



# Oregon

Kate Brown, Governor

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March 27, 2017

TO: Co-Chair Senator Steiner Hayward  
Co-Chair Representative Rayfield  
Human Services Subcommittee members

FR: Department of Human Services

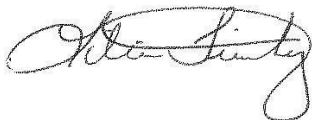
RE: DHS I/DD Day Two Presentation Questions

- **Children's residential referral wait list.** The number of children on the list changes from day to day. The most current list includes 46 children waiting for placement. Of this total:
  - 33 are males
  - 13 are females
  - 80% are dually diagnosed (an intellectual/developmental disability and mental health conditions)
  - **23 are currently in their family home**
    - The K-Plan provides support in the home, but for some children and families that support isn't enough and the child needs a residential placement
    - Ages 9 to 17
  - **8 children are in group homes**
    - 2 need to transition to more intensive services
    - There are also children in the Stabilization and Crisis Unit who have been stabilized and are waiting to transition to another setting that provides a lower level of support
  - **7 are in foster homes**
    - Ages 9 to 16
  - **3 are in mental health placements**
    - Two are 10 years old and one is 13

- **3 are referred from county juvenile detention facilities**
  - 2 males ages 14 and 16
  - 1 female age 12
- **3 are referred from the Oregon Youth Authority**
  - 2 males, ages 14 and 16
- **Child welfare relationship**
  - Child Welfare is the guardian of 7 of the 46 children
- **Numbers served and cost-per-person for everyone served in ODDS.**
  - The attached document addresses questions about cost per case and number of individuals served across all I/DD services and settings.
- **The Stabilization and Crisis Unit (SACU) and the Children's Intensive In-home Services (CIIS) program serve children and adults with significant levels of need.**
  - **CIIS**
    - Children in this program must meet higher service eligibility requirements demonstrating their extensive medical and/or behavioral challenges.
    - They require intensive supports in order to prevent hospitalization, or nursing home or residential facility admission, and are served in their family home.
    - Service eligibility varies by CIIS program, but generally these children:
      - Have extensive medical needs, such as being ventilator-dependent
      - Require a high level of attendant-care support
      - Are typically non-ambulatory and are dependent on others for most if not all of their activities of daily living tasks
      - Have medical issues complicating their care
      - Have an autism diagnosis
  - **SACU**
    - SACU provides 24-hour residential services to individuals with intellectual/developmental disabilities who have complex and significant behavioral support needs.

- Nearly all individuals served at SACU also have co-occurring mental health disorders.
  - Some of the individuals at SACU also have a history of criminal charges and/or pending legal involvement.
  - Most individuals have detailed behavioral support plans that require frequent staff training and a high level of data collection. These plans help the individual be successful both in their home and in their community.
- **Employment and sheltered workshops**
    - Due to federal requirements, and a lawsuit, ODDS no longer funds services for new entries into sheltered workshops. Sheltered workshops are facilities in which people who experience I/DD are employed, for pay, sometimes for less than minimum wage. ODDS, the Oregon Department of Education and Vocational Rehabilitation have increased other services, providing more employment options. (ODDS EF Services and Supports Fact Sheet 1-17-17)
    - In 2008, Oregon was one of the first states to make Employment First a state policy. (Timeline final 1-10-17)
    - The Employment First report shares information about the benefits of the program and more. (EF\_Outcomes\_Successes\_Final\_January\_2017)
    - In this video, a parent talks about her shift to supporting her son's move to community work  
<https://www.youtube.com/watch?v=D89cWkdKS74&feature=youtu.be>
    - Lastly, we've attached several stories of individuals in the Employment First program

Respectfully submitted,



Lilia Teninty  
Director  
Office of Developmental Disabilities Services  
Department of Human Services

