

Orange County Business Partner Intermediary Project Evaluation Plan

February 10, 2024

Introduction

Background

The Orange County Business Partner Intermediary (OCBPI) Project is an innovative strategy to organize business partner resources to successfully serve Individuals with Developmental Disabilities (IDD), businesses, families, educators, and service providers in Orange County. The strategy is intended to identify, place, and advance clients of the Regional Center of Orange County (RCOC) in Competitive Integrated Employment (CIE) by supporting businesses in the hiring and retaining of youth & adults with a wide range of disabilities.

Purpose of the Evaluation

The purpose of the evaluation is to: (a) assess the overall impact of the OCBPI on CIE outcomes for RCOC clients and (b) examine the effectiveness of the model in partner engagement and collaboration. The evaluation is designed to provide a comprehensive understanding of the OCBPI by evaluating its relevance, accessibility, and effectiveness in meeting the needs of RCOC clients, business partners, and community-based programs.

Scope of the Evaluation

Using strategies from Utilization Focused Evaluation and Stakeholder Based Evaluation, formative evaluation data will be gathered from stakeholders to inform the evolution of the OCBPI model. In this manner, external validity of populations and settings is addressed. Fundamental to the evaluation will be attention to the outputs, outcomes, and measures that align with the OCBPI goals and objectives. The evaluation efforts will provide formative feedback to the project and enable staff to monitor progress, make adjustments, and ensure the intended outcomes are achieved. As a part of this strategy, baseline data will be collected to establish references against which CIE-related outcomes can be compared during project operation and at the project's conclusion. The evaluation will include formative and summative assessments focused on informing the following questions:

- *Formative Evaluation*
 - To what extent is the OCBPI being implemented according to the project design and timeline?
 - To what extent is progress toward project outcomes being realized?
 - If the project deviates from the planned implementation, why and to what extent?
 - Are there any resource-related challenges affecting the project's implementation?
 - How should the program be modified or enhanced in order to realize the program objectives?
- *Summative Evaluation*
 - To what extent were the OCBPI objectives and goals achieved?
 - What evidence is there of the project's impact on clients, partners, and related stakeholders?
 - How satisfied were the RCOC clients with the project overall?
 - How satisfied were the OCBPI partners with the project overall?
 - What aspects of the innovation did the OCBPI partners find most effective?
 - What is the cost-effectiveness of the program in relation to the achieved outcomes?
 - How sustainable is the impact of the project over time?

Data Collection

Data Management System

A key instrument to support the evaluation plan will be a responsive, dynamic, and flexible data management system accessible to OCBPI project staff and partners to: (a) support the intervention efforts, (b) track project milestones and outcomes, (c) identify gaps and challenges, and (d) inform project modifications and enhancements.

The system interface and structure will provide overall progress of the RCOC client throughout their participation in the project rather than providing static demographic information. A person-centered approach will be utilized to provide a user-friendly and dynamic data system for all stakeholders.

DMS Dashboard

The DMS Dashboard will contain selected data to provide an overall picture of the project's progress and status. Visual analytics will reflect the following:

- Number of clients by program status (i.e., intake, interviewing, hired, promoted)
- Paid and Unpaid Work Experience Status
- Employment by Type of Industry
- Placement Profile (i.e., average hourly wage, hours per week)

DMS Reports

The following reports will be generated from the data entered into the DMS:

- **Intake and Intervention Effort Report (IIER)**
 - Participant Status
 - Intake and Intervention Effort
 - Client Profile Summary
 - Intervention Effort Details:
 - Work Experiences by Job Classifications
 - Average Hourly Wage of Paid Work Experiences
- **Participant Progress Report (PPR)**
 - Work Experiences
 - Paid and Unpaid Work Experiences
 - Job classifications
 - Average hourly wage of paid work experiences (by job classifications)
 - Intervention Details

Ability Rating Scale

An Ability Rating Scale will be adapted for the project to evaluate each participant regarding four different functions (sensory, cognitive/intellectual, affective/emotional, and mobility/health) in four different environments, as applicable (school, community, workplace, and home). The rating scale is designed to provide a functional assessment based on a service provider's observations of the participant's interactions with the different environments. The observations should provide a more accurate profile of the participant beyond the disability category. The scale also takes into account that the ratings may change overtime based on the services provided, supports received, opportunities experienced, and other factors.

