



Employment and Beyond

CLE Fall Transition Booster

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Ohio Department of Developmental Disabilities

October 21, 2021



**EMPLOYMENT
FIRST**



Every Person. Every Talent. Every Opportunity.

Path to Community Employment

- Every youth has abilities, skills and talents to enrich the community and people around us
- Ensure youth with disabilities have the same opportunities for meaningful employment as anyone else
- Supports need to be meaningful, individualized and focus on progression on the path to community employment

Technology First

Technology First, created through a 2018 executive order aims to help people learn more about how to use technology to improve their quality of life and how they can experience more independence and personal freedom



OHIO'S VISION

- ❑ People are empowered to decide and control their future
- ❑ Stresses what people **can do** rather than can't do
- ❑ Places an emphasis on experiences
- ❑ All people can learn and contribute to their community
- ❑ Supports people to follow their own interests
- ❑ Success looks different for everyone



Ohio Department of Developmental Disabilities

Information and Resources

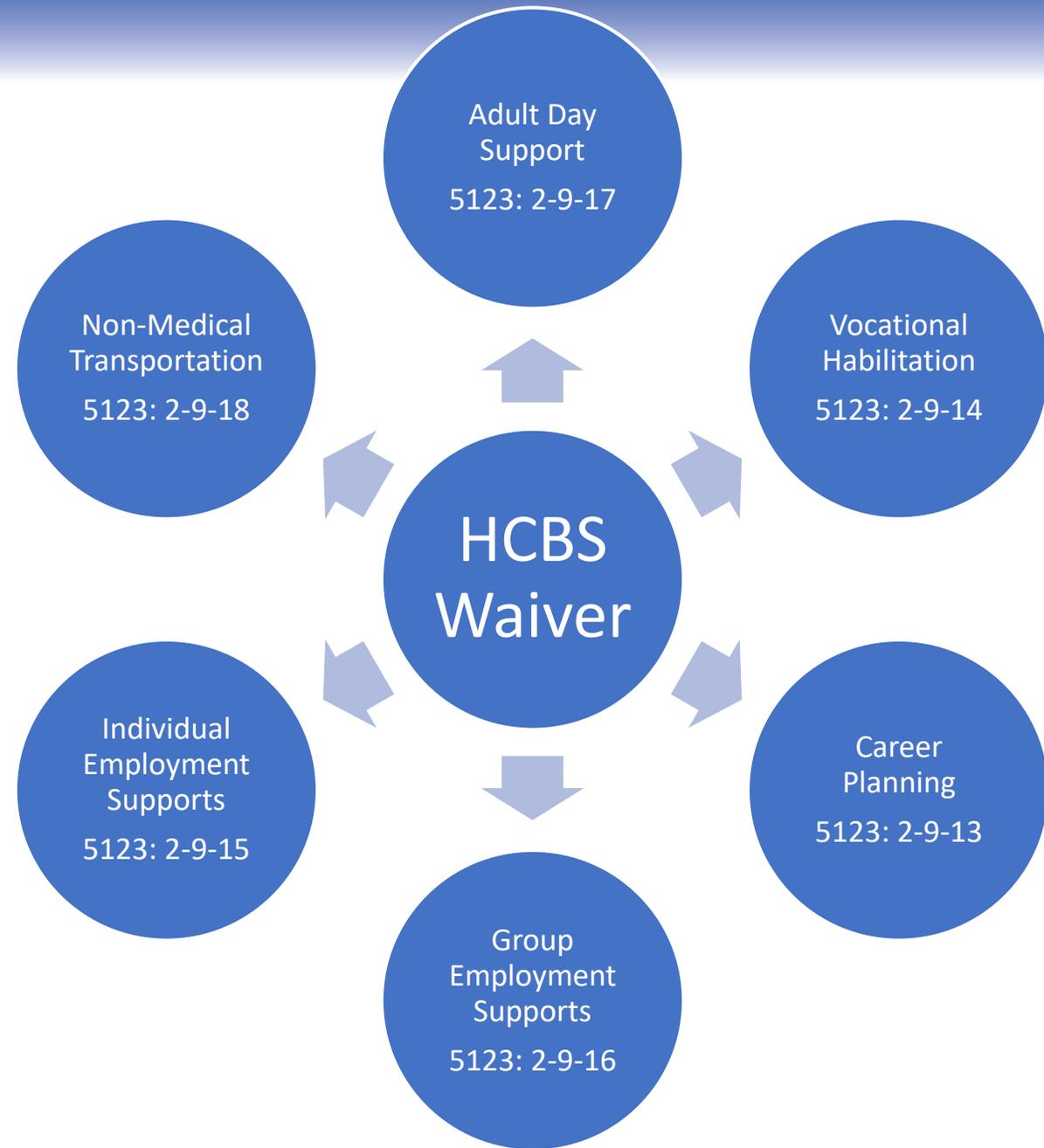
Ohio's Priorities



Live, Work, and Play in your Community

- Regardless of an individual's desired outcomes, there are a variety of services and supports available to support someone in achieving his/her goals
- People can use a combination of services and supports to help them
- All services and supports should be explored through person-centered planning process and outlined in the person's plan

