

# Partnerships in Employment Systems Change Grant

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## Outcomes or Accomplishments to Date: February 2015

The tables below highlight the outcomes or accomplishments to date reported by the eight Partnerships in Employment (PIE) states in February 2015—*Alaska, California, Iowa, Mississippi, Missouri, New York, Tennessee, and Wisconsin*. States were asked to describe outcomes to date related to the impact the PIE grant has made in their state to increase integrated, competitive employment (ICE) opportunities for youth and young adults with intellectual and developmental disabilities (I/DD). Specifically, states were asked to highlight what outcomes or accomplishments the state can attribute to the PIE grant and the PIE consortium or coalition. Since policy and systems change activities are not entirely isolated and other projects or initiatives may have contributed to these outcomes, states listed other initiatives that the PIE grant leveraged to accomplish an outcome.

*The Lewin Group has not altered the state specific responses provided in the tables below.*

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# Alaska—Alaska Integrated Employment Initiative (AIEI)

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
<p>1. Unanimous passage of Employment First Legislation (cross disability) for the State of Alaska. The Departments of Labor and Workforce Development, Health and Social Services, and Education and Early Development, now have their first and preferred outcome in the provision of publically funded services to people with disabilities denoted as integrated and competitive employment. In addition, these four departments are required by the legislation to report annually on their employment first progress to the Alaska Mental Health Trust Authority (the Trust).</p> <ul style="list-style-type: none"> <li>○ AIEI is collaborating with the Trust to see this law successfully implemented across the state. Besides the Trust and AIEI, the original legislative champion (the originator of the House bill) is continuing to be involved in implementation including meetings with Department Commissioners and the Governor.</li> </ul>	<ul style="list-style-type: none"> <li>● Passionate legislative “champion” and sponsor of the bill in the House (Rep. Millett) who was able to not only bring on many co-sponsors in the House, but also engage a strong leader in the Senate to bring forth a companion bill.</li> <li>● Comprehensive legislative packet with a crosswalk of the bill, position papers, studies with summaries regarding the need for integrated and competitive employment.</li> <li>● Widespread stakeholder engagement, feedback, and awareness, utilizing flyers geared towards each group as well as AIEI meetings as a sounding board for providers, agency staff, self-advocates, and families.</li> </ul>	<ul style="list-style-type: none"> <li>● Worked with the Governor’s Council on Disabilities and Special Education’s (GCDSE) Employment and Transportation Committee, the Alaska Mental Health Trust Authority’s Beneficiary Employment and Engagement Initiative, as well as the Key Coalition (via Key Campaign advocacy).</li> </ul>
<p>2. Data System Enhancement: Serving as a subject matter expert (SME) for building in an employment data monitoring tool into the new Senior and Disabilities Services (SDS) data system (where previously the only data available was purely billing numbers for supported employment). It is set to go live June 2015 and will build in the expectation of employment for all participants age 16-64 within the plan of care, having a form pop-up, which care</p>	<ul style="list-style-type: none"> <li>● Meeting with the SDS Division Director as well as key new data system staff and explaining the importance of measuring employment data and how it fits into SDS department requirements with the new Employment First legislation.</li> <li>● Having AIEI staff that were familiar with the current SDS data system as well as the new in process data system serving as the SME.</li> <li>● Utilizing PIE TA staff John Butterworth and Rie Kennedy-Lizotte with respect to what other states have done as well as ensuring that AIEI was encompassing all crucial employment data elements to truly build the most robust monitoring tool possible.</li> <li>● Having the Employment First Act as leverage to reference regarding</li> </ul>	<ul style="list-style-type: none"> <li>● Worked with the Governor’s Council on Disabilities and Special Education’s Employment and Transportation Committee, as well as the Alaska Mental Health Trust Authority’s Beneficiary Employment and Engagement Initiative.</li> <li>● Gained provider feedback via the Alaska Association on Developmental Disabilities (AADD).</li> </ul>

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<p>coordinators would need to address regarding integrated and competitive employment.</p> <ul style="list-style-type: none"> <li>Beyond the SDS data system revision to collect robust data on employment, through collaboration with the Trust, AIEI has begun a Data Workgroup to determine what is currently collected from several different departments and divisions and what needs to now be collected in order to best measure progress towards the Employment First Act.</li> </ul>	<p>the necessity of data system enhancement to accurately measure progress toward Employment First (which now needs to be reported on annually per the law).</p>	
<p>3. Leveraging the AIEI Policy and Regulations Team to parlay AIEI’s policy recommendation on a supported employment matrix into a workgroup with SDS, the Division of Vocational Rehabilitation (DVR) and providers who are in the process of determining a common definition of services and sequence for services so that this process will be streamlined for participants, families, providers, and agencies. This current process for employment services has been a significant source of complaint from all sides and the current flow stands as a strong barrier to increasing employment outcomes for people with disabilities. The workgroup, once common definitions and a sequence is established; plan to use the updated matrix document created as the basis for a Memorandum of Agreement (MOA), an idea which SDS and DVR are amenable to.</p>	<ul style="list-style-type: none"> <li>Utilizing the AIEI Policy and Regulations Team meetings as a sounding board for SDS and DVR staff to hear firsthand the barriers the current process was presenting not only to providers, but the significant negative impacts it was having on the people with disabilities Alaska serves in becoming employed. These meetings allowed commonalities with respect to definitions, sequences, and understanding to be a focus of conversations, which was propelled into a separate workgroup meeting to finalize complex definitional and sequential work.</li> <li>Utilizing the TA expertise of John Butterworth and Rie Kennedy-Lizotte has been invaluable in offering strategies that other states have used.</li> </ul>	<ul style="list-style-type: none"> <li>Leveraging of AIEI with what SDS and DVR are already looking at with respect to their own internal processes and how those intersect with other agencies that provide employment services to people with disabilities.</li> <li>Working with the Alaska Mental Health Trust Authority’s Beneficiary Employment and Engagement Initiative that had many focus groups across the state discussing employment barriers. These issues with the current system were a consistent theme of complaint.</li> </ul>
<p>4. Close collaboration with the Alaska Mental Health Trust Authority and advocating for focus on employment for beneficiaries. As</p>	<ul style="list-style-type: none"> <li>Keeping the Trust informed about what AIEI was doing and the significant need for improving employment outcomes for all people with disabilities in the state, detailing the lack of parity of</li> </ul>	<ul style="list-style-type: none"> <li>Leveraging AIEI with the Trust and its other beneficiary boards: traumatic brain injury, mental illness, alcohol</li> </ul>