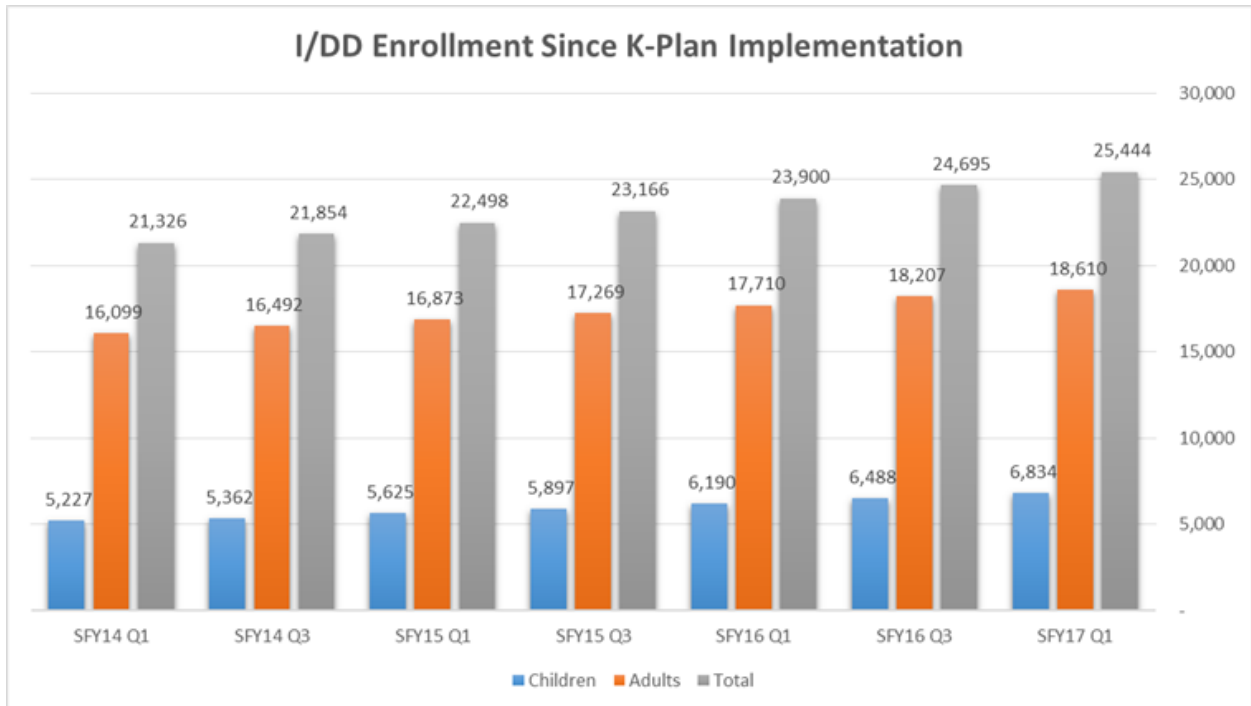
## ODDS CASELOAD AND COST-PER-CASE INFORMATION

The **Office of Developmental Disabilities Services (ODDS)** manages a lifespan program that provides services and supports to children and adults with intellectual and developmental disabilities (I/DD) to live fully engaged lives in their communities. Services are provided in the community in the person’s own home, family home or in a foster care, group home or in supported living programs.

The following information includes caseload data for ODDS program in total and broken out by service and setting type. It also includes cost-per-case information by service and setting type.

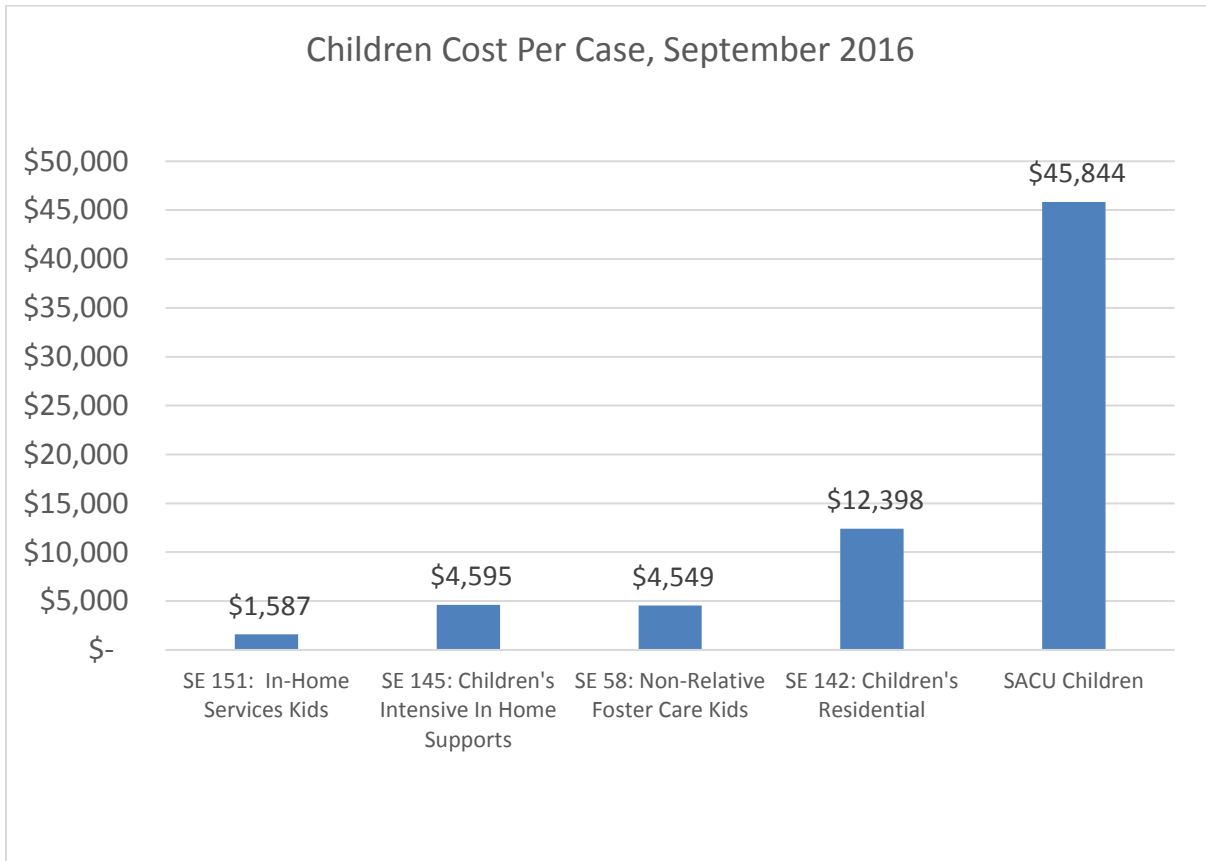
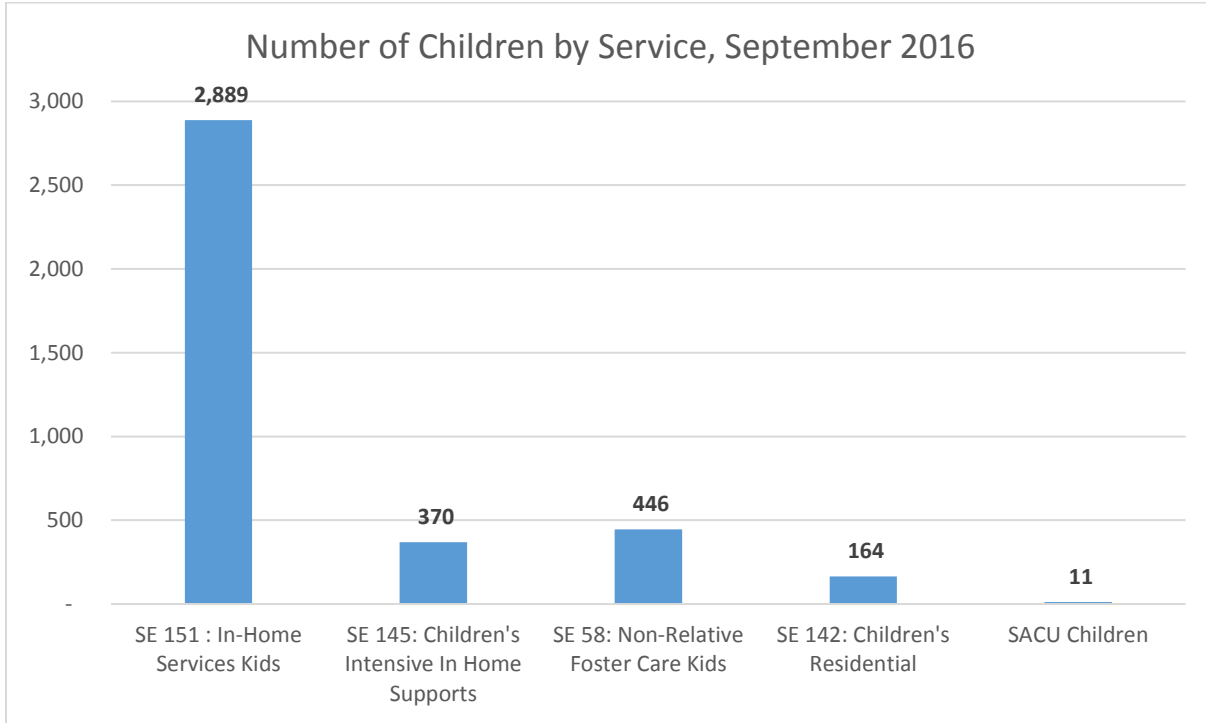
### Total Enrollment:

As of September 2016, ODDS was serving a total of 25,740 individuals with I/DD compared to 21,326 in July of 2013 when Community First Choice Option (CFCO) or K-Plan was implemented. Since then, the I/DD system has experienced 21 percent growth in total enrollment (4,414 additional enrollees).<sup>1</sup>

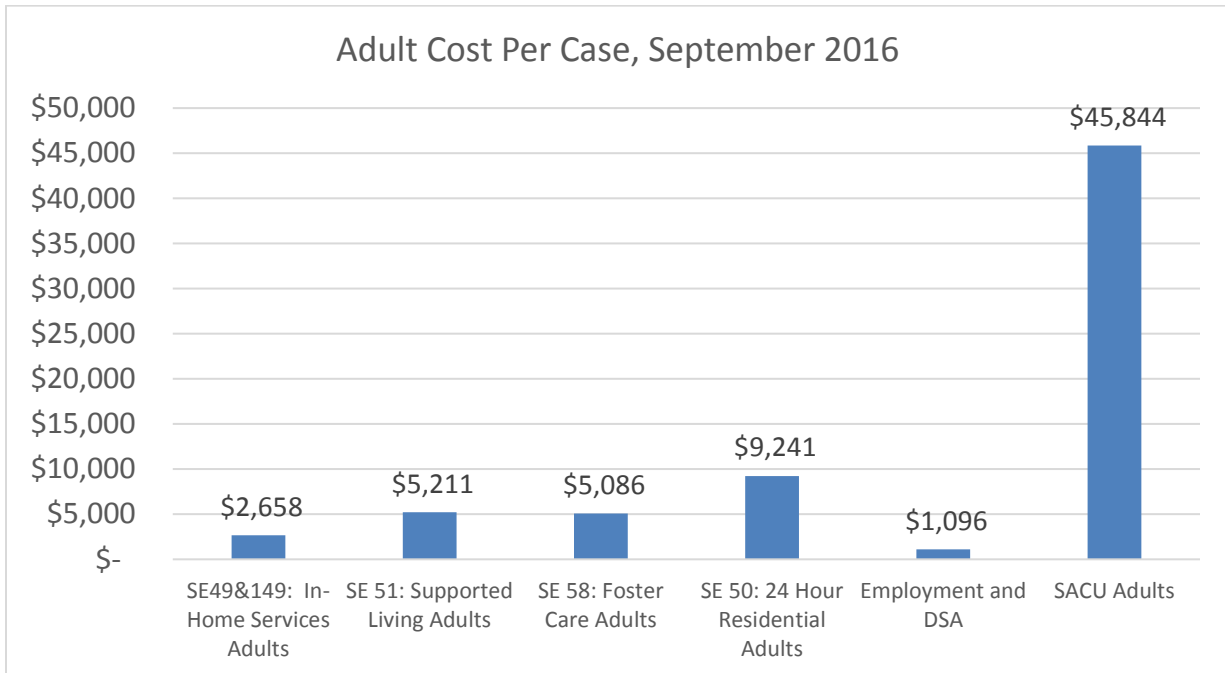
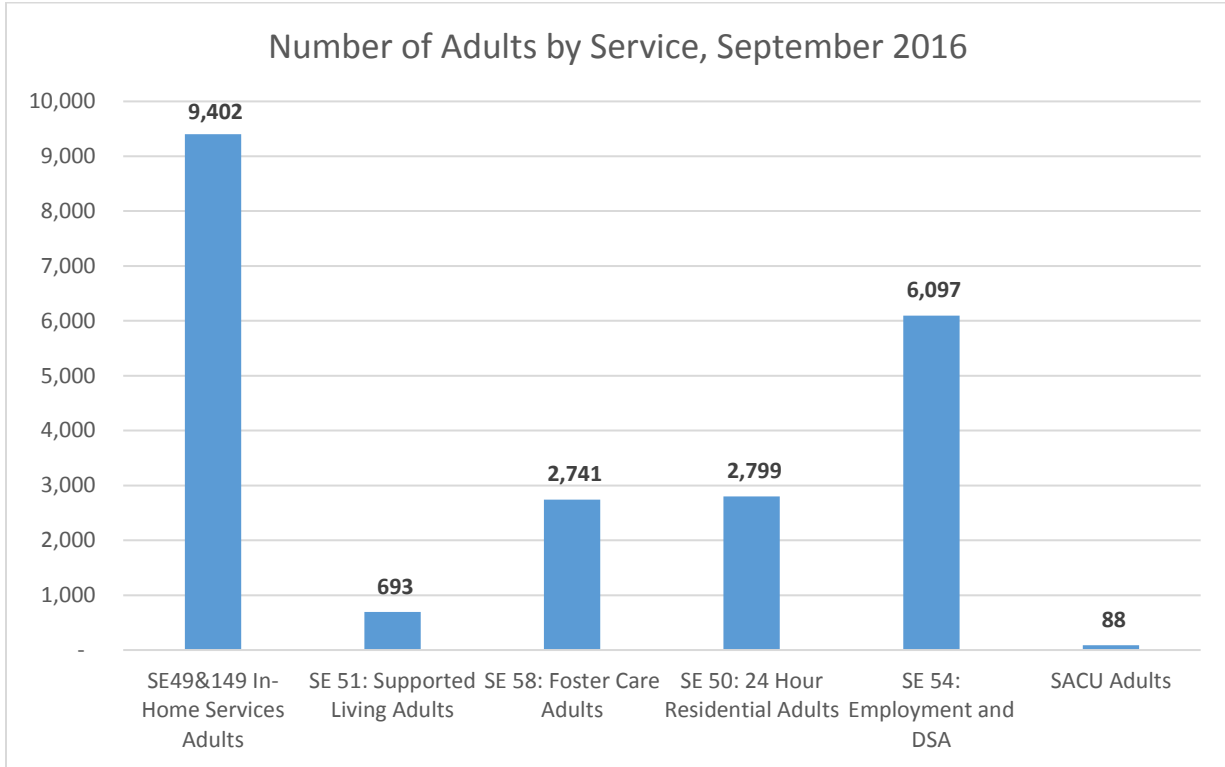