Ohio's Current Adult Day and Employment Services



Employment First

5123.022 of Ohio Revised Code

Every individual of working age will have a **person-centered planning process** to identify their desired **employment outcome** and their **place on the path** to community employment

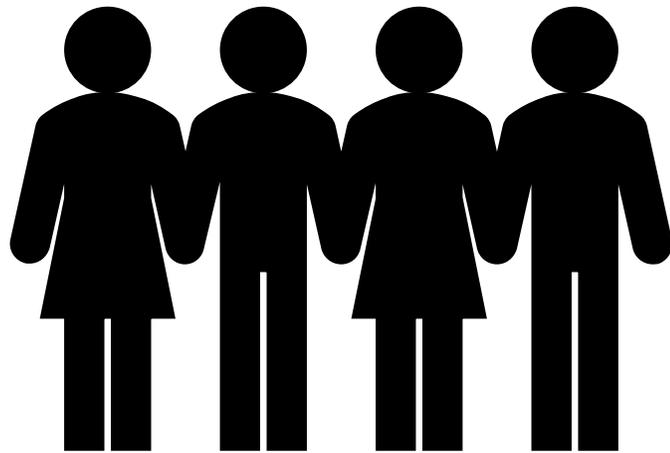


Services and supports will be provided to help the individual move along the path to community employment



Providers are required to submit progress reports at least every 12 months to ensure the individual is moving along the path to community employment and collect employment data on individuals served

Target areas and benefits for Adult Services Include:



- Informed decision making
- Expand natural supports
- Develop abilities
- Stronger connections
- Increased self-esteem
- Improved health
- Enhanced quality of life
- Full community participation
- Contributing membership

Blueprint

Adult Day and Employment Services Work Group

Ohio

Department of
Developmental Disabilities

The Blueprint for Adult Day and Employment Services Work Group convened from January 2020 to May 2021 with the purpose of improving adult day support services, transportation services, and strengthening competitive, integrated employment outcomes for people with developmental disabilities throughout Ohio

May 20, 2021
Blueprint Finalized



Next Step
Implementation

What to Expect:

- Creation of a new self-directed transportation service
- Implementation of the Basic Employment Skills Training service
- Collaboration with system finance and rate experts, along with other state agencies and stakeholders to make necessary changes to the financial system
- Development of statewide training specific to the transition from school to adulthood, all adult day array services including transportation, and supportive technology
- Research of how to use services available in the traditional Medicaid service plan to bridge potential gaps in the waiver service delivery system
- Evaluation and implementation of ways to allow nursing services to be available across all settings including residential, day services, employment, and transportation

Details about implementation and timelines can be found in the official Blueprint Proposal

Your local county board of developmental disabilities is the place to start for determining eligibility, assessing your needs, and coordinating which services can best support you.

Contact your county board

Supporting Families



Waivers and Services

Waivers are one way to pay for services that support someone living on their own, with family, with a roommate, or with a provider through



Health and Welfare

The Major Unusual Incident Unit provides oversight to county boards and providers to help ensure the health and welfare of people with dis



Early Intervention

Early Intervention is a statewide system that provides coordinated services to parents of eligible children under the age of 3 with deve



Employment First Partnership

The Ohio Department of Developmental Disabilities partnered with Opportunities for Ohioans with Disabilities to focus on prioritizing people with intellectual and developmental disabilities who want to work in the community, creating the Employment First Partnership in 2013.

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Questions?

Transition Planning

Planning for Employment and Beyond

State of Ohio Transition Vision Core Principles

- Community employment is the expectation for all youth
- Transition planning for youth requires multi-agency collaboration
- Early conversation with youth and families is critical
- There are multiple pathways to community employment
- Person-centered planning is key to the development of effective services and supports for transition-age youth

Ohio Employment First Transition Framework *Non-Negotiable* Foundational Elements



PERSON
CENTERED



OUTCOME
FOCUSED



AGENCY
NEUTRAL

What are Evidence Based Predictors of Post School Success?

