

Client Lifecycle Analysis

The Client Lifecycle Analysis connects data from the School-to-Work and Adult Services programs, Individual Employment and Community Inclusion, to show a client’s “lifecycle” through employment services programs, from high school into adulthood. After graduating from high school, students can choose to **transition** into Adult Services.

This report assesses changes in transition rates across various demographics from 2010 through 2024 and gathers input from parents/caregivers of former students and school staff about the School-to-Work experience and what factors contribute to transitions.

Program	Description
School-to-Work	Connects students with intellectual or developmental disabilities (I/DD) to employment services early, while students are still in high school.
Individual Employment	Supports adults with I/DD towards gaining and maintaining a paid job in the community.
Community Inclusion	Supports adults with I/DD to take part in activities in their community that match their interests such as social clubs, classes, or volunteer opportunities.



We feel this program is vital to job exploration and eventual success as a first job opportunity. Coming out of the COVID-19 Era it has been challenging to re-establish community business relationships with the goal of giving adult participants with I/DD “first job” experience. We hope the county will keep investing in S2W while tweaking the program to find success!”

Parent/Caregiver

DCHS Performance Measurement and Evaluation Unit

DCHS’ Performance Measurement and Evaluation (PME) unit collaborates with internal and external partners to use data to understand the implementation and impact of the programs managed by the department.

PME’s mission is to generate evidence and use it in collaboration with partners to support DCHS policy and programming decisions.

To read the full report, visit the [Developmental Disabilities & Early Childhood Supports’ Data and Evaluation page](#).



EXECUTIVE SUMMARY

Findings & Recommendations

Summary of Findings:

1. Transition rates are growing over time, likely due to higher numbers of students qualifying for services, greater outreach, and improved coordination and collaboration across S2W partners (such as the County, the State, provider agencies, and teachers).
2. Students that identify as Black, Indigenous, or People of Color (BIPOC) transitioned at slightly lower rates. Transition rates were even lower for BIPOC Females and BIPOC students that prefer a language other than English. These rates are improving for BIPOC and BIPOC Female student populations over time. However, rates are not improving for students who prefer a language other than English, particularly not for those that also identify as BIPOC.
3. Job placement, provider engagement, and relationships with job coaches and school staff impact student and family decisions to transition into Adult Services significantly.

Recommendations:

1. **Improve the Cultural Relevancy of Services**
 - Greater and Earlier Outreach with Diverse Communities
 - Improving Language Access Practices with Provider Agencies and School Partners
 - More ERSJ Capacity Building and Collaboration Across Provider Agencies and School Partners
 - More Job Development Support for Provider Agencies
 - More Input from the I/DD Community on Integrating Cultural Relevancy in Programming
2. **Implementation of Client Surveys**
 - Regularly Occurring Exit Surveys
 - Produced in Multiple Accessible Survey Formats
 - Translated in All Languages Needed