<sup>1</sup> IDD Caseload Variance Report

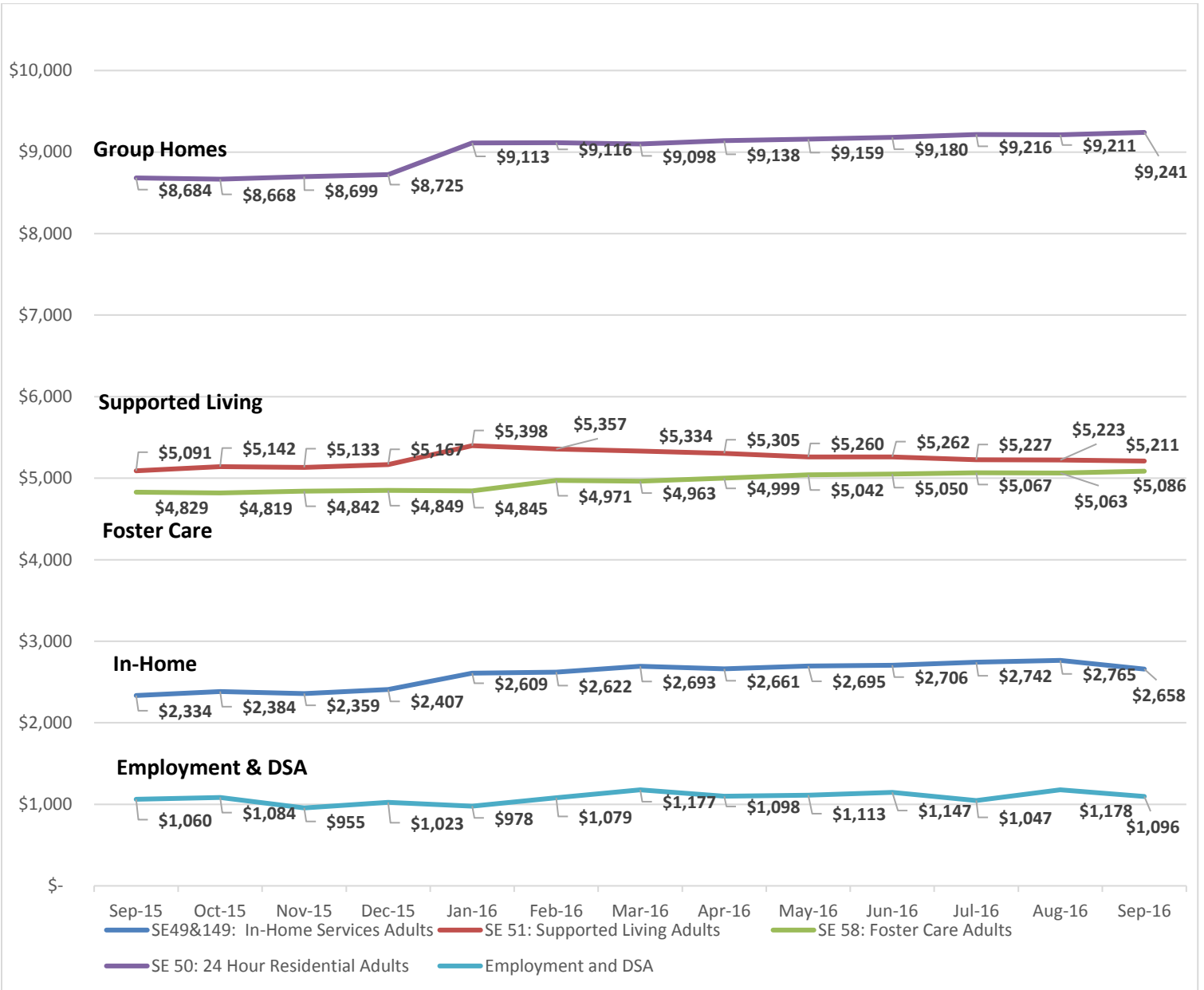
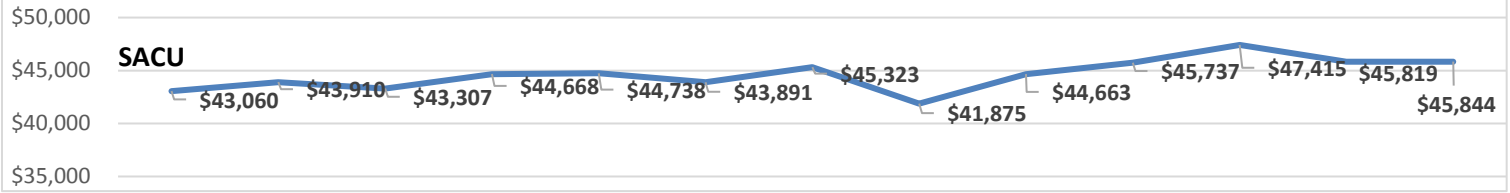
## Children's Services