Evidence Based Predictors of Post School Success:

- Reflect activities, services and supports
- Occur during the school years
- Associated with higher rates of success as youth enter adulthood
- Critical to be considered by multi agency teams providing transition services



Chaining

Community Based Instruction

Computer Assisted Instruction

Mnemonics

Self-Monitoring and Self Management

Video Modeling

Prompting

Self-Advocacy and Self Determination

Visual Supports

Mobile Technology

Simulation

What are Evidence Based Practices?

Evidence Based Practices are:

- Instructional methods and strategies proven through research to be effective to teach youth **specific** transition-related skills.
- Used in a variety of settings, such as, classrooms, work sites, community environments, social settings, etc.
- Useful to teach a variety of skills, such as those associated with employment, daily living, communication, academics, job-routines and tasks, independence, and workplace behavior.

Transition Planning

- In Ohio, students with disabilities age 14 or younger, if appropriate, formally enter the secondary transition planning process.
- A truly successful transition process is the result of comprehensive planning that is driven by the student's preferences, interests, needs, and strengths.
- The student, family and team should develop measurable adult life goals. These postsecondary goals describe a student's adult life intentions related to three critical areas:
 - **Competitive integrated employment**
 - **Postsecondary education/training**
 - **Independent living**

Create a Team to Walk the Path



The **YOUTH** is the **MOST IMPORTANT** member of their team

Who else can help?

People who are important to them in their life:

- Friends, Family Members, other Advocates
- Community Members/Connections
- Educators
- Vocational Rehabilitation Counselors
- Service and Support Administrators
- Employment Professionals

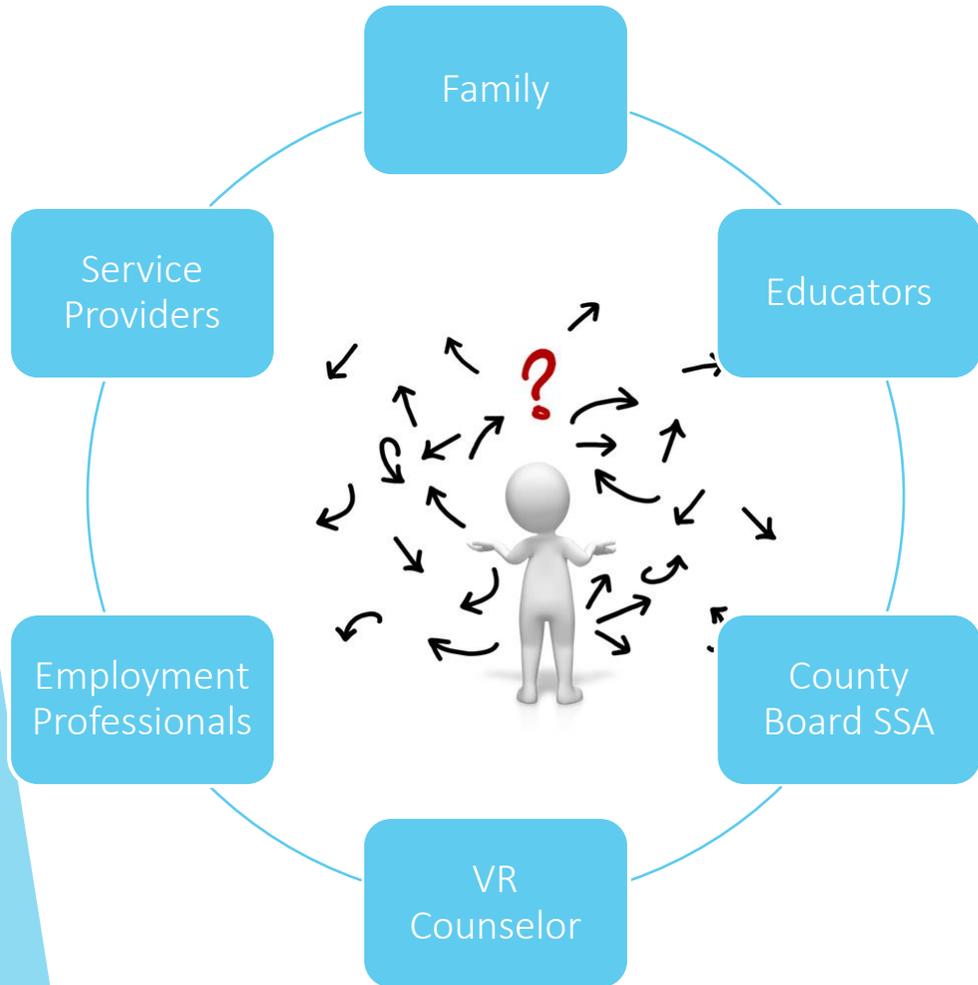
- A list and description of the types of information that agencies often request.
- A brief overview of key agencies that includes information or resources about topics such as: eligibility requirements, intake procedures, and possible services
- Contact information and helpful websites for each state or federal agency
- Space to add local contact information for each agency
- A space for families/teams to record the information about the youth or family that is often requested by agencies

Transition to Employment

Agency Navigation Tool

Overview of Agency Assistance and Support

Person-Centered Transition Planning Teams



Where are we now?