Function Definitions:

- Sensory – Ability to get information, effectively exchange information, communicate and getting along with others
- Cognitive/Intellectual – Ability to process and apply information, including self-direction
- Affective/Emotional – Ability to find and/or maintain comfort with the conditions, including maintain appropriate behavior
- Mobility/Health – Ability to access and/or sustain the effort, including work tolerance and self-care

A draft of the instrument is provided in Appendix A.

Surveys

Surveys will be designed utilizing a combination of closed-ended and open-ended questions to capture both quantitative data and qualitative insights. The survey instruments will align with the OCBPI objectives to assess the project's overall effectiveness, identify areas for improvement, and gauge stakeholder satisfaction.

Interviews and Focus Groups

Interviews and focus groups will be conducted to gain deeper insight and understanding into the stakeholders' experiences regarding the implementation of the OCBPI. The interview and focus group protocol will be designed to assess the project's process and outcomes related to needs, challenges, expectations, vision, and sustainability. It will be conducted with key partners and stakeholders including:

- OCBPI staff
- ROCC
- Clients
- Businesses
- Transition Programs
- Related Programs (i.e., DOR, community-based programs, postsecondary programs)

A draft of interview and focus group questions is provided in Appendix B.

Reporting and Dissemination

Evaluation efforts will be documented in quarterly briefs and shared with relevant stakeholders starting in year two (year one will be summarized with an annual report). The quarterly briefs will present the findings and implications for future project efforts. Collectively, the data collected will allow for monitoring progress, identifying unanticipated opportunities and challenges, and implementing appropriate modifications to the project. Program evaluation findings will be reviewed by the project management team periodically (quarterly and annually) and modifications to the project will be made accordingly in consultation with the Advisory Committee.

Student Ability Rating Scale Overview & Directions

The purpose of the Student Ability Rating Scale is for you to evaluate each student regarding four different **functions in four different learning environment settings**. As a CSC and close partner to each of your students, you have the best insight about how issues in these **four learning environments; (1) the school site, (2) the community, (3) the work place and (4) the home**, may impede your students' ability to function and achieve the project outcomes that you desire for your student. The four functions are; **(1) sensory, (2) cognitive/intellectual, (3) affective/emotional and (4) Mobility/health**.

Feedback we have received from CSCs over the course of the project has frequently included requests for a means to rate each student in terms of the challenges that they face and how these challenges have imposed limits on their ability to function effectively. This rating form gives you the opportunity to rate 'disability' in terms of the obstacles and challenges that exist in those four different learning environments. This rating form lists **four areas of function** within each of the four learning environments listed above. Definitions of each function are;

1. **Sensory** - Ability to get information, effectively exchange information, communicate and getting along with others in the learning environment to achieve intended learning outcomes.
2. **Cognitive/intellectual** – Ability to process and apply information, including self-direction, in the learning environment to achieve intended learning outcomes.
3. **Affective/emotional** – Ability to find and/or maintain comfort with the conditions, including maintaining appropriate behavior, in the learning environment to achieve intended learning outcomes.
4. **Mobility/health** – Ability to access and/or sustain the effort, including work tolerance and self-care, needed to participate in the learning environment to achieve intended learning outcomes.

On the following four pages, you will have the opportunity to rate your students regarding each of these *four functions* specific to each of the *four learning environments*. One rating form is to be completed for each of your students. **Your ratings should reflect your own perceptions based on your experience of working directly with that particular student.** This is important because we want provide you with the opportunity to share your very unique and valuable experiences and perceptions regarding the challenges imposed by issues that you and your students have thus far encountered. The form includes the option for you to withhold a rating if you have not had the opportunity to personally, directly observe and work with that student in a specific learning environment.