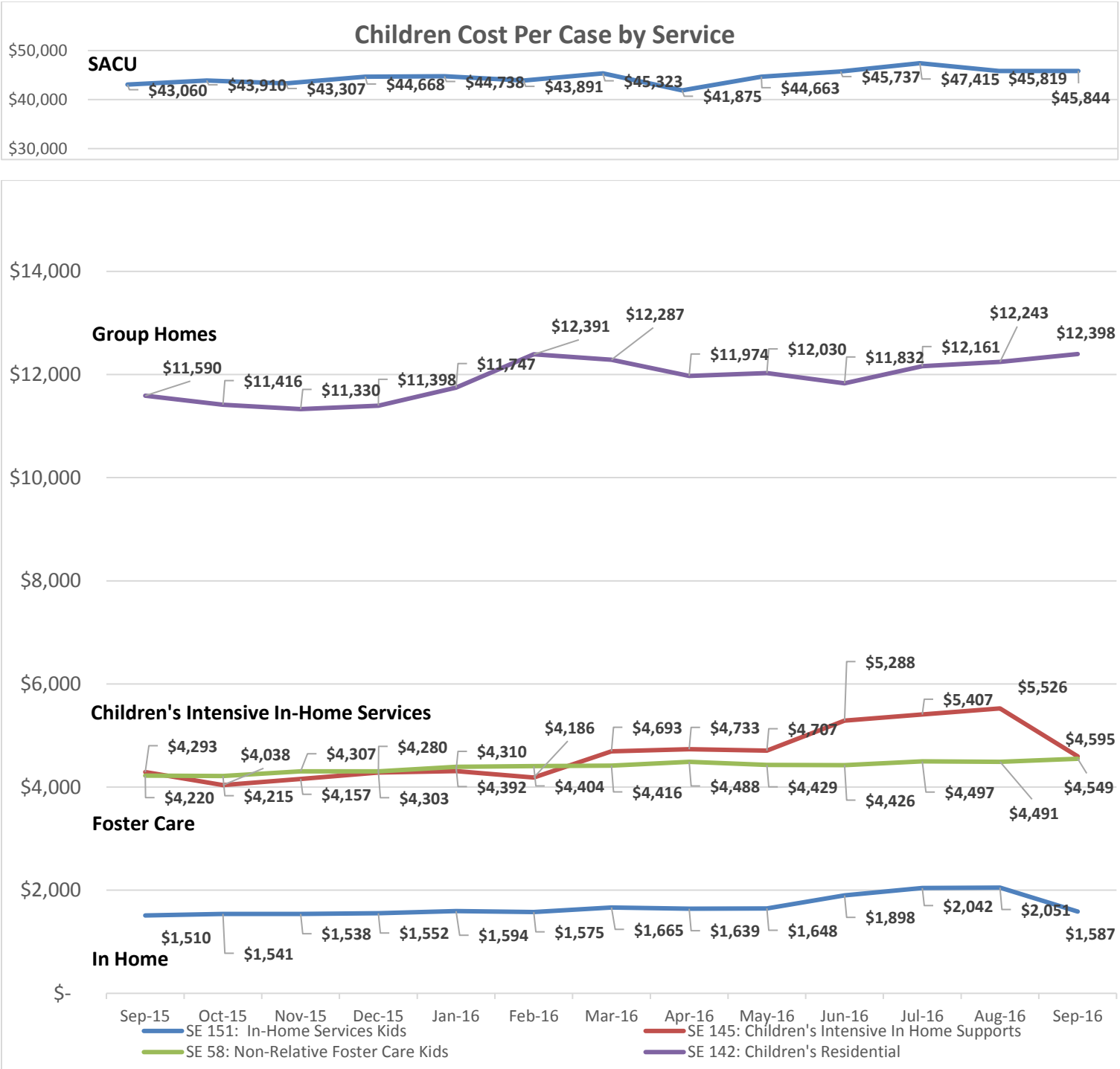


## Adult Services



## Adult Cost Per Case by Service





Data Source: Moving Average Reports & SACU Financial Reporting



# ODDS: Services and Supports

Sheltered workshops are facilities in which people who experience I/DD are employed by provider organizations to perform tasks for pay, usually for less than minimum wage. These workers have few or no opportunities to interact with people who do not have disabilities, other than support staff. A facility that has a sheltered workshop may offer other services, such as day or vocational training services.