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<p>of September 2013, the Trust determined employment as a significant area of need and agreed to invest over a million dollars a year for the next five years in bettering employment outcomes for people with disabilities. The Trust has specifically invested planning funds with two employment staff at the GCDSE, utilizing the work of AIEI and GCDSE Employment and Transportation Committee to inform the strategic planning and funding for these next five years.</p>	<p>participation in the workforce by people with disabilities (their beneficiaries) versus the general population.</p>	<p>and substance abuse, and Alzheimer’s and related dementia in addition to working with the Trust on creating a core workgroup and large stakeholder group which encompasses self-advocates, families, providers, and a plethora of state agencies who provide employment services and other services necessary for employment to be successful.</p>
<p>5. Through AIEI’s lead in convening the State as a Model Employer (SAME) Task Force, there has been a significant emphasis in increasing state hiring manager’s awareness of the DVR Provisional Hire Program for people with disabilities. AIEI has been successful in building into the Pre-Posting Checklist that each hiring manager must submit to HR prior to the posting of any position, a link to DVR Provisional Hire Program as well as that hiring managers must sign off that they have considered this option for their posting. Provisional hires within Alaska have shown marked growth. In state FY ‘13 Alaska had 11 provisional hires, more than the last few years combined.</p>	<ul style="list-style-type: none"> <li>• Having strong advocates for the program from DVR and getting HR buy-in for the program in showing success of long-term placements emanating from these provisional hires.</li> <li>• AIEI’s facilitation with this task force has been imperative to continue to get all the important players to the table and keep these model employer issues at the forefront for HR.</li> <li>• Having program champion divisions such as SDS really highlight the success of their use of the program. SDS highlighted this in their July 2014 newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>• Working with staff from the Departments of Health and Social Services, Labor and Workforce Development, and Administration who are members of the SAME Task Force.</li> <li>• Engaging with divisions and departments regarding this program as well as State of Alaska supervisors in general through the Supervisory Academy.</li> </ul>

# California—California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities (CECY)

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
1. Employment First Legislation	<ul style="list-style-type: none"> <li>• 6 years of perseverance, 5 legislative proposals until final passage of AB1041.</li> <li>• Building critical mass through stakeholder engagement and cross disability partnership</li> <li>• Joint Committee established by CECY that included State Independent Living Council, CA Community of Practice, State Councils' Employment First Committee, California Committee for the Employment of People with Disabilities (CCEPD) and CECY</li> </ul>	<ul style="list-style-type: none"> <li>• Employment First Committee of the State Council on Developmental Disabilities</li> </ul>
2. No more sub-minimum wage by California Department of Education's Workability Program for Transition Age Youth	<ul style="list-style-type: none"> <li>• CECY brought attention and shed light on the issue which was not being addressed as a transition barrier to ICE</li> <li>• Promoted honest and thorough discussion of the issue with federal and state policy makers</li> <li>• CECY presented identified best practices to the education field at A Bridge to the Future, Transition Institute 2012</li> </ul>	<ul style="list-style-type: none"> <li>• Educations' Bridge to Future Transition Institute</li> </ul>
3. Growing support for Post-secondary Education (PSE) as a pathway to ICE	<ul style="list-style-type: none"> <li>• Inclusion of PSE in California's Employment First Legislation as an opportunity to achieve ICE</li> <li>• Initiative and expansion of College to Career Program (C2C) by Department of Rehabilitation (DOR) and California Community College Chancellor's Office (CCCCO) from 5 to 8 post-secondary programs for individuals with I/DD</li> <li>• C2C opened opportunity for ICE through preparation in higher education</li> <li>• Raised acceptance and expectations that postsecondary education is a pathway for careers for people with I/DD</li> <li>• Stories of success from youth who participated in PSE</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and technical assistance to C2C by Tarjan Center</li> <li>• DOR funding of C2C</li> <li>• CCCCCO implementation through their 5 selected colleges</li> <li>• California Consortium for Higher Education for People with I/DD</li> <li>• Think College</li> </ul>
4. Regional adoption and implementation of state and local Employment First Policies	<ul style="list-style-type: none"> <li>• Inspiration and decision to adopt policies and implement change in their region came from Regional Center participation in CECY</li> <li>• Regional Center of Orange County (RCOC), serves 18,000 individuals with I/DD. RCOC is in the process of implementing Employment First region wide. Elements of their implementation:               <ul style="list-style-type: none"> <li>○ 100% vendor buy-in</li> <li>○ No new admissions to sheltered work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Golden Gate Regional Center</li> <li>• Regional Center of Orange County</li> <li>• Alta California Regional Center</li> </ul>

