

Administration on Intellectual and Developmental Disabilities

Partnerships in Employment Systems Change Project



What is the Partnerships in Employment project?

5-year project: The Administration on Intellectual and Developmental Disabilities (AIDD) awarded five-year grants to grantees in 14 states.

- **2011 to 2016:** California, Iowa, Mississippi, Missouri, New York, and Wisconsin
- **2012 to 2017:** Alaska and Tennessee
- **2016 to 2021:** District of Columbia, Hawaii, Kentucky, Massachusetts, South Carolina, and Utah

Focus on competitive integrated employment (CIE) for youth with I/DD: This project promotes cross-systems and cross-agency collaboration to improve CIE outcomes for youth and young adults with intellectual and developmental disabilities (I/DD). *Competitive integrated employment* is when “individuals with disabilities earn wages consistent with wages paid workers without disabilities in the community performing the same or similar work.”

8 states form consortiums: The eight 2011 and 2012 Partnerships in Employment states formed a consortium or coalition of stakeholders that include—

- **Individual Level:** Individuals with I/DD, family members
- **Community Level:** Pilot sites, school administrators, businesses employers, providers
- **State Level:** Developmental Disabilities Agency, Vocational Rehabilitation Agency, State Education Agency, State Developmental Disabilities Council, other state agencies

AIDD contractors evaluate and review grantee progress: The Lewin Group is conducting a comprehensive evaluation for all grantees and the Institute for Community Inclusion provided technical assistance to the 2011 and 2012 grantees.

PIE State Consortiums

Project Period: 2011 to 2016

- California Consortium on the Employment of Youth and Young Adults with I/DD (CECY)
- Iowa Coalition for Integrated Employment (ICIE)
- Mississippi Partnerships for Employment (MSPE)
- Missouri Show-Me-Careers
- New York State Partnerships in Employment (NYS PIE)
- Wisconsin Let's Get to Work

Project Period: 2012 to 2017

- Alaska Integrated Employment Initiative (AIEI)
- TennesseeWorks Partnership

Partnerships in Employment Project Overview

Project Period: October 2011 to September 2017

The eight Partnerships in Employment (PIE) systems change projects included multiple stakeholders, required coordination across programs and agencies, changed different areas of state systems, and focused on systems at various stages of development. Since systems change projects take many years to measure the intended impact, state strategies continued to evolve over time in response to the political, economic, and social environment. As a result, the eight states were at different stages in their development. As states continued to engage stakeholders and make progress towards achieving systems level and individual level results, several cross-cutting themes emerged.

This profile highlights cross-state activities and accomplishments from October 2011 to September 2017 related to PIE project objectives—developing or changing policies, removing systemic barriers, building cross-system and cross-agency collaborations, and implementing strategies and promising practices to support competitive integrated employment. Grant funding ended in September 2016 for six of the eight states. However, four of the six 2011 grantees (California, Iowa, New York, and Wisconsin) requested and received a no-cost extension ranging from three to twelve months. Grant funding for Alaska and Tennessee ended in September 2017. Alaska received a twelve-month no-cost extension.

Developing or Changing Policies

Employment First Policies

Employment First legislation: PIE states engaged state agency leaders and legislators to support Employment First policies and legislation. While all eight states engaged in Employment First related activities, Governors enacted legislation in three states (Alaska, California, and Mississippi) or signed an Executive Order establishing an Employment First Commission or Task Force in three states (Mississippi, New York, and Tennessee). Alaska's Governor signed the Employment First Bill in May 2014 after the consortium educated

legislators. Mississippi's Governor signed the Mississippi Competitive Employment Act in April 2015 after consortium members hosted four Employment First awareness sessions.

Employment First Task Forces: Employment First Task Forces promoted the philosophy of Employment First in their respective states. For example, TennesseeWorks members on the Tennessee Employment First Task Force prepared annual *Expect Employment Reports* for the Governor.

Employment First local implementation: States also supported the implementation of Employment First policies at the local level. For example, California's Regional Centers adopted employment policies and Alaska's Association for People Supporting Employment First (APSE) Chapter became fully chartered in July 2015.

Employment First resources: State consortia also facilitated meetings and developed Employment First materials. In Alaska, AIEI facilitated the first meeting of the Employment First Department representatives from three state departments in November 2015. Additionally, in March 2016, Iowa's Department of Human Services, in collaboration with ICIE, finalized the "Iowa Employment First Guidebook," which supports different stakeholders that provide person-centered employment planning.