Due to state policy, Governor's Executive Order 15-01, and Lane v. Brown, as of July 1, 2015, Oregon's Office of Developmental Disability Services (ODDS) no longer funds services for new entries to sheltered workshops.

As a response to federal requirements, the Office of Developmental Disabilities Services, along with partners in Vocational Rehabilitation and the Oregon Department of Education, have increased other services. Today there are more employment services and a greater emphasis on informed choice. Schools, ODDS and Vocational Rehabilitation (VR) are working to provide information to help with those choices, including services that help youth and adults explore, access, and retain integrated employment.

DHS funds the following services, including:

- Discovery: learning about a person's skills to help them find a good job fit;
- Job Development: identifies job opportunities in the workplace where the person's skills match the employers need;
- Job Coaching: supports on the job to help learn new tasks and interact with coworkers;
- Small Group Supported Employment, a group (fewer than 8 people) works as a crew or workgroup in the community; and
- Employment Path, skill-building and classes that helps lead to community employment. This can including volunteering.

All these services are listed, along with videos explaining the services, at:

<http://www.oregon.gov/dhs/seniors-disabilities/dd/pages/supported-employment.aspx>

In addition to employment services, Day Support Activities are available in Oregon. These programs do not have the same federal requirements as employment services to be entirely community-based. Many providers are choosing to transform their services to encourage more community activities. Day Support Activities can include art studios or community gardening, or trips in the community with learning opportunities, among many other activities.

# HISTORY OF SHELTERED WORKSHOPS AND EMPLOYMENT FIRST IN OREGON

1990s

- People with intellectual and developmental disabilities begin exiting Fairview after decades of institutional living
- Sheltered workshops open as time-limited training and skill-building centers to help people with I/DD transition to community employment and life

2008

- Oregon one of first states to make Employment First a state policy
- Federal actions on sheltered workshops ramp up

2012

- Oregonians with disabilities file suit against state of Oregon, claim the state has over-relied on sheltered workshops. U.S. Department of Justice joins lawsuit

2013

- Medicaid's Home and Community Based Services regulations issued, which states that employment services must be provided in integrated settings
- Governor's Executive Order 13-04 issued; prioritizes integrated employment services for transition-age youth and people in sheltered workshops

2014

- Federal Workforce and Innovation Opportunity Act (WIOA) authorized by Congress, places priority on integrated employment for people with disabilities

2015

- Oregon issues policy barring new entries to sheltered workshops
- Governor's Executive Order 15-01 issued; expands employment services metrics to 7,000 Oregonians with I/DD

2016

- Lane v. Brown lawsuit settled
- Settlement legally requires Oregon to decrease number of people in sheltered workshops; increase number of people in community jobs
- The U.S. Department of Justice issues guidance that the Americans with Disabilities Act applies to employment and day services

2019

- Medicaid funding for any employment service not found to be integrated in the community will end



[Iworkwesucceed.org](http://Iworkwesucceed.org)

January 2017

## Employment First: Outcomes and Successes

When people with intellectual and developmental disabilities (I/DD) work in their communities, everyone succeeds. With the right job and supports, everyone can work.

Oregon's Employment First policy was crafted with stakeholders and advocates in 2008. The policy states that community jobs are the first priority in planning employment services for working-age adults and youth who experience I/DD.

Oregon's Employment First initiative is a collaboration between the Office of Developmental Disabilities Services (ODDS), Vocational Rehabilitation (VR), and the Oregon Department of Education (ODE), along with stakeholders and local teams.

### Why Work in the Community?



[Selena](#) (right) works at Create a Memory in downtown Salem. Selena previously was in a sheltered workshop for many years. She went through Discovery to find out her skills and interests and her provider, Partnerships in Community Living, helped her find her dream job working in the community.

#### Good for individuals:

[People with I/DD](#) who work in the community have more choice and control over their lives. Working helps increase financial independence, build skills, teach and learn from others, and connect with the community.

According to [National Core Indicators](#) data, about 85 percent of people with I/DD do not have paid work in the community. However, about 45 percent of those not working would like a job in the community.



[Katie](#) (right) works with Martha at the Redmond School District. Katie stays busy with two community jobs and now lives independently.

[Community Based Services](#). The U.S. Department of Justice recently issued guidance that the [Americans with Disabilities Act](#) applies to employment and day services. The federal [Workforce Investment and Opportunity Act](#) (WIOA) places priority on integrated employment for people with disabilities accessing services through VR.

The [Lane v. Brown](#) federal settlement also has specific requirements that Oregon must decrease the number of people in sheltered workshops and increase the number of people in community employment.

**Where we are headed:** Today there are more employment services and a greater emphasis on informed choice. For instance, the [Employment Outcomes System](#) allows individuals to look up providers and make choices based on provider data and services. In addition to increasing integrated employment services, DHS has awarded grants to help providers transform their services to provide community-based employment services.

National policies are aligning around integration into full community life. Oregon continues to be a leader in supporting people with disabilities to live and work in their community.

**About this document:** This report will highlight some of the outcomes and successes achieved toward the goal of increasing community jobs for people with I/DD. All the numbers included in this report are from the [September 2016 Employment First Data Report](#) and reports on ODDS clients for State Fiscal Year 2016 (July 1, 2015 to June 30, 2016).