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	<ul style="list-style-type: none"> <li>○ Capacity Building- training and professional development</li> <li>○ Information and supports for families</li> <li>○ Strong interagency collaboration in their community</li> <li>● Golden Gate (GGRC), serves 9,000 individuals with I/DD. GGRC is doing active training of their service provider community as the focus of their culture change to support ICE.</li> <li>● Alta California Regional Center service 20,000 is the most recent to adopt their own Employment First policy and are in the beginning stages of implementation.</li> <li>● This represents 3 of the 21 Regional Center System representing 47,000 of the 275,000 people with I/DD served 20%). These three Regional Centers are moving ahead with practices that have been put forward by CECY's LECTs.</li> </ul>	
<p>5. Self Determination Legislation that calls for self-determination as an option for people to receive services from the state Developmental Services Agency</p>	<ul style="list-style-type: none"> <li>● CECY members were instrumental in the development of this legislation including family members and Disability Rights CA</li> <li>● Self Determination Waiver application submitted to CMS on December 31, 2014. The state has received initial comments and will be responding by the end of February 2015 that will address expressed concerns about public input and other issues.</li> </ul>	<ul style="list-style-type: none"> <li>● Family based coalition developed, advocated and educated for this legislation.</li> </ul>
<p>6. Strong, vibrant and effective multi-agency consortium</p>	<ul style="list-style-type: none"> <li>● Established a 50 member, 24-agency consortium from Education, Rehabilitation, Developmental Services, families, providers, Disability Rights California, State Council on Developmental Disabilities, Workforce Development and others.</li> <li>● Developed a shared vision and mission.</li> <li>● Built relationships that now allow us to surface and address more substantive and fundamental barriers in the system.</li> <li>● Gained credibility and traction with state leadership</li> <li>● Expanded membership based upon growing interest and recognition; as well as needed stakeholders to contribute to the work.</li> </ul>	<ul style="list-style-type: none"> <li>● All participating agencies, councils, committees, etc.</li> </ul>
<p>7. Generated local solutions to increase the employment of youth/young adults with I/DD through Community Conversations</p>	<ul style="list-style-type: none"> <li>● In 2014-2015 CECY hosted 6 of 7 community conversations focusing on uncovering the most promising avenues for expanding employment opportunities locally for individuals with I/DD. Conversation events were held in communities reflecting the geographic diversity of the state; Orland, Taft, San Francisco, Oakland, Anaheim and Whittier. Over 350 community members participated, including professionals, employers, young adults with I/DD and local community members. Individual briefs</li> </ul>	

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	<p>have been/will be provided to the attendees summarizing key recommendations for them to implement next steps in their community. The San Diego Community Conversation will be held on February 18, 2015.</p>	
<p>8. Cross-agency data display related to ICE</p>	<ul style="list-style-type: none"> <li>The Data Dashboard, available at <a href="http://www.scdd.ca.gov/employment_data_dashboard.htm">http://www.scdd.ca.gov/employment_data_dashboard.htm</a>, displays up-to-date employment data to chart the state’s progress in developing ICE for people with I/DD. Success stories from the LECTs and CECY members will be added to the site to provide real life examples of what ICE looks like and what it takes to achieve it.</li> </ul>	<ul style="list-style-type: none"> <li>State Council Employment First Policy</li> </ul>
<p>9. California Works! Blueprint</p>	<ul style="list-style-type: none"> <li>California Works! Blueprint—This cross-agency effort that produced a blueprint that presents a framework to support school to ICE transition, specifically in the areas funding, MOU’s, and cross-agency training and technical assistance. The blueprint is a step forward in sustaining the sustainability of the work of CECY.</li> </ul>	<ul style="list-style-type: none"> <li>ODEP EFSLMP (Vision Quest)</li> </ul>
<p>10. Local Employment Collaborative Teams (LECTs)</p>	<ul style="list-style-type: none"> <li>Through a competitive application process, 7 local best practices that significantly surpassed statewide ICE outcomes were designated LECTs. Specific strategies and practices used included: person- centered planning; specialized training of transition students toward attaining industry certification; video resumes, job matches resulting in higher salaries and job retention; interagency collaboration between school, university and community resources for teacher training, job assessment and development activities; involving families in opening up job leads; utilizing braided or sequential funding from DOR and regional center that leads to direct hire integrated jobs.</li> <li>LECTs practices correspond to strategies identified by the High Performing States Framework as contributing to the achievement of ICE.</li> <li>LECTs have created an array of products including a published journal article, videos, stories of success, and descriptions of practices for dissemination.</li> </ul>	<ul style="list-style-type: none"> <li>Irvine Unified School District</li> <li>Whittier Unified High School District</li> <li>Sweetwater Unified School District and San Diego Regional Center</li> <li>Taft College TIL Program</li> <li>East Bay Innovations</li> <li>Transcen –Worklink</li> <li>Glenn County Office of Education</li> </ul>
<p>11. Cross disability collaboration</p>	<ul style="list-style-type: none"> <li>CECY convened a 5-month cross-disability group to identify common priorities around transition and employment. Representatives of CECY, the Employment First Committee of California’s State Council on Developmental Disabilities (SCDD), the State Independent Living Council (SILC), California’s Community of Practice—Secondary Education (CoP), and the California Committee on the Employment of People with</li> </ul>	<ul style="list-style-type: none"> <li>SILC, CCEPD, Employment First of the SCDD, CoP.</li> </ul>

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	<p>Disabilities (CCEPD) came together to further our knowledge of each other’s work. From these discussions, participants agreed to inform and request support from one another on policy efforts. As a result of this Committee, letters of support contributed to the successful passage of Employment First legislation and to preserving education’s Workability I programs.</p>	
<p>12. Historic state MOU between Education (CDE), Rehabilitation (DOR) and Developmental Services (DDS)</p>	<ul style="list-style-type: none"> <li>• Through CECY; key agencies had the opportunity to have discussions and negotiations that lead to a resolution thereby averting filing a DOJ complaint by Disability Rights California (DRC).</li> <li>• Some of the key participants in the crafting of the MOU blueprint are CECY members from each of the agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• CDE, DDS, DOR, DRC</li> </ul>
<p>13. Dissemination of CECY E-News, the sharing of local, state, national news concerning ICE</p>	<ul style="list-style-type: none"> <li>• 124 issues of the CECY E-News has been distributed to over 500 subscribers and reposted to additional thousands, resulting in significant education and information sharing among interested parties throughout the state.</li> </ul>	<ul style="list-style-type: none"> <li>• Family Resource Centers</li> <li>• Regional Offices of SCDD</li> </ul>