Changing Policies

Policy recommendations: PIE states also reported that state agencies adopted or implemented several recommendations submitted by the state consortium or coalition. For example, the Wisconsin Department of Public Instruction implemented recommendations from Wisconsin's consortium on Results Driven Accountability and the Tennessee Division of Rehabilitation Services resumed funding vocational services for individuals with more severe developmental disabilities based on Tennessee's consortium advocacy efforts. Wisconsin's Department of Workforce Development also adopted the consortium's recommendations and language verbatim on the state's Workforce Innovation and Opportunity Act (WIOA).

Additionally, CECY provided recommendations for the development and implementation of the California State Blueprint for Competitive Integrated Employment (Blueprint), which was released in May 2017. The Blueprint contains state agencies' goals to prioritize CIE, and embeds CECY's lessons learned into state practice.

Additionally, the Alaska Division of Vocational Rehabilitation's (DVR) participation in AIEI Management Team and Policy and Regulation Team meetings, and the implementation of WIOA Pre-Employment Transition Services resulted in increases in DVR's youth caseload, which was a project goal.

Public comments: In addition, during three public comment periods, Iowa's coalition members provided comments on rate restructuring policies that went into effect in May 2016.

TennesseeWorks Workgroups provided comments on the Tennessee Amended Statewide HCBS Transition Plan, which CMS approved in April 2016. AIEI and MSPE also reviewed changes to their state's HCBS Transition Plan in 2016. Several states including Alaska, Iowa, Mississippi, Missouri, New York, Tennessee, and Wisconsin also worked toward establishing Achieving a Better Life Experience (ABLE) accounts, which are tax-advantaged savings accounts for people with disabilities.

Despite variations in state-specific policy agendas and accomplishments, all eight states leveraged relationships established through the consortium or coalition to change state policies.

Removing Systemic Barriers

Building Program Capacity

As states continued to implement new programs or improve existing programs, consortia focused on removing barriers to employment through stakeholder education. Although the topics and target populations for trainings varied by state, all PIE consortiums conducted training and outreach to improve program capacity. In particular, AIEI established and replicated the distance delivery method of training to engage people in remote areas of the state.

Benefits counselor trainings: Alaska and New York also focused on training benefits counselors and supported employment agency personnel to increase the number of trained professionals in their state. In Alaska, AIEI collaborated with the Alaska Mental Health Trust Authority to provide funding for seven professionals to receive out-of-state benefits counseling training from the Virginia Commonwealth University. AIEI and NYS PIE offered exams for supported employment agency staff completing the Certified Employment Support Professional (CESP) certification.

Trainings conducted by consortia: Other PIE consortia hosted training series for stakeholders. Iowa began its Employment Leadership Series: Recruit, Train, and Retain in 2015, and held another round in 2016. The series allowed community rehabilitation service providers to “build a network of professionals who are committed to building healthy, sustainable community employment service teams.” Missouri’s consortium, along with several other state agencies, hosted the Missouri Transition Capacity Building Institute to provide training to interagency community teams, pilot communities, and other state organizations. In Wisconsin, Let’s Get to Work pilot sites shared best practices with five Transition Improvement Grant schools at a Community Based Integrated Employment Summit. In 2015, 2016, and 2017, TennesseeWorks led the Britt Henderson Training series, where teams from 10 middle Tennessee schools learned about evidence-based practices to support students with severe disabilities. Additionally, TennesseeWorks signed a contract with the state’s Department of Education in 2016 to develop a transition manual and an online professional development portal called *Transition Tennessee: Blueprint for Student Success* for educators, family members, and other stakeholders.

Alternative Certificates

Advocacy work: Several states focused on developing alternative certificates to support school-based employment readiness and career training. In Alaska, project staff’s advocacy efforts helped lead to the state’s repeal of the High School Graduation Qualifying Exam, which was a barrier for students with I/DD earning a high school diploma.

Alternative diplomas: In New York, the consortium collaborated with state agencies to develop and implement a job readiness curriculum that provided teachers with effective tools to teach job readiness skills. New York’s consortium also supported the implementation and release of two new high school exiting credentials with a focus on employment readiness for students with disabilities, which replaced the Individualized Education Program (IEP) diploma. Additionally, New York began offering the Career Development and Occupational Studies (CDOS) credential to all students, rather than just to students with disabilities. TennesseeWorks members also led

training efforts to prepare employers to hire students with Occupational Diplomas.