At the bottom of each page you have the opportunity to provide relevant comments regarding each of the four learning environments. Such comments might include observations and perceptions of other service providers, experience with the use of assistive devices, 'best practices' scenarios, strategies that proved to be particularly successful - or unsuccessful - and any other information that you feel is worth noting about your student's level of success when functioning in each of the four specific learning environments.

This information will help to provide appropriate supports and make realistic requests to service providers with high expectations for outcomes. This process will assist you in identifying essential accommodations and supports to promote success. **It is anticipated that this information will prove valuable as you identify and promote the implementation of services and supports.**

Any reports that include analysis results specific to this data will be in aggregate form. The identity of individual students and individual service providers will never be revealed. Your feedback is deeply appreciated!

Thank you!

Student Ability Rating Scale

CSC name _____ Student ID# _____ Today's date: ___/___/___

School Site* Name/Location: _____

*Check here () if no opportunity to date to observe the student in this setting.

Think of **your own** experience with this particular student in the **school site** learning environment. Then check (✓) one response for each of the four items below that best describes how the student currently functions in that learning environment.

1. **Sensory** (Ability to get information, effectively exchange information, communicate and get along with others in the learning environment to achieve intended learning outcomes).

Regarding **Sensory issues** at the **school site**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

2. **Cognitive/intellectual** (Ability to process and apply information, including self-direction, in the learning environment to achieve intended learning outcomes).

Regarding **Cognitive/intellectual issues** at the **school site**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

3. **Affective/emotional** (Ability to find and/or maintain comfort with the conditions, including maintaining appropriate behavior, in the learning environment to achieve intended learning outcomes).

Regarding **Affective/emotional issues** at the **school site**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

4. **Mobility/health** (Ability to access and/or sustain the effort, including work tolerance and self-care, needed to participate in the learning environment to achieve intended learning outcomes).

Regarding **Mobility/health issues** at the **school site**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

Additional thoughts regarding issues that pertain to the **school site** learning environment: _____

Community Setting* Name/Location: _____

*Check here () if no opportunity to date to observe the student in this setting.

Think of **your own** experience with this particular student in the **community setting** learning environment. Then check (✓) one response for each of the four items below that best describes how the student currently functions in that learning environment.

1. **Sensory** (Ability to get information, effectively exchange information, communicate and get along with others in the learning environment to achieve intended learning outcomes).

Regarding **Sensory issues** in the **community setting**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

2. **Cognitive/intellectual** (Ability to process and apply information, including self-direction, in the learning environment to achieve intended learning outcomes).

Regarding **Cognitive/intellectual issues** in the **community setting**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

3. **Affective/emotional** (Ability to find and/or maintain comfort with the conditions, including maintaining appropriate behavior, in the learning environment to achieve intended learning outcomes).

Regarding **Affective/emotional issues** in the **community setting**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

4. **Mobility/health** (Ability to access and/or sustain the effort, including work tolerance and self-care, needed to participate in the learning environment to achieve intended learning outcomes).

Regarding **Mobility/health issues** in the **community setting**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

Additional thoughts regarding issues that pertain to the **community setting** learning environment: _____

Work Place Setting* Name/Location: _____

*Check here () if no opportunity to date to observe the student in this setting.

Think of **your own** experience with this particular student in the **work place setting** learning environment. Then check (✓) one response for each of the four items below that best describes how the student currently functions in that learning environment.

1. **Sensory** (Ability to get information, effectively exchange information, communicate and get along with others in the learning environment to achieve intended learning outcomes).

Regarding **Sensory issues** in the **work place setting**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

2. **Cognitive/intellectual** (Ability to process and apply information, including self-direction, in the learning environment to achieve intended learning outcomes).