# Iowa—Iowa Coalition for Integrated Employment (ICIE)

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
<p>1. Coalition Development-collaborative coalition of diverse stakeholders from across the state coming together to inform and shape the work of the state.</p>	<ul style="list-style-type: none"> <li>• Invited diverse stakeholders to come together</li> <li>• Group has grown to more than 140 members through strategic outreach including regional conversations and work with E1st</li> <li>• Developed common agenda</li> <li>• Engage and utilize members in work/guidance, including workgroups and advocacy</li> <li>• Facilitate on-going communication</li> <li>• Share impact and outcomes w/group</li> <li>• Core Team direction and oversight</li> <li>• Project funded backbone support for development and on-going facilitation of work</li> <li>• Provide on-going evaluation of efforts and refinement of work/priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Try to coordinate, communicate, and build on efforts of the EFSLMP (Employment 1<sup>st</sup> project) and Disability Employment Initiative (DEI) and the WIOA state implementation planning group.</li> </ul>
<p>2. Rate restructuring work that will align with integrated, competitive employment services.</p> <ul style="list-style-type: none"> <li>○ IVRS-Additional D code for Discovery and CE, increased rate for Discovery.</li> <li>○ Iowa Medicaid Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• Engaged in community conversations across state to garner feedback prior to the development of workgroup</li> <li>• Pilot data informed IME’s rate restructuring work, as well as IVRS alignment and rates.</li> <li>• Diverse workgroup of cross stakeholders utilized to assist with development of proposed framework for new funding structure for Medicaid employment services</li> <li>• IVRS added new service codes for CRP’s for employment services in the area of discovery and customized employment based on pilot feedback and results.</li> <li>• Changes to IVRS procedures/policies to serve individuals w/more significant disabilities – e.g. job seekers can work less than 10 hrs/wk and more consistent regional response to service requests</li> </ul>	<ul style="list-style-type: none"> <li>• E1st partnership</li> </ul>
<p>3. CRP Transformation</p>	<ul style="list-style-type: none"> <li>• Pilot work and outcomes.</li> <li>• Coalition/Core Team engagement.</li> <li>• IME workgroup.</li> <li>• Utilization of Subject Matter Experts (SMEs).</li> <li>• 4 providers were able to meet with expert/experienced provider from MA who had transformed services and are able to receive 1:1 support in strategic planning.</li> <li>• Community of Practice for CRP’s – Available statewide.</li> </ul>	<ul style="list-style-type: none"> <li>• E1st partnership</li> </ul>

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	<ul style="list-style-type: none"> <li>• COP group has grown to 150 members who represent stakeholders from all across the state including providers, educators, case managers, IVRS, and parents/family members.</li> <li>• Partner w/Iowa Association of Community Providers and APSE for messaging and shared opportunities – e.g. professional development for providers across the state.</li> <li>• Rolling out in April 2015 Integrated Employment Leadership Series-Recruit, Train, Retain. Three, 2 day training series targeting employment program leaders or middle-management. Developing Iowa’s leaders and trainers, partnering with WA Wise.</li> <li>• Support providers to participate in annual Vermont Transformation Institute Meeting.</li> <li>• Expanded group of CRPs who are engaging and receiving TA assistance on transforming services from facility based to community (0 to10 to 15 to 20).</li> <li>• This group is now expanding to at least 30 providers, and will continue to collect their outcome data.</li> </ul>	
<p>4. Increased expectation of CRPs, IVRS, schools, parents-Serve Iowans with the most significant disabilities in competitive employment services and utilization of customized employment demonstrated successful placement outcomes.</p>	<ul style="list-style-type: none"> <li>• METS/Schools with successful placements and training to provide.</li> <li>• Parent and family engagement i.e. take your legislator to work day allowed one parent to see their son working in facility and his potential. Believes he can work in the community and close to job offer.</li> <li>• Training webinars on Discovery, waiver services related to employment, etc. with parents, as well as community conversations.</li> <li>• Partnering with METS sites to support and build their parent/family engagement in a way that is meaningful and strategic.</li> <li>• Pilot work and successful outcomes.</li> <li>• Changes in VR funding, policy and practice to support services.</li> <li>• Utilization of SME and professional development support with all stakeholders.</li> <li>• Partner w/IACP and APSE for messaging.</li> <li>• Pilot partners mentor a wider array of community providers across the state.</li> <li>• Community of Practice for CRP’s, VR counselors, educators – Available statewide.</li> </ul>	<ul style="list-style-type: none"> <li>• E1st and DEI partnership.</li> </ul>
<p>5. METS-Identification of 4 essential elements and the start of creating examples of how local districts can assess and integrate 4 essential</p>	<ul style="list-style-type: none"> <li>• Utilization of SMEs for individualized and on-going development, TA and training.</li> <li>• Actual policy changes at the district level – e.g. changes in work experience coordinators job positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership w/ Iowa Department of Education.</li> </ul>

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elements into transition planning and services.	<ul style="list-style-type: none"> <li>• Integration of summer work programs.</li> <li>• Flow of service outlined.</li> <li>• Curriculum mapping.</li> <li>• Positive Personal Profile utilization.</li> <li>• Increased outreach to parents.</li> <li>• Facilitation of local teams that include diverse stakeholder representation.</li> </ul>	
6. Cross agency workgroup to develop a state data dashboard related to employment.	<ul style="list-style-type: none"> <li>• Got them to agree on the data points captured and how to define them.</li> <li>• To meet and begin making the case for leadership.</li> <li>• Cross-agency representatives developed the preliminary step of a state snapshot report to identify the data available. This is a starting point to developing cross agency definitions and consistent data points. Snapshot report for 2009-2013 complete and awaiting final approval for dissemination.</li> </ul>	
7. MHDS redesign adopted the Coalition’s definitions of employment, settings, and related data elements.	<ul style="list-style-type: none"> <li>• Cross agency stakeholder meeting with SELN to discuss data and indicators and reached consensus on definitions and data points (Coalition members represented).</li> <li>• Coalition data workgroup defined the indicators like settings based on SELN recommendations.</li> <li>• Core and Coalition members participated in the outcomes and performance measures MHDS workgroup (at the state level) who then adopted the same definitions and measures.</li> </ul>	