Post-Secondary Education

Awareness for post-secondary education programs: Several PIE consortiums focused on improving opportunities for post-secondary education for youth with I/DD and raising awareness of post-secondary education as preparation for CIE. To raise awareness of these programs, PIE states provided trainings, presented at conferences, and expanded post-secondary career programs for youth with I/DD in California and Tennessee.

Support for post-secondary education students: In addition, PIE projects supported research and training opportunities for university college students seeking special education degrees or other graduate certificates in Mississippi and Wisconsin.

Access to post-secondary education: Other initiatives in Alaska, California, Missouri, and Tennessee increased access to post-secondary educational courses for youth with I/DD. For example, Tennessee passed the STEP UP legislation in 2013, which provides funding for randomly selected students with I/DD in post-secondary education programs. Other state programs have increased access to post-secondary educational courses, including California’s College to Career program, which reported an increase in for-credit course enrollments and proportion of courses taken that relate to a student’s career goals. Missouri also created the PROPEL program, a two-year certificate program at the University of Missouri Kansas City.

Statewide Demonstration Projects and Community Promising Practices

The 2011 PIE states were required to implement PIE model demonstration projects to improve student work experiences and job-readiness training.

Demonstration program structures: The structures of the demonstration projects varied across the state consortia. PIE consortia in Mississippi, Missouri, and Wisconsin issued requests for proposals from potential pilot sites; New York worked with and modified an existing national model; and California and Iowa selected sites based on their existing achievements.

Demonstration program outcomes: Despite the differences in program structure, five states reported an increase in the number of youth participating in the pilot program. In Mississippi, three pilot sites supported

55 students in finding employment, and in Missouri, six of the eight Pilot Communities reported an average increase of 2.2 months in length of employment. States also expanded pilot program activities to other schools in Iowa, New York, Mississippi, Missouri, and Wisconsin.

Table 1: Number of PIE Pilot Sites by Academic Year*

Number of Active Sites by Academic Year

State	'12-'13	'13-'14	'14-'15	'15-'16
Iowa ⁺	11	11	11	5
Mississippi	4	3	3	2
Missouri	8	8	7	7
New York ⁺⁺	3	6	9	7
Wisconsin	5	9	9	9
Total PIE Pilots	31	37	40	28

*Reported by PIE states on a semi-annual basis to The Lewin Group

⁺Includes 5 Model Employment Transition Sites (METS) and 7 Community Rehabilitation Service Provider (CRP) sites

⁺⁺Includes 5 NYS PIE Project SEARCH™ and 4 Employment Transition Program (ETP) sites

In California, CECY identified seven Local Employment Collaborative Teams (LECTs) with existing achievements of employment in the community. Outcome data from the majority of the LECTs in California demonstrated superior rates of employment and earnings in CIE compared to the rest of the state. An example promising practice used and studied by one or more LECT included “multimedia marketing materials focusing on working in the community, finding jobs, supported employment, and addressing employer concerns.”

Alaska and Tennessee received funding in 2012 and were not required to implement model demonstration projects.

Building Cross-System and Cross-Agency Collaboration

Consortium or Coalition

To help guide and inform future project work, states collected feedback from consortium members through surveys in Alaska, California, Iowa, Missouri, and New York and follow-up surveys at other events in all states.

State MOUs to Advance Competitive Integrated Employment

Other Memorandums of Understanding: In addition to the existing memorandum of understanding (MOU) between project partners and state agencies for PIE, several states established an MOU or memorandum of agreement (MOA) with other agencies. To increase collaboration and coordination of state services, California, Iowa, Mississippi, Missouri, and Tennessee established MOUs and MOAs between state departments. Alaska, California, Iowa, Mississippi, and New York have also continued to support the development of additional MOUs to improve employment outcomes.

Youth Engagement

All PIE states focused on youth engagement through pilot demonstration projects, self-advocacy events, or legislative visits.

Take Your Legislator to Work Day: For example, Alaska, Iowa, Mississippi, Missouri, and Wisconsin facilitated Take Your Legislator to Work Day, where state legislators attended the workplace of a youth employee with I/DD. Mississippi, Tennessee, and Wisconsin’s consortia also hosted or attended annual events where youth self-advocates visited and talked to state legislators.