- Experiences
- Strengths
- Preferences
- Support Needs

Where are we going?

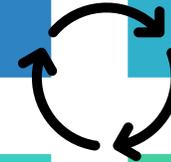
- Vision of the future
- Employment Goal & Objective
- Strategies & Action Plan

How will we know we have arrived?

- Track Progress
- Monitor Results

How are we going to get there?

- Resources
- Support Needs
- Services
- Funding



Discover More about the Youth to Guide the Path

- Use formal and informal methods to discover the youth's preferences, interests, needs and skills
- Decide what types of activities will help the team discover valuable information to plan and achieve successful adult outcomes
- Develop youth self-determination, self-advocacy and independence skills
- Think outside of the box



Person-Centered Planning discovers a person's:

- Unique strengths
- Interests
- Abilities
- Preferences
- Available resources
- Support Strategies
- Desired outcomes



Charting the LifeCourse



Daily Life & Employment

Before you know it, school will be ending and adult life beginning. Transition is a time to think about what adult life will look like and explore what you will be doing as part of daily life when the school bus stops coming! You will likely make choices based on what you like and what you want to do. This guide is designed to help you and your family think about questions to ask, things to do, and resources to lead you to a job, career, volunteering, college or continuing education, and ultimately, the life you want.

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LIFE DOMAIN



Daily Life & Employment

What a person does as part of everyday life— school, employment, volunteering, communication, routines, life skills.

LIFE STAGE



Transition

Transitioning from school to adult life (14-22)

DEVELOPED BY

MISSOURI
FAMILY TO FAMILY
UMKC INSTITUTE FOR HUMAN DEVELOPMENT | UCEDD

IN PARTNERSHIP WITH



Charting the LifeCourse Portfolio: One Page Profile

The image shows a digital form titled "LIFECOURSE PORTFOLIO | EXPLORING". At the top left is a circular logo with a colorful border and a central icon. Below the title bar, there are two input fields: "NAME:" followed by a light blue box, and "DATE:" followed by a light blue box. The form is divided into three main sections, each with a colored header bar and a large light blue text area below it:

- WHAT PEOPLE LIKE AND ADMIRE ABOUT ME:** This section has a teal header bar.
- WHAT'S IMPORTANT TO ME:** This section has an orange header bar.
- HOW TO BEST SUPPORT ME:** This section has a dark blue header bar.

Is there a Vision for the Student's Future?

Areas to Consider

Charting the LifeCourse

Transition to Adulthood

LIFE DOMAIN **LIFE STAGE**

Transition is a point in time filled with change, growth, excitement, and sometimes fear and confusion. Transition is defined as the high school years, age 14 to 21. Transition means that you are moving from childhood to young adulthood, and from school to adult life. There are many things to think about and do to prepare for this change.

This 4-pager is designed to help you think about the common experiences, concerns, and questions for each life domain during this stage. Life domains are the different, but connected, aspects of life, like where we live, who we spend time with, and what we do every day. On the back, you will find questions to help you think about the supports you and/or your family may need during this life stage.

Individuals and families may focus on their current situation and life stage but may also find it helpful to look ahead to think about life experiences that will help move them toward an inclusive, productive life in the future. To see questions for other life stages, refer to the Life Stage Series of 4-Pagers and the *Charting the LifeCourse: Experiences & Questions* booklet at lifecoursetools.com

This publication is based on the *Charting the LifeCourse* Framework, which was created to help individuals and families of all abilities and all ages:

- develop a vision for a good life,
- think about what they need to know and do,
- identify how to find or develop supports, and,
- take steps to live the lives they want to live.

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Daily Life & Employment

What a person does as part of everyday life—school, employment, volunteering, communication, routines, life skills

It may seem like it is a long way off, but sooner than you think, the bus will stop coming, and you will no longer be going to school during the day. Have you thought about what you will do during the day when school ends? Have you talked about what you want to do with your parents/family? What kind of changes might this mean for your family?

- Who is helping me create a transition plan that is truly individualized and prepares me for life after school ends?
- How does my transition plan include work or volunteer experience, as well as practicing how to look for, get and keep a job?
- What kind of job do I think I would like to try (what do I like to do or want to learn more about)?
- What supports will I need for either work or other daytime activities, and who will provide those supports?