**Good for businesses:** Businesses that hire people with disabilities say that having employees with disabilities improves the workplace and is good for business.

[Employers say](#) that people with I/DD are some of their most committed employees.

“I cannot tell you, as a manager, how hard it is to find someone who wants to work, cares about their work, and takes pride in that work. It has made all the difference in our business.”

— *Christy, manager, Desert Lanes Family Fun Center, Hermiston, on employee Vivian*

**Required by federal policies:** Medicaid requires services to be integrated in the community through its [Home and](#)

## Vocational Rehabilitation



*It takes a team to help a person successfully get and maintain a job. Teddy Walston (left) is a VR counselor who specializes in working with people with I/DD. Gwyn Lema is a job developer in Southern Oregon. Matt Lucas (middle) experiences autism and works at Photo Creations in Medford. On the right is Photo Creations owner Maseo Williams. The entire team works together, along with Matt's personal agent and his family, to help him succeed at his job.*

When people with I/DD are seeking work, they often start by going to Vocational Rehabilitation (VR). A VR counselor helps a person find a good job fit by doing an assessment and writing a plan for the person. The person and their team, including the VR counselor, chooses a job developer who works with the person to go out in the community and find a good job match.

For several years in a row, VR has increased the number of people with I/DD applying to VR, getting into a plan, and getting jobs.

More than 1,800 people with I/DD applied to VR in 2016, a 29 percent increase from the previous year. In addition, 563 people with I/DD got jobs in the community, another 29 percent increase from the previous year.



In 2012, 267 people got jobs through VR compared to 563 this most recent year. All those people were working in their jobs for at least 90 days. VR continues to make good progress helping people with I/DD get and maintain community jobs.

To learn more, go to the ODDS [fact sheet](#) and [video](#) that tells more about how job development works.

## ODDS Outcomes



*A job coach can be a great help to someone with significant support needs on the job. Kris (left) supports [Vickie](#), who works 20 hours per week in the office at Eugene Water & Electric Board.*

Sometimes when a person with I/DD starts a new community job, they might need help from someone called a job coach. A job coach is someone who supports the person at his or her job. This might include things like creating visual aids or work checklists, or making sure the person knows how to check in with their supervisor and interact with coworkers. It might also include taking extra time with the person to make sure they understand the job and the tasks that they are expected to do.

When someone is working with the help of a job coach, this is called Supported Employment. According to data from ODDS, 841 people were working in community jobs with supports in March 2016. This is a 45 percent increase from 577 people the previous year.

Of the 841 people working in community jobs with supports, 181 people worked 20 hours or more. This is a 212 percent increase from the previous year. On average, people working in jobs with supports are making \$9.69 per hour.

Job coaching is meant to be a service that eventually goes away as a person feels more comfortable and knows their job. However, some people may have more significant support needs and sometimes they need job coaching for more time.

Many people are able to do their job independently, and ask their coworker or supervisor for help when needed. Everyone has questions or needs assistance from their coworkers at times, and people with disabilities are no different.

To learn more, go to the ODDS [fact sheet](#) and [video](#) that tells more about how job coaching works.

## Community Inclusion



*Vivian (left) with her supervisor Christy at Desert Lanes Family Fun Center in Hermiston.*

For several years now, Employment First has reported [success stories](#) featuring Oregonians with I/DD working in the community. Some of these people were told in the past that they could not work successfully in community jobs or have lives like anyone else. [Vivian in Hermiston](#) said she was told as a child she would never have her own family, or work in a job of her choice. Today, Vivian is married with children, has her own home, and a job she loves at Desert Lanes Family Fun Center. When given the opportunity and with the right job

match and supports, many people with significant disabilities are thriving and living full lives in the community.



As Oregon moves in the direction of full community inclusion, there has been an emphasis on moving away from “sheltered workshops,” or facilities where people work mainly with other people with disabilities, often making less than minimum wage. Oregon’s federal settlement agreement requires a decrease in the number of people in sheltered workshops. In addition, many advocates, families and individuals believe that people with disabilities are healthiest and happiest

when they are fully integrated into their communities.

There were 1,405 people in sheltered workshops in March 2016, a decrease of 27 percent from the previous year (532 less people) compared to March 2015.

## Transition-Age



*Jamilah “Mimi” Carter works 15 hours per week while also attending her transition program. She works at the Grange Co-Op in Central Point. Mimi had several work experiences while attending the Crater Transition Program. Her transition teacher said Mimi is more outgoing and independent due to working in the community. Mimi’s goal after school is to work more hours and live independently.*

Young people are more likely to find a job as an adult if they have work experiences while in school. More young people with I/DD are getting the chance to experience working in the community while they are in high school. In Oregon, many young people enter what are called “transition programs,” or programs designed to help a person transition from school to the adult workforce. These programs help with life skills such as grocery shopping, meal planning and budgeting, but also include community work experiences. Transition teachers work closely with students to find community work experiences that fit the person’s passions, skills and interests.

Oregon also has the [Youth Transition Program](#) (YTP), which serves thousands of youth with disabilities (not just those who experience I/DD) in 115 school districts in Oregon. YTP helps prepare students for a community job after school, or for college or another technical program.

In Oregon, 286 transition-age students with I/DD got a job through VR in 2016, a 28 percent increase from the previous year.

The Oregon Department of Education has a [Transition Technical Assistance Network](#), which includes nine Transition Network Facilitators, who help school districts throughout the state with outreach, training, and other supports to help students with disabilities and their teachers.