Youth involvement with PIE pilots: Wisconsin’s consortium meetings featured a Youth Track for pilot school students, both with and without I/DD, to learn about the necessary skills for gaining and keeping a job. In addition, Wisconsin’s pilot schools offered numerous youth engagement activities, including a trip to Washington, D.C. to meet with legislators, local job fairs, and self-advocacy training. In Wisconsin, a Let’s Get to Work pilot school hosted a career fair for students with and without disabilities in March 2016 with 55 employers.

Youth involvement in PIE consortia: In all states, youth participated as members of the consortium. Alaska engaged youth through Peer Power, a self-advocacy organization that began a job club, held job fairs, and trained self-advocates. In Mississippi, young adults participated in leadership councils and presented at several statewide conferences, including the state disAbility MegaConference. Mississippi’s consortium, along with a self-advocate created a monthly video series called “Chit Chat Thursdays with Taylor,” which highlights self-advocacy activities in Mississippi.

Family Engagement

Several states focused on parent and family engagement.

Parent and family surveys: Alaska, California, Iowa, and Tennessee developed surveys to understand parents' expectations related to employment and community engagement. For example, TennesseeWorks' statewide Family Expectations Survey received over 2,400 responses statewide and Iowa surveyed members of its Parent/Family Coalition.

Parent/Family Coalitions: State consortia also engaged parents or family members through Parent/Family Coalitions in Iowa and Tennessee and focused efforts to increase membership statewide (e.g., Iowa increased parent membership from 10 members to more than 85 members). Parent/Family Coalitions allowed parents to engage with each other, receive training, and meet with agency leadership. In Iowa, nine families participated in a panel discussion at ICIE's November 2015 meeting to highlight ways to engage families with youth with disabilities.

Resources for families: Other PIE consortia developed and disseminated materials for youth and families. Missouri developed and disseminated over 6,000 copies of the LifeCourse Daily Life and Employment Packet to support families as they navigate transition and plan for employment. New York launched its [MyPathNY.org website](#) designed for young adults and families in January 2016. NYS PIE sought input on the website's content from parent groups in 2015. The MyPathNY.org website provides a targeted tool to engage youth with disabilities and families in conversations about transition-to-employment. In 2016, a TennesseeWorks member and parent began a weekly blog entitled "Rise to Work: An Insider's Look at Disabilities and Employment." The blog provides information for parents and families, and explains issues related to advocacy and employment. In Wisconsin, survey results from a training for more than 300 families showed the training doubled the parent's expectations that their child could work in the community.

Community Conversations

Three states used Community Conversations to engage family members, youth, educators, employers, and other community members on topics related to CIE for youth and young adults with I/DD. Tennessee and Wisconsin were the first two PIE states that used this

strategy and California's LECTs later adopted and implemented this best practice.

Employer Engagement

Community events: States engaged employers through Community Conversations in California, Tennessee, and Wisconsin and community forums in Mississippi; through online videos or commercials in Alaska, Iowa, New York, Tennessee, and Wisconsin; and through other community events.

Job fairs: Alaska and Mississippi also engaged employers through job fairs. For example, Alaska created the Business Employment Services Team (BEST), an interdepartmental collaborative group that facilitated the annual Employment First Job Fair, presented to employer organizations, and held training events and state agency networking sessions for employers. In a survey of the 2016 Employment First Job Fair employers, BEST found that employers accepted 202 resumes, extended 47 provisional job offers, and extended eight job offers. In Mississippi, consortium agencies assisted in planning three annual EmployAbility Job Fairs from 2014 to 2016 with more than 400 applicants receiving 88 job offers from 46 employers in 2015.

Employer trainings: State consortiums also relied on trainings and handouts to raise business awareness and expectations for employment. In Tennessee, trainers provided 58 Employer Outreach Initiative trainings to 1,753 attendees on engaging community businesses. In Missouri, teams in eight Pilot Communities received training and technical assistance related to developing employer-driven partnerships. New York created a new Business Leadership Network and eleven videos that feature business leaders from various industries discussing the benefits of hiring individuals with disabilities.