Community Living

Where and how someone lives—housing and living options, community access, transportation, home adaptations and modifications

Have you thought about where you might live as an adult? There are many options to consider—some are more traditional (for instance, a group home), but more and more, there are many “non-systems” community options emerging (like owning your own home). Anything is possible if you plan ahead, think creatively and believe!

- Where do I think I might want to live in the future (after school ends) when I am an adult?
- How am I learning about different living options for when I am an adult?
- What technology or home modifications would help me function better or be more independent in my home?
- What supports will I need to either continue living in my family home or move into my own place after graduation?
- How will I get around in the community as an adult (drive, public transit, family, cab, car service, etc)?

Safety & Security

Staying safe and secure—emergencies, well-being, guardianship options, legal rights and issues

Parents and other supporters often worry their loved one with a disability will be taken advantage of or harmed if they don't have a guardian. You may have been told by your school, doctor, or friend that you need a guardian when you turn 18. However, it is important to understand how guardianship may affect your life, as well as the many options and alternatives that exist before making a decision.

- What skills and abilities can I learn and practice now to prepare me to “be my own person” so I will not need a guardian to keep me safe when I turn 18?
- What are some supported decision making practices that will keep me safe without restricting my basic rights?
- Which life areas concern my parents and loved ones most in terms of my safety?
- What are my parents and others doing to help me be able to stay at home or be in the community alone or without additional support?
- What am I doing to know what to do in case of an emergency or disaster?

Healthy Living

Managing and accessing health care and staying well—medical, mental health, behavioral health, developmental, wellness and nutrition

Healthy living is an often overlooked, yet very important part of transition to adulthood. Steps you can take now will help you become more knowledgeable about your health, medical needs and disability, and start to take control of making decisions and choices about your own health. It is also time to think about who will provide your health care once you are an adult.

- What steps should I be taking to begin to take control of my own health care, including finding adult healthcare providers?
- How am I learning about the importance of healthy eating and regular exercise?
- Who is helping me understand the changes in my body and my reproductive health?
- What regular physical activities such as working out at the gym, using a treadmill or elliptical or doing aerobics, could replace some of my formal therapies?
- How am I learning to talk about my disability or healthcare needs with others?

Social & Spirituality

Building friendships and relationships, leisure activities, personal networks, and faith community

Relationships and networks you build during the school years can play an important role in your adult life. These connections, sometimes referred to as “social capital,” may one day end up being your friends, neighbors, roommates, staff or employers. Most importantly, having friends and relationships is key to quality of life and happiness.

- What kinds of extracurricular activities at school or in the community (clubs, social outlets) could I participate in to help build friendships?
- How am I being supported or encouraged to start dating?
- Who is helping me learn about safe sex, intimacy and boundaries?
- What social media could I use safely and responsibly (Facebook, Twitter, Instagram, Snapchat, etc.) to connect with and maintain contact with friends?
- What am I doing for fun that other people my age do?
- What opportunities do I have to be involved with a youth or young adult group in a faith community?

Citizenship & Advocacy

Building valued roles. Making choices, setting goals, assuming responsibility and driving how one's own life is lived

People learn responsibility and citizenship by having chores at home and participating in opportunities to give back to their community. During transition, it is important you find ways to be valued and a contributing member of society. You need opportunities for making choices, learning new skills, building community connections, increased responsibility, and communicating your wants and needs as you transition to adult life.

- How am I being supported to share my life vision (goals, hopes, dream) at educational and other support meetings?
- What steps are my parents and others taking to shift control of my life to me?
- How are family, teachers and others supporting me to make my own choices and decisions?
- How does my transition plan help me and others around me to focus more on what I CAN do rather than limitations of my disability?
- Who is helping me learn about policy issues and what I need to know to register and vote in elections?

SERVICES & SUPPORTS

Resources and strategies to promote the development, education, personal well-being of a person and that enhance individual and family functioning

We all use a variety of sources to help us get through our daily lives. We rely on our assets and capabilities. Most of us have people in our lives who do things for us (and vice versa). We tap into technology as well as businesses, organizations and resources in the community. Even though you might need support or access paid services, remember to consider your personal strengths and other supports that are available.

- Am I learning about the supports and benefits I receive or could receive; how to manage my money, services and supports, and lead my various planning meetings (IEP, IFSP, health, etc.)?
- Should (our family) apply for benefits (Social Security, Medicaid, state DD services)? What are the pros and cons of each and how might it affect my future ability to earn income?
- What kinds of community (non-eligibility based) supports might help me now and as an adult (for example, public transportation)?
- Will I graduate/leave school at age 18 or continue until I am 21, and will I receive a high school diploma or a certificate of completion?