## Conclusion



**Jamal** (middle) with some of his support team: from left: Jammie Rodighiero, job developer with Star of Hope, job coach Edward Ponce with Star of Hope, and his employers: Carol Gardner, Facilities Manager and CEO Assistant at South Coast Hospice & Palliative Care Services and Brian Stringfield, Supervisor of Property and Building Maintenance. After many years of not working, Jamal now works more than 27 hours per week at South Coast Hospice in Coos Bay. Jamal went through the Discovery service to learn his talents and skills, and took Employment Path classes to learn skills to help him with community employment.

Oregon is committed to providing services to people with I/DD in the community, and helping to build supports for people with significant disabilities. There is still work to do to build capacity and help encourage employers statewide to embrace hiring an enthusiastic and diverse workforce.

There is a tremendous amount of momentum as more Oregonians experience the contributions that people with disabilities bring to the workforce. There are now more than 30 local Employment First teams in Oregon, with local providers, staff, educators, families, self-advocates and others collaborating and problem-solving to increase community job opportunities.

In addition, DHS continues to assist providers with funds and training to transform to community-based services. DHS also has launched grants for local communities to spearhead innovative projects to increase capacity for employment services. Employment First also hosts the Meet at the Mountain conference every two years, and a projected 500 attendees from around Oregon will come together in April 2017 to collaborate and share best employment practices for people with I/DD.

The Employment First Outcomes and Successes report is available online with links accessible at the Employment First website under “Documents and Publications” at: <http://iworkwesucceed.org>

# Kirstin's Success Story: Lake Oswego

Until last summer, Kirstin Bradach worked her entire adult life for sheltered workshops through [Goodwill Industries of the Columbia Willamette](#). Goodwill Industries of the Columbia Willamette is transforming its services to be entirely community-based, and is focusing on finding integrated, community jobs for its clients.



Kirstin Braddach works as a lobby attendance at Kyra's Bakeshop in Lake Oswego.

Photo: Cassy McCartney

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*“When you let go of misconceptions about what people can and can't do and let us work for the person and find a good fit, a lot is possible.”*

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-Kathy Alderson, job coach, Goodwill

Kirstin, 28, works 15 hours per week as a lobby attendant at Kyra's Bakeshop, an entirely gluten-free bakery in Lake Oswego. Kyra's Bakeshop is an award-winning bakery, recognized as a multiple winner of Cupcake Wars on the Food Network.

Kirstin's duties include stamping the take-home bakery bags, keeping the lobby area clean and organized, and greeting customers. She had her first job interview of her adult life with owner Kyra and started working at the bakery in June 2016.

“It was so awesome,” Kirstin said, grinning. “Everyone really liked me and I liked them.”

Kirstin went through Discovery and one of her interests that stood out was baking and cooking.

“I like being in the community; it's more fun,” Kirsten said. “I meet lots of people here.”

Kirstin experiences Down syndrome and lives in a group home in Beaverton.

“Kirstin is such a positive example of what someone can achieve if they are given a chance,” said Kathy Alderson, job coach at Goodwill Industries of the Columbia Willamette.

# Pete's Success Story: Baker City

Pete Crowell, 56, worked in sheltered workshops his entire adult life until January 2016, when he was hired at Grumpy's Repair in Baker City.



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*“It’s a joy to us to know he wants to be here and how hard he works.”*

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-Dana Streifel, owner, Grumpy's Repair

Pete Crowell (left) at Grumpy's Repair with supervisor Fred Pelcha.

Photo: Cassy McCartney

Pete experiences traumatic brain injury from a car accident and has little short-term memory. Pete had been working in the

sheltered workshop of provider Step Forward, which is transforming to provide community-based employment services. [Step Forward](#) now offers community-based employment services such as Discovery, job development and job coaching, as well as day support activities and residential services.

Pamela Roan, director of employment at Step Forward, said Pete went through Discovery and through that process, they found out he had a passion for cars.

Because Baker City is a small town and Pamela has deep roots in the community, she found out from Janie Brosemahaffey of the Youth Transition Program that J.R. Streifel and Dana Streifel, owners of [Grumpy's Repair](#), needed help in their garage. The business had never employed a person with an intellectual or developmental disability.

J.R. said Pete has been an asset to the busy garage, which repairs vehicles throughout the region.

“The days that Pete is here, the mood is positive and the day just seems to go better,” J.R. said.

Pete's success story video is at: <http://iworkwesucceed.org>

3-24-17

# Selena's Success Story: Salem

Selena Mitchell wasn't sure what she wanted to do for a job, but she was certain about what she did not want to do: "I do not want to do janitorial work ever again," Selena said.



Selena Mitchell.

Photo: Cassy McCartney

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*"I spent so many years working alone without anyone to talk to," Selena said. "Now I am allowed to work and also talk to people. And we joke around. And with this job, I learn new things all the time."*

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Selena worked for much of her adult life in either group employment or sheltered workshops. She spent the last seven years in janitorial crews, cleaning office buildings at night. She went to Partnerships in Community Living (PCL), and went through the service known as Discovery, where Selena learned more about her passions and interests.

"I learned what kinds of jobs would fit me, what I would like to do," Selena said. "I really like a family atmosphere, something where I am around people, and something that isn't too overwhelming."

Create a Memory is a paint-your-own pottery store in downtown Salem. Owner Ann Tucker runs the business along with her son, Jonathan Fahey.

Selena's primary duties are cleaning art supplies, keeping paint and pottery supplies stocked, and keeping customers supplied with sponges, brushes and paints as they work on their projects. She works three days a week, and would like to work her way up to more hours.

"My favorite day is Saturday," Selena said. "We usually have a lot of birthday parties and it's really fun to help the kids."

Selena's success story is online at: <http://iworkwesucceed.org>

7-17-15