# Mississippi—Mississippi Partnerships for Employment (MSPE)

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
<p>1. Mississippi’s Governor Executive Order 1335 (January 14, 2014) based on philosophy of Employment First. Signed on “Employment First Day at the Capitol.” Follow-up on re-establishment of the Disability Resource Commission</p>	<ul style="list-style-type: none"> <li>Meeting by MSPE Managing Partners with key state agency executive directors. Representative Carolyn Crawford facilitated a meeting with the Governor, his staff, MSPE Consortium members, APSE representatives, and the MS Department of Employment Security. Governor’s involvement in A Better Bottom Line national initiative from the National Governor’s Association. The Executive Order reestablished a Disability Resource Commission. Recommendations have been made by the MSPE Consortium to those officials able to appoint citizens. Key agency executives have been visited to ask their representatives be named.</li> </ul>	<ul style="list-style-type: none"> <li>Mississippi legislature;</li> <li>MS Department of Employment Security; APSE, Governor of the State of Mississippi</li> </ul>
<p>2. Community employment for 52 youth and young adults with I/DD.</p>	<ul style="list-style-type: none"> <li>Results of the efforts of the three pilot projects at the Rankin County School District, Oxford School District, and Customized Employment (CE) program.</li> </ul>	<ul style="list-style-type: none"> <li>Rankin County School District; Oxford School District; Arc of MS</li> </ul>
<p>3. Collaboration of MS Department of Employment Security and MS Department of Rehabilitation Services (MDRS)— Resulted in Governor’s EmployAbility Job Fair for People with Disabilities – 60+ were hired on site and 60+ expected to obtain employment after the fair. The Second Job Fair has been scheduled for March 4, 2015.</p>	<ul style="list-style-type: none"> <li>Discussions led to determination of the existence of a MOU between the two agencies so events such as this could occur. The planning committee, which now has several members from the MSPE Consortium are working on the Second Governor’s Job Fair. More employers and resources will be available this year.</li> </ul>	<ul style="list-style-type: none"> <li>Mississippi Department of Employment Security; Mississippi Department of Rehabilitation Services; Governor’s Job Fair Planning Committee made up of representatives from several key agencies including the MS Council on DD and UCEDD</li> </ul>
<p>4. Key state agencies working together on employment related issues</p>	<ul style="list-style-type: none"> <li>Mississippi Department of Mental Health Bureau of I/DD and MS Department of Rehabilitation Services developing a MOU for supported employment services; I/DD HCBS Waiver amended to reimburse for job discovery (customized employment) and facilitate other employment supports; MS Department of Employment Security improved accessibility online and at WIN Job Centers. Staff training at MDRS in CE.</li> </ul>	<ul style="list-style-type: none"> <li>MS Department of Mental Health Bureau of I/DD; Department of Rehabilitation Services; Mississippi WIN Job Centers; MS Department of Employment Security</li> </ul>
<p>5. Community and legislative awareness</p>	<ul style="list-style-type: none"> <li>Dissemination activities via media campaign, direct mail, conference presentations, legislator visits, MSPE pilot projects, websites, Facebook, community forums, and many other activities. Participated in multiple events during National Disability Employment Awareness Month. Hosted “Employment First Day at the Capitol.”</li> </ul>	<ul style="list-style-type: none"> <li>Mississippi State Capitol; UCEDD, MS Council on DD; Disability Rights MS</li> </ul>

# Missouri—Show-Me-Careers

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
<p>1. Enhanced Family Support related to obtaining integrated employment for youth and young adults with I/DD.</p>	<ul style="list-style-type: none"> <li>• Developing a LifeCourse Point-In-Time Guide focused on transition and employment</li> <li>• Conducting planning with state and community level partnerships that are putting in place family support policies and practices</li> <li>• Providing asset building training to community teams</li> <li>• Incorporating asset building information into leadership and career classes</li> </ul>	<ul style="list-style-type: none"> <li>• National Supporting Families Community of Practice</li> <li>• Missouri DD Council Asset Building initiative</li> </ul>
<p>2. Increase in Business Partnerships and number of businesses providing employment opportunities for youth and young adults with I/DD.</p>	<ul style="list-style-type: none"> <li>• Training and technical assistance provided to community partners</li> <li>• Developing local partnerships (e.g. between multiple school districts, providers) that integrate outreach efforts to local business</li> <li>• Building capacity to replicate NEXUS efforts across the state</li> <li>• Enhancing partnerships with the state Workforce Development system</li> <li>• Creating job-driven employer partnerships</li> <li>• Creating partnerships between local chambers of commerce and community providers to match students to early work experiences</li> <li>• Developing a web based business resource site</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerships with the Kansas City Business Leadership Network, the Kansas City NEXUS, ADD-US-IN Kansas City, Missouri DD Council, and local business groups.</li> <li>• KC@Work</li> </ul>
<p>3. Increase in number of youth and young adults with I/DD accessing early work experience opportunities.</p>	<ul style="list-style-type: none"> <li>• Supporting cross system community pilot initiatives</li> <li>• Facilitating a Community of practice between community groups (e.g. Leadership Institute, webinars)</li> <li>• Implementing new school-based pre-employment and career exploration programs through school and community partnerships including:               <ul style="list-style-type: none"> <li>• <b>School Based Job Clubs:</b> One community has developed a job club curriculum that is facilitated in schools during typical school hours.</li> <li>• <b>Career Exploration and Planning Modules:</b> One community has developed and employed career exploration and planning modules coupled with an early work experience opportunities in local school districts.</li> <li>• <b>Multiple School District Collaboration:</b> In a number of communities school districts are partnering to share employer leads and partner in outreach efforts.</li> <li>• <b>Shared Training:</b> In one region, school districts are collaborating to provide employment related training to school personnel and job coaches.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Division of DD Employment 1<sup>st</sup> Policy</li> <li>• State Cooperative Work Experience program</li> <li>• Initiative to establish core competencies for Division of DD employment providers</li> </ul>
<p>4. Increased systems partnerships and collaboration at the state and</p>	<ul style="list-style-type: none"> <li>• Cross training of system staff at the community level</li> <li>• Frequent Consortium and community planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of the Missouri Interagency Transition Team and</li> </ul>