FAMILY UNIT

What the family unit needs to support and be a successful part of their family member's life. Supports directed to the family will ultimately benefit the individual.

For many of us, family is a central part our lives. We are connected to our families throughout the life course, even though the roles of our family members may change as we age. Our parents and family often have a key role in helping and guiding us as we grow into adults. What does your family need to help you on your journey to the good life? Here are some things to think about and discuss with your family.

- What supports does our family need in order to be able to continue working and maintain our lifestyle?
- How do you see your role as the parent/family member of an adult?
- What are our hopes and dreams for our family's future?
- What future planning have we completed, such as a will, living trust, durable power of attorney for healthcare, and/or a special needs trust?

DEVELOPED BY **MISSOURI FAMILY TO FAMILY**

HOUSED AT THE **UMKC INSTITUTE FOR HUMAN DEVELOPMENT**

Charting the LifeCourse: Focus on Transition
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UPDATED JANUARY 2018

Charting the LifeCourse – Focus on Transition



Past Life Experiences

List past life experiences and events that have prepared or supported my family member to move towards a vision for a good life

List past life experiences that pushed my family member's trajectory toward things they did not want or I did not want for them

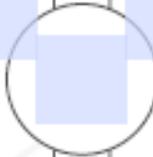
Moving Forward

List current or future life experiences or goals that will continue to support my family member to move towards a vision for a good life

List barriers or things to avoid that might get in the way of my family member taking steps to reach their goals

My Vision for My Family Member's Good Life

What I Don't Want



Identify Services, Supports and Activities to Build the Path



Discovering HOW the youth can begin to work on achieving meaningful outcomes for adult life and WHO can support him/her

Coordination of supports from various resources, supports, and systems. The possibilities are endless!

In order to support a path to an inclusive, quality, community life, supports for individuals and families should ideally be a combination of supports

Charting the LifeCourse Integrated Support Star



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Questions?

Community Employment

Transition Youth- Exploring Resources

Individualized Career Development

- Career Development: process to form a work identity
 - Ongoing and spans a lifetime
 - Begins with earliest awareness of how people make a living & continues with focused career exploration to decide career path
- Individualized Career Development
 - Strategies, supports, and services are selected to align with how the youth learns and reflect the youth's preferences, interests & skills
 - Youth make informed decisions about choices for types of employment to pursue

Career Discovery and Exploration

- Career Discovery:
 - Find out what youth is good at and likes to do
 - Learn about different kinds of jobs
 - Identify conditions for success
 - Active way to find out what kind of career/job is a good fit
- Career Exploration
 - Investigating and experiencing different types of employment
 - Talking to and observing people doing various jobs
 - Trying things out

Discovering HOW



This section is to help you think about HOW you can begin to work on different aspects of your next phase of life. Who can help you with job exploration, getting a summer job, filling out applications, or answer questions you might have? Who might be

able to assist you with your needs once you get a job? What kinds of supports might help you and where do you find the supports you need?

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life.



Opportunities for Ohioans with Disabilities Services are individualized and may include:

- ❖ Summer career exploration
- ❖ Summer youth work experience
- ❖ Job development/placement – including non permanent job development
- ❖ Work incentives consultation
- ❖ On-the-job supports- including support for a Non-Permanent Job (e.g. seasonal or after school job)
- ❖ Pre-Employment Transition Services (Pre-ETS)
- ❖ School based job readiness training

Pre-Employment Transition Services (Pre-ETS) the What, the Who, the How

Introductory services intended to help students identify career interests

Available to Potentially Eligible (PE) and students with an open VR case

Pre-ETS providers collaborate with schools to deliver services

5 Pre-ETS Subcategories

- Job Exploration Counseling
 - *Discuss career options and learn about in-demand jobs.*
- Work-based Learning Experiences
 - *Experience and gain knowledge about the workplace*
- Workplace Readiness Training
 - *Improve Social and independent living skills*
- Counseling on Post-Secondary Opportunities
 - *Explore training options available after graduation*
- Instruction in Self Advocacy
 - *Learn skills needed for greater independence.*

HCBS Waiver Service: CAREER PLANNING

Time-limited and personalized service to support people in reaching their community employment goal

WHAT IS IT?

- Service funded by Medicaid to help people get/keep a job or be self-employed

WHO CAN USE IT?

- People who want a community job in a place other than a workshop who cannot get the same kind of service through school or Opportunities for Ohioans with Disabilities (OOD)

WHEN TO APPLY?

- The person's service and support administrator, or SSA, will assess them for a need for Career Planning. If there is a need, the SSA will include it in the person's individual service plan.