Early Work Experiences

In 2015, Missouri Vocational Rehabilitation began funding two new initiatives. The first was the Pre-Employment Transition Services, through legislative changes to WIOA, which offers work-related supports to public school students in Missouri who are not yet eligible for similar services through Vocational Rehabilitation. The second initiative was a six-week pilot Summer Work Experience Program provided in partnership with participating Community Rehabilitation Programs. Show-Me-Careers Pilot Communities participated in these efforts at the

community level. In New York, the Office for People with Developmental Disabilities' PIE high school Employment Training Program focused on early work experiences by targeting 9th graders and following them through transition.

Implementing Strategies and Promising Practices

Shared Data Systems and Online Tools

States acknowledged early in the PIE project that there was a lack of readily available, meaningful, and uniform data and information across state systems. To comply with state or federal regulation requirements and to inform legislators or other stakeholders, state consortia in Alaska, California, Iowa, Missouri, New York, Tennessee, and Wisconsin focused on improving data sharing between agencies and increasing access to employment tools for individuals and families.

Data collection systems: With input from Wisconsin's consortium and Protection and Advocacy Organization, the Wisconsin Department of Workforce Development created a sub-minimum wage electronic data collection system in 2014.

Data Dashboards: California's consortium launched the California Data Dashboard in 2014. The Data Dashboard contains information including the California employment rate and average monthly earnings. In addition, Iowa's consortium developed an employment data snapshot, and TennesseeWorks developed a Data Dashboard.

Shared data systems: New York's consortium also supported the development of the New York Employment Services System (NYESS), a system for those seeking employment and employment supports as well as those interested in outcome data.

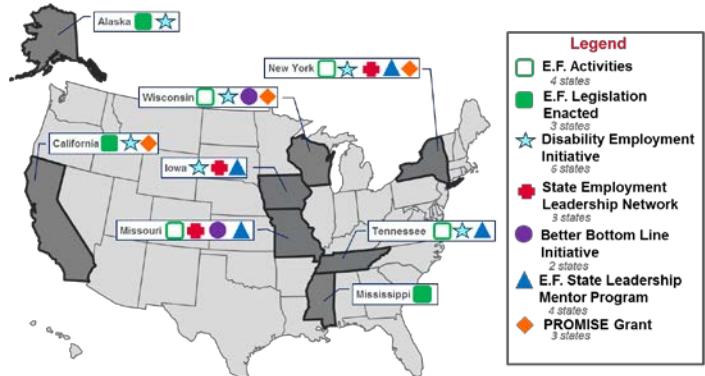
Online tools and resources: NYS PIE also launched the MyPathNY.org web-based tool (see Family Engagement) and an accompanying financial literacy and benefits calculator in 2016; and Alaska began testing its Disability Benefits 101 calculator in September 2016. Consortia developed and disseminated project materials using project specific websites in Mississippi, Missouri, Tennessee, and Wisconsin, or existing organization or agency websites in Alaska, California, Iowa, and New York.

Continuing to Support Competitive Integrated Employment

Other Initiatives

In addition to the PIE project, several other initiatives are underway that support improving employment outcomes for youth and young adults with I/DD.

Figure 1: Partnerships in Employment States Participating in Other Initiatives to Support Employment for Youth with I/DD



Sustainability Beyond PIE

AIDD funding ended for California, Iowa, Mississippi, Missouri, New York, and Wisconsin in September 2016, and in September 2017 for Alaska and Tennessee. Sustainability beyond PIE focuses on state activities that continued beyond September 2016 for the 2011 grantees and will continue beyond September 2017 for the 2012 grantees.

Ongoing relationships: Through their consortium and coalition meetings, states developed strong partnerships with state agencies and other entities. All states acknowledged the PIE grant resulted in strong cross-agency relationships that did not exist before the project, and that would continue after grant funding.

Sustainability Planning: Towards the end of their grant funding periods, the 2011 state consortia identified strategies to sustain their project outcomes, engage consortium members, monitor the effectiveness of best practice models, and identify ways to continue collaborative work beyond grant funding. For example, Iowa made plans and established its consortium as a private non-profit organization with an expanded scope that includes community integration. In addition, California developed a 2015-2016 Strategic Implementation Plan and Draft Continuity Plan that included plans for members to continue the work after

the grant. California also identified activities to continue after the grant, including conducting Community Conversations, creating a database for members to connect with one another, and maintaining the Data Dashboard and a website with CECY resources. Several states, including Wisconsin, planned to leverage partnerships with existing entities to ensure that project efforts continued