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
community levels.	<ul style="list-style-type: none"> <li>• Held a Transition Capacity Building Institute with cross agency teams from 13 school districts across the state that focused on enhancing implementation of evidence-based practices through collaboration and strategic planning</li> <li>• Integrated PIE efforts with existing Community Transition Teams and Regional Transition Networks to enhance collaboration</li> <li>• Collaborating with existing school to career initiatives for all students and how to support participation of students with disabilities</li> </ul>	<p>State Employment Leadership Network</p> <ul style="list-style-type: none"> <li>• Support of the National Secondary Transition Technical Assistance Center (NSTTAC)</li> <li>• Division of Special Education Community Transition Teams</li> <li>• Parent Training and Information Center Regional Transition Teams</li> <li>• Missouri Pathways to Prosperity Initiative</li> </ul>
5. Development of a set of cross systems Guiding Principles with related system and community evaluation components.	<ul style="list-style-type: none"> <li>• Developed Guiding Principles through cross system consortium</li> <li>• Established evaluation rubrics related to Guiding Principles and Collaborative Systems</li> <li>• Evaluation tools used by both state level consortium and community level teams to guide practice and systems changes and improve efforts</li> </ul>	

# New York—New York State Partnerships in Employment (NYS PIE)

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
1. Earlier engagement with VR in schools	<ul style="list-style-type: none"> <li>Creation of Senior VR Counselor for transition; one in each regional office; identified coordinator located at Central Office; ACCES-VR awarded contracts to 10 provider agencies across the state to serve as Community Employment Specialists who are tasked with ensuring that school district personnel have necessary knowledge and information to appropriately identify students for referral to VR.</li> </ul>	<ul style="list-style-type: none"> <li>NYS PIE Steering Committee provided input and feedback during ACCES-VR strategic planning process</li> </ul>
2. Expansion of Project SEARCH (4 programs at start of NYS PIE → 13 programs in operation in September 2014); 126 individuals transitioned into competitive, integrated employment (20+ hours/week at minimum wage or more); anticipate 250 additional youth to be served during Y4 and Y5	<ul style="list-style-type: none"> <li>RFP issued at local level in identified areas of the state; promotion of Project SEARCH at state meetings and conferences (e.g., NYS APSE) ; technical assistance at the local level focused on establishing and enhancing collaborative relationships between schools, VR, OPWDD, supported employment providers, and the business sector</li> </ul>	<ul style="list-style-type: none"> <li>NYS Coordination of Project SEARCH housed at SCDD; submitted several grants to sustain work beyond NYS PIE funding, as well as to expand to an adult model for transition to work from day hubs and workshops</li> </ul>
3. OPWDD waiver redesign and transformational agenda to promote Employment First philosophy	<ul style="list-style-type: none"> <li>OPWDD joined SELN; joint planning with ACCES-VR to ensure compatibility of services</li> </ul>	<ul style="list-style-type: none"> <li>Leveraged NYS PIE dollars to fund SELN membership; membership provides needed technical assistance during waiver redesign</li> </ul>
4. OPWDD launch of Pathways to Employment (new waiver service developed in response to Sept. 2011 CMS Informational Bulletin)	<ul style="list-style-type: none"> <li>Incorporated lessons learned from existing work readiness models (including ETP and Project SEARCH); includes combination of curriculum-based instruction, hands-on work readiness training, travel training, assessment, and job development</li> </ul>	<ul style="list-style-type: none"> <li>OPWDD (via funding from NYS DDPC) hired SCDD to complete external evaluation of Pathways to Employment; encourages transparency throughout implementation</li> </ul>
5. Office of Special Education rolls out work-readiness focused certificate for students exiting with IEPs	<ul style="list-style-type: none"> <li>Leveraged regional special education support centers to disseminate information; engaged in community dialogue connecting schools, adult services, and the business sector to promote quality work-readiness approaches utilized in school; sets expectation that work can and should be a reality for all exiting students (promotes Employment First philosophy)</li> </ul>	<ul style="list-style-type: none"> <li>NYS PIE Steering Committee provided input and feedback during implementation stage; utilized regional infrastructures to encourage enhanced connectedness to ACCES-VR and OPWDD at the local level</li> </ul>

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
<p>6. Governor established an Employment First Commission tasked with developing report with recommendations for an Employment First strategy for New York State.</p>	<ul style="list-style-type: none"> <li>Secured feedback from a wide cross-section of stakeholder groups; Statewide listening sessions held to ensure a wide cross section of input was gathered to inform the Commission’s recommendations; various members of the NYS PIE Consortia (including SCDD, representing NYS PIE) testified to the Commission</li> </ul>	<ul style="list-style-type: none"> <li>NYS PIE Steering Committee members interviewed as part of this inquiry process; NYS PIE project coordinators (SCDD) compiled and forwarded lessons learned from other states, including technical assistance documents provided by ICI.</li> </ul>
<p>7. Early planning in anticipation of guidance on implementation of the Workforce Investment and Opportunities Act</p>	<ul style="list-style-type: none"> <li>NYS PIE Steering Committee identified WIOA implementation as a priority for Y4 activities; initial discussions between VR and DOL have started; NYS PIE Steering Committee is exploring adding a representative from DOL to the Committee to better coordinate efforts</li> </ul>	<ul style="list-style-type: none"> <li>SCDD (and other NYS UCEDDs) have offered to assist VR and DOL in local/regional dissemination activities; the Inclusive Workforce Alliance has made the establishment of a NY Business Leadership Network a goal for 2015, and is aligning this work with the goals and objectives of Employment First</li> </ul>