Career Planning Service Components

Career Discovery

Career
Exploration

Situational
Observation &
Assessment

Employment/Self-
Employment Plan

Self-Employment
Launch

Job Development

Benefits
Education &
Analysis

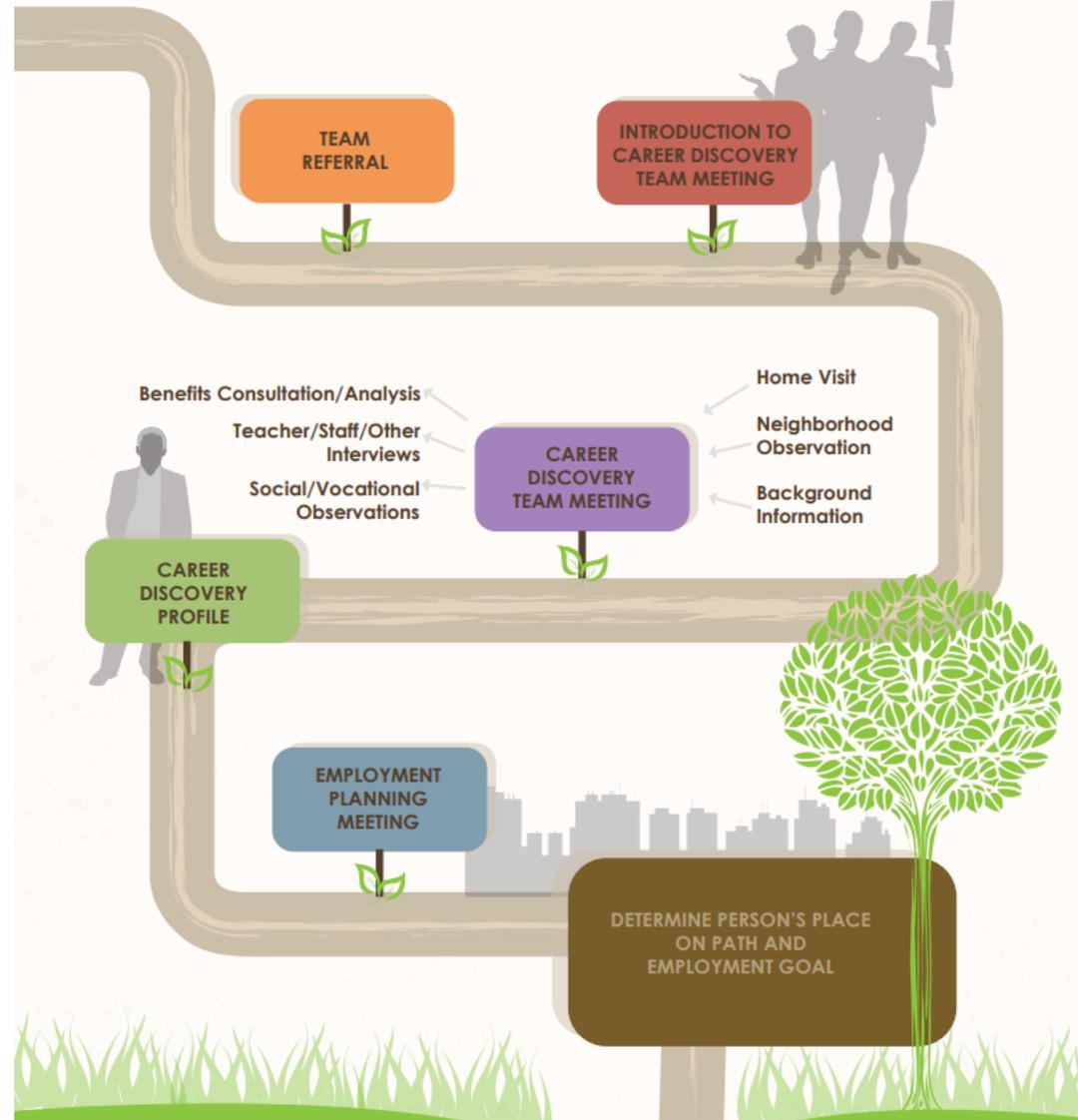
Worksite
Accessibility

Career Discovery

Career Discovery Flow Chart

Your Path to Community Employment

Use this flow chart and accompanying table to determine the steps and supports you need to reach your employment goal.



HCBS Waiver Service: Individual Employment Support

Time-limited and personalized service to support people in reaching their community employment goal

WHAT IS IT?

- Service funded by Medicaid to help people learn how to do a new job or get better at their current job. It supports someone to learn about different job tasks, technology that can make their job easier, and how to work with other people

WHO CAN USE IT?

- People who want a community job in a place other than a workshop who cannot get the same kind of service through school or Opportunities for Ohioans with Disabilities (OOD)

WHEN TO APPLY?

- The person's service and support administrator, or SSA, will assess them for a need for Individual Employment Support. If there is a need, the SSA will include it in the person's individual service plan.

Technology and Work

Nick Bowsher, an employment specialist at the Union County Board of Developmental Disabilities, figured out how technology could help someone at their job: [Union County](#)

Courtney uses technology to assist her at her job at the Delaware County Board of DD. [Delaware County](#)



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Questions?

Vocational Training

Transition Youth- Exploring Resources





OOD offers Ohio College2Careers at 17 public colleges and universities in Ohio to ensure students with disabilities have the support they need to complete their degree and/or credential, earn higher wages, and meet the demands of tomorrow's labor market. These counselors are located within the disability services offices at colleges to assist students with disabilities with additional supports:

- Career exploration & counseling
- Assistive technology
- Resume and interview preparation
- Internships & permanent employment
- Assistance navigating OhioMeansJobs resources
- Connection to an expansive employer partner network



Welcome to Ohio's Statewide Consortium!

The goal of Ohio's Statewide Consortium (OSC) is to build, enhance, and sustain comprehensive transition programs for students with intellectual disability and developmental disabilities (ID/DD) across Ohio.

OSC programs provide access to inclusive college classes, work experiences, social activities, and independent living & self-determination instruction.

Higher Education Programs for Students with Disabilities

- [Bowling Green State University - Firelands](#)
- [Columbus State Community College](#)
- [Kent State University](#)
- [Marietta College](#)
- [Sinclair Community College](#)
- [Southern State Community College \(coming soon\)](#)
- [The Ohio State University](#)
- [University of Cincinnati](#)
- [University of Toledo](#)
- [Youngstown State University](#)

Ohio's HCBS Waiver Pre-Vocational Service

- Vocational Habilitation is a service which teaches a person general work skills and is considered a temporary service
- In Ohio, this service has historically been provided in workshops or work centers but can happen anywhere, other than the person's home
- Pre-vocational services cannot be used for long-term job support; instead, it must be used to support someone while they are learning general work skills that will help them get a job in the community
- Ohio will develop a new pre-vocational service call Basic Employment Skills Training that will be available in July 2022

Ohio's HCBS Waiver Service: Group Employment Support

- Group Employment Support can help a person learn new job skills that will help them get a job they want in the community
- Provided in community settings, which offers groups or workers with disabilities paid employment and work experience
- People taking part in this service may work at one location or the group may travel to a few different locations to work

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Questions?

Community Membership

Transition Youth- Exploring Resources

Community Engagement and Connections

- Every person has abilities, skills and talents to enrich the community and people around us
- Services need to be meaningful, individualized and focus on progression on the path to community employment or community engagement
- There are times people don't or won't work, we need to ensure services and supports are available during those times to help people:
 - Understand their options
 - Discover ways to contribute
 - Connect and participate meaningfully in their communities

Community Life Engagement Is

- More than just buying a cup of coffee or using the library
- Involves active participation and membership – the opportunity to engage with others in meaningful ways
- Connection with other people, building relationships and a sense of community
- Having a valued role and making a contribution



HCBS Waiver

Adult Day Services are intended to:

- Connect people to their communities
- Explore the idea of working and potential job options (Discovery)
- Build employment skills and network
- Augment part-time work schedules, support access and participation in community on off-work time
- Build skills that will enable a person to be more independent, self-sufficient and successful
- Find opportunities to contribute
- Form and build relationships

Home + *Community Based* Services (HCBS)

March 2014: Centers for Medicare and Medicaid Services (CMS) established new regulations to ensure people receiving services and supports through Medicaid HCBS waivers are afforded full access to community living.

Ohio's settings suitability rule (OAC [5123:2-9-02](#)) establishes standards to ensure that HCBS waiver services maximize opportunities for people to access the benefits of community living and receive services in the most integrated setting

What Are We Trying to Make Happen?

- Participation in meaningful activities that are important TO the individual
- Activities take place in naturally occurring environments
- Are relationships being formed between the individual and the broader community?
- Do the individuals have a way to provide feedback?
- Team involvement

Putting it All Together

- Transition youth and adults can use a combination of supports, funded through different agencies, to help them get or keep a job and to be involved in their communities during and after high school
- Services should complement each other and work together in order to support youth in achieving their goals or desired outcome
- Multiple eligibility-based services may be authorized to support a person on their path to community employment or for socialization and recreational services



Questions?

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