Regarding **Cognitive/intellectual issues** in the **work place setting**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

3. **Affective/emotional** (Ability to find and/or maintain comfort with the conditions, including maintaining appropriate behavior, in the learning environment to achieve intended learning outcomes).

Regarding **Affective/emotional issues** in the **work place setting**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

4. **Mobility/health** (Ability to access and/or sustain the effort, including work tolerance and self-care, needed to participate in the learning environment to achieve intended learning outcomes).

Regarding **Mobility/health issues** in the **work place setting**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

Additional thoughts regarding issues that pertain to the **work place setting** learning environment: _____

Home Setting* Name/Location: _____

*Check here () if no opportunity to date to observe the student in this setting.

Think of **your own** experience with this particular student in the **home setting** learning environment. Then check (✓) one response for each of the four items below that best describes how the student currently functions in that learning environment.

1. **Sensory** (Ability to get information, effectively exchange information, communicate and get along with others in the learning environment to achieve intended learning outcomes).

Regarding **Sensory issues** in the **home setting**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

2. **Cognitive/intellectual** (Ability to process and apply information, including self-direction, in the learning environment to achieve intended learning outcomes).

Regarding **Cognitive/intellectual issues** in the **home setting**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

3. **Affective/emotional** (Ability to find and/or maintain comfort with the conditions, including maintaining appropriate behavior, in the learning environment to achieve intended learning outcomes).

Regarding **Affective/emotional issues** in the **home setting**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

4. **Mobility/health** (Ability to access and/or sustain the effort, including work tolerance and self-care, needed to participate in the learning environment to achieve intended learning outcomes).

Regarding **Mobility/health issues** in the **home setting**, this student is able to achieve intended learning outcomes.

- () Strongly agree
- () Agree
- () Uncertain
- () Disagree
- () Strongly disagree

Additional thoughts regarding issues that pertain to the **home setting** learning environment: _____

Interview / Focus Groups Questions

Pre-Implementation

1. What services are provided to individuals with significant disabilities to achieve CIE outcomes?
 - a. Describe a successful placement
 - b. What strategies are used that lead to successful employment outcomes?
 - c. What are some challenges you have encountered in the area of job development and placement?
 - d. Do you have staff that are solely dedicated to job development? Describe the job development effort.
 - e. Do you have staff that are solely dedicated to job coaching? Describe the job coaching effort.
2. How is Person-Driven Planning (PDP) practiced in your program?
 - a. How are client's goals and objectives identified?
 - b. Describe a PDP meeting that stands out for you.
 - c. How has the PDP meetings facilitated the provision of services to clients?
 - d. Any challenges regarding PDP?

Formative

1. What have you been able to do with OCBPI that you have not/cannot do with other programs/service models?
2. What has been the most challenging aspects of implementing the OCBPI model?
 - a. How have you addressed these challenges?
 - b. What lessons were learned by addressing these challenges?
3. What additional knowledge and assistance would be helpful to you in supporting clients achieve CIE outcomes?
4. What recommendations do you have for improving services and increasing CIE outcomes for clients with significant disabilities?

Summative

1. What changes have occurred within your program as a result of OCBPI?
 - a. How have these changes impacted clients attainment of CIE outcomes?
 - b. What stimulated these changes?
 - c. Describe how these changes can/cannot be sustained/scaled.
2. Think about the one or two clients that have successfully fulfilled their CIE goals.
 - a. What were the factors that supported their achievements?
3. Think about the one or two clients did not successfully fulfill their CIE goals.
 - a. What were the factors that impeded their achievements?
4. What knowledge and skills have you/staff developed since being involved with the OCBPI Project?
5. What community resources were not available that would have enhanced the CIE outcomes for clients?
6. If you can change any aspects of the OCBPI model, what would these changes be?
 - a. How would these changes impact clients?
7. Going forward, what aspects/elements of the OCBPI model will you continue to implement/apply in your program?