# Tennessee—TennesseeWorks

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
<p>1. Designing a Memorandum Of Understanding (MOU) and Employment First Initiative to Overcome Employment Barriers: Executive Order, Employment First Task Force, Report to Governor</p>	<ul style="list-style-type: none"> <li>• Implementing the Executive Order</li> <li>• Holding regular meetings of the Employment First Task Force</li> <li>• Incorporating TennesseeWorks Partnership workgroups as Task Force workgroups</li> <li>• Undertaking collaborative efforts on behalf of members of the Employment First Task Force to develop report to Governor</li> <li>• Meeting regularly as a MOU Writing group with targeted goals and a disciplined approach utilizing ICI MOU draft as a strategy point. This MOU will address youth with an additional MOU planned to follow addressing adults</li> <li>• Revising the DIDD Provider Manual to include (1) a requirement for independent support plans to address individual’s desires regarding employment (2) evidence of exploration of employment opportunities and (3) evidence of employment experiences</li> </ul>	<ul style="list-style-type: none"> <li>• ODEP EFSLMP, DEI, Race to the Top, Occupational Diploma, Project Search expansion</li> </ul>
<p>2. Spurring Legislative and Policy Changes to Increase Funding Streams:</p>	<ul style="list-style-type: none"> <li>• Passing the STEP Up Legislation in 2013 to allow access to financial assistance through lottery scholarship funds for youth with disabilities to post-secondary education programs</li> <li>• Passing the STEP Up Amendment in 2014 to allow second-year students to receive the funding for their program</li> <li>• Providing transitional financial assistance through Vocational Rehabilitation for students eligible for Vocational Rehabilitation and participating in Postsecondary Alliance programs in TN (effective July 2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Vanderbilt Kennedy Center for Excellence in Developmental Disabilities, Post-Secondary Alliance Tennessee</li> </ul>
<p>3. Strengthening Data Collection to Inform Data-Driven Systems Change Efforts: TN Longitudinal Data Study, Community Conversations, Family Expectations Survey</p>	<ul style="list-style-type: none"> <li>• Taking steps to expand the Tennessee Longitudinal Data System to add DIDD, DCS, and DHS/VR to existing data provided by DOE, DOL, and THEC.</li> <li>• Working closely with TennesseeWorks Partnership members to document the expectations and resource needs of more than 2,200 families related to competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Race to the Top, ODEP EFSLMP</li> </ul>

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
	<p>employment and other adult outcomes</p> <ul style="list-style-type: none"> <li>Utilizing data collected at six Community Conversations attended by key stakeholders (e.g., self-advocates, family members, employers, disability service providers, educators, faith community members, community organizations and civic leaders) to drive resource development, to generate locally valued systems change strategies, and to inform the Employment First Task Force’s report to the Governor</li> <li>Designating a subgroup of the TennesseeWorks Partnership Agencies and Policymakers workgroup to focus on tracking educational and labor data longitudinally and across life span</li> </ul>	
<p>4. Launching New Training Efforts to Equip Tennesseans in Areas Related to Employment: Britt Henderson Workshop Series for educators, Employer Initiative, Summit, joint trainings with DIDD</p>	<ul style="list-style-type: none"> <li>Drawing upon survey data to guide the design and delivery of a free professional development sessions (i.e., the Britt Henderson Workshop Series) to equip secondary educators and families in the area of transition and career development</li> <li>Implementing an employer-focused plan for training partners and allies across the state to articulate a Tennessee-specific “business case” presentation to macro- and micro-level organizations</li> <li>Launching a new annual TennesseeWorks Summit incorporating a statewide community conversation and engaging young people with disabilities in compelling ways</li> </ul>	<ul style="list-style-type: none"> <li>Vanderbilt Kennedy Center University Center for Excellence in Developmental Disabilities, ODEP EFSLMP, DEI, TN Multicultural Alliance</li> </ul>
<p>5. Self-Advocacy and Family Involvement: Parent Coalition, Youth ACT, Disability Mentoring Day</p>	<ul style="list-style-type: none"> <li>Starting two initial chapters of the Parent Coalition were started through collaboration on behalf of TennesseeWorks, The Arc Tennessee and DIDD. Margaret-Lee Thompson, Parent Advocate and Subject Matter Expert from Washington is providing technical assistance. An additional chapter is being developed in Chattanooga in August 2014 and the group intends to expand more areas within the state throughout the year.</li> <li>Having the Parent Coalition provide formal responses to the TennCare Waiver Concept Paper, barriers to employment that individuals and families face to be included in the Employment First Task Force Report to the Governor and</li> </ul>	<ul style="list-style-type: none"> <li>ODEP EFSLMP, AIDD Supporting Families, ODEP Youth ACT, Disability Mentoring Day</li> </ul>

