need to live, learn and thrive in the community.  |

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| **Recommendation Proposal** | We recommend developing a Community Discovery service for transitioning high school students with intense and complex needs to learn about, experience and understand opportunities available to them post-high-school. This outcome-based service will be a precursor to entering the Adult Day Array service system and will parallel the already established “Career Discovery” in the Career Planning suite of employment-related supports. The Community Discovery process will result in a Community Profile, that includes Charting the LifeCourse planning tools. This service will should emphasize family engagement. Part of the Community Profile development will be interviewing families, helping to develop a “trajectory” for the transitioning student, and investigating supports within the DD services system as well as outside of it.  To ensure Community Discovery supports are reserved for those with the highest needs, families, educators and SSAs would provide a “proof/certificate of need”. Some of the proof of need indicators might be: classroom staffing of 1:2 or higher, one or more delegated nursing task being delivered each day, current and necessary adverse behavior plan in place, the need for significant or dedicated equipment or classroom space for the student, ancillary professional therapy services authorized in the IEP (speech, mental health, physical, occupational) This service will supplement transition planning activities and will allow SSA and support teams to hone in on important information critical to success past secondary education. Most importantly this service would allow individuals and families to access adult service options and network with adult service providers before leaving high school.  |

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| **Rationale for Change** | The intent supporting this recommendation: we believe that providers who support individuals with complex needs would benefit from getting to know and understand them individuals and families with complex needs before leaving high school; and conversely, people with complex needs graduating high school and entering the Adult Services system would benefit from more exposure and experiences in the community, with an emphasis on supporting their interests and complex needs simultaneously. There is currently no mechanism on the waiver for students in high school to access or trial adult services while still in high school. This Community Discovery service would allow for more students to smoothly transition to adult services including work and non-work options even those with the most intense needs. A smooth transition to adult services means less stress on families, higher likelihood of long-term placement for the individuals and less disruptions at home or work for parents and caregivers.This proposal addresses the Charter by allowing providers, families and individuals a “meeting place” beyond facility and services, in order to improve outcomes and services. We are defining individuals with “complex needs” as those who need significant, medical, communication, and/or behavioral supports. This definition would need to be linked to an improved assessment as individuals transition from high school to Adult Services. |

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| **Concisely bullet the recommendation’s positives/upside & negative/downside or list critical questions to debate** | **Pros** | * Individualizes supports for people with complex needs
* Provides time and resources to ensure transition from school to adult life is meaningful and less confusing
* Is time-limited, outcome-focused, has clear budgetary limits
* Allows for individuals to explore work and non-work options while still in school
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| **Cons** | * Medicaid as “payer of last resort,” and school funding
* Cost
* Current AAI will need to be replaced, reengineered or a substantial add-on will need to be approved

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| **Fiscal Implications** | The cost of this newly created outcome-based support would be a part of their overarching HCBS waiver budget and mirror the already established Career Discovery service. |

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| **Measure of Success** | * Less parents and caregivers experiencing work and economic disruption upon high school graduation.
* Additional opportunities for self-determination among those with the most complex needs.
* More community-related outcomes for people with complex needs
* More informed secondary special education departments that better understand available adult services options for individuals with intense and complex needs.
* Enhanced collaboration between Waiver providers and schools.
* More focus on each person’s abilities and interests and how to help them connect with other people’s interested outside the service system
* A more focused and understandable assessment process
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| **Implementation Tip** | Transition conversations need to start earlier with students to support movement from school to work and adult life. * County Boards and/or schools start strength based conversations regarding work and adult life when the individual begins engaging in services (preschool, Early Intervention, Elementary) to develop a path to a good life. Agency neutral backwards planning is utilized to ensure that services and supports are available to meet needs as a person moves through their life.
* Multi-Agency Teams created in each county support earlier and coordinated conversations with individuals and families regarding the transition process.
* Memorandum of Understanding/Inter-agency agreements developed between agencies on the Employment First Taskforce to support earlier engagement and local Multi-Agency planning efforts consistently among agencies.
* Structure and training of early conversations and Multi-Agency Planning will need to be develop to support above recommendations. Incorporate cross system web based training/toolkit for transition age students, families, and agency partners.
* Develop an application to gather transition specific data needed for decision making.
* The Community Discovery service can be accessed as needed to supplement all of the above.
* Expand trainings for families, school districts, county boards and providers around “agency-neutral” transition planning that highlights braiding funding, technology, and an overarching plan, created and owned by the individual and his/her family, that is outside of systems.

Already existing online tools and resources: * Transition Toolkit: https://ohioemploymentfirst.org/view.php?nav\_id=451
* Charting the LifeCourse: https://www.ucucedd.org/ctlc-tools/
* Technology First: https://dodd.ohio.gov/wps/portal/gov/dodd/about-us/resources/tech-first/Technology-First/

Communities of Practice for transition to include providers interested in designing and developing supports for transitioning students with complex needs.Marketing early transition planning for individuals with complex needs starting as early as possible, even before 14, including outreach to families and schools through county boards, as well as providers. Redefining some of the supports under the “Adult Day Supports” rule to include this “discovery” component.  |

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| **Note / Reference Material** |   |

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| **Projected Implementation** |
| **2021** | **2022** | **2023** | **2024** | **Dependency / Sequencing Factor** |
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| **Threshold Question Check**  |
| *Please vet the recommendation against these questions. Please check the left-hand column if the answer is “yes, this recommendation addresses this question.” While few recommendations will meet all threshold points, it is important to ensure that the recommendation is appropriately aligned with consensus system change drivers and advancing the vision.*  |
| X | 1. Does the recommendation address one or more of the identified system change drivers?
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| X | 1. Does the recommendation improve the client experience? Lead to better outcomes for people?
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| X | 1. Does the recommendation advance the delivery of better services for work, non-work or transportation?
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|  | 1. Does the recommendation advance community employment?
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| X | 1. Does the recommendation facilitate serving more clients? Reducing waiting lists?
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|  | 1. Does the recommendation reduce administrative burden? Simplify?
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| X | 1. Does the recommendation unify or standardize approaches across State agencies? County Boards? Multiple providers or settings?
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| X | 1. Does the recommendation represent a modern approach? Embrace technology?
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| X | 1. Is the recommendation affordable – an efficient and effective use of limited resources?
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|  | 1. Does the benefit of the recommendation balance with the cost of implementation/ongoing capacity?
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| X | 1. Does the recommendation help the system serve individual with more severe disabilities or who have medically complex issues?
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| X | 1. Does the recommendation deliver public value? Would most taxpayers feel this recommendation is worthy of the taxpayer’s time, money and trust?
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| X | 1. Does the recommendation move the system toward quality, dependable, equitable service regardless of where an individual lives in Ohio?
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|  | 1. Does the recommendation address racial bias?
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| X | 1. Is this recommendation “necessary to meet the charge” and not just “nice to have”?
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**Instructions:**

Each sub-committee will fill out completely one Blueprint Recommendation Form for each recommendation. Be concise. Report what is needed for the full membership to understand the context of the recommendation, the recommendation itself, and how the recommendation can impact expected outcomes.