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
	<p>coordinated over 49 in person visits with legislators at Disability Day on the Hill to form ongoing relationships with decision makers across the state.</p> <ul style="list-style-type: none"> <li>• Partnering with Youth ACT (Tennessee Team including The Arc Tennessee and Vanderbilt Next Steps) to encourage and involve youth with disabilities to improve transition outcomes. Regular meetings are held in which the youth have determined specific areas and ways they can advocate. They also recently served in the role of the planning committee for the upcoming second annual TennesseeWorks Summit. At the upcoming Summit they will engage youth from four school districts as well as the four postsecondary programs in activities regarding self-advocacy and gaining skills to assist in the job seeking process.</li> <li>• Matching a record number of individuals with disabilities were matched for a day of mentoring with various members of the TennesseeWorks Partnership. The day was a great success and plans are already underway for this year's activities.</li> <li>• Providing active responses and comment to major policy changes and revisions all focused on employment including (1.) Increase of transition age from 14 to 16 proposed but not accepted by State Board of Education, (2.) VR State Plan, (3.) Waiver revisions, (4.) Transition Plan for HCBS.</li> </ul>	

# Wisconsin—Let's Get to Work (LGTW)

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
<p>1. Helped shape several DVR policies and outcomes</p> <ul style="list-style-type: none"> <li>○ Full funding and 9 new positions</li> <li>○ Earlier engagement of youth with DVR</li> <li>○ Youth on the Job Training Initiative</li> <li>○ Changed technical specifications to end vocational assessments occurring in sheltered workshops.</li> </ul>	<ul style="list-style-type: none"> <li>● Relationships with DVR leadership, regular meetings with DVR leadership team to discuss what is and isn't working with the school pilot sites, legislative visits regarding full funding of DVR, Consortium meetings that allowed teachers to highlight the best strategies for getting youth employment such as earlier DVR engagement.</li> <li>● Able to show positive outcomes in LGTW pilot sites, which made the state agencies and local administrators more willing to adopt those changes (e.g. earlier connection to DVR, stronger connections to postsecondary education and Work Incentives Benefits Counseling).</li> </ul>	<ul style="list-style-type: none"> <li>● Helping DVR get full funding was done with the Survival Coalition. All other activities were LGTW initiatives.</li> </ul>
<p>2. Sustainability through the statewide Transition Improvement Grant (TIG):</p> <ul style="list-style-type: none"> <li>○ Adopted LGTW coaching model by revamping the grant to hire 5 regional coordinators who are charged with helping schools obtain better postsecondary outcomes.</li> <li>○ Using LGTW parent training, which doubled parents expectations that their child can work in the community, in all regions of the state – committed to continuing this training each year.</li> <li>○ Providing trainings through Regional Coordinators on Community Conversations.</li> <li>○ Providing LGTW tools to the schools TIG is coaching.</li> </ul>	<ul style="list-style-type: none"> <li>● State level leadership meetings, Consortium meetings and regular state and national presentations highlighted the coaches as one of the main reasons the school sites were successful, one of the new TIG Regional Coordinators was a pilot site lead teacher – she is now spreading what she learned through LGTW to every school she works with in her region.</li> <li>● The relationships built with LGTW led to Wisconsin's PROMISE grant being successfully funded. The work we have done in LGTW elevated integrated employment issues and made it a priority allowing PROMISE to expand on those ideas.</li> </ul>	
<p>3. Governor's Year of the Better Bottom Line initiative:</p> <ul style="list-style-type: none"> <li>○ Included grants to businesses to encourage them to hire and train workers with disabilities</li> <li>○ Called out inclusion of youth with disabilities in grants for Youth Apprenticeships</li> <li>○ Expanded Project Search to 20 new sites over the next 2 years</li> <li>○ Governor personally announced his interest in more funding for Think College activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff strategically developed relationships with key staff in the Governor's office, worked to be a presence at press and other disability events – BPDD is now one of the Governor's "go to" agencies when there is a disability related issue, especially concerning employment, regularly provide ideas to Governor's office.</li> </ul>	<ul style="list-style-type: none"> <li>● Survival Coalition</li> </ul>

Outcomes or Accomplishments to Date	Key Strategies or Elements that Made this Successful	Leveraged PIE with Other Initiative(s) or Relationship(s)
<p>4. Provided contract changes that influence and prioritize integrated employment. Many of LGTW suggestions will be included in the contracts next year:</p> <ul style="list-style-type: none"> <li>○ Contracts with managed care organizations (MCOs) emphasize employment and requires MCOs to have a business plan on how they will improve IE outcomes</li> <li>○ The Include, Respect, I Self-direct (IRIS) interview tool revised to emphasize employment including reframing the employment question from “do you want to work” to “what work do you want to do?”</li> </ul>	<ul style="list-style-type: none"> <li>● Regular meetings with DHS leadership and other agencies. One of LGTW contractors is working with IRIS to improve their employment outcomes – helped create an IRIS Interview Tool. Used a lot of existing relationships and building new ones.</li> </ul>	<ul style="list-style-type: none"> <li>● Lisa Mills and Shannon Huff, consultants to the project</li> </ul>
<p>5. Children’s Long Term Supports has put an emphasis on employment and new service codes such as mentoring and supported employment for youth. The project discovered the children’s waivers could provide vocational supports for youth.</p>	<ul style="list-style-type: none"> <li>● DHS staff regularly attend Consortium meetings, state leadership meetings, the Community of Practice on Transition where these issues are discussed, new staff with an employment background were hired and have fully engaged in LGTW project and LGTW evaluator was working at DHS and actively kept bringing this issue up.</li> </ul>	
<p>6. Office of Special Education Programs (OSEP) provided a response to LGTW request for guidance around least restrictive environment as it applies to transition work placements for youth with disabilities. Created a user-friendly document and disseminated to schools, families and through national networks. Collaborating with IDEA Partnership to develop user-friendly version that can be used on a national level. OSEP is developing a transition toolkit.</p>	<ul style="list-style-type: none"> <li>● Collaborating with the IDEA Partnership at the National Association of State Directors of Special Education (NASDSE) and ICI on a user friendly version of the response from OSEP about least restrictive environment and work placements.</li> </ul>	<ul style="list-style-type: none"> <li>● Disability Rights Wisconsin to get the letter and IDEA Partnership to disseminate the information.</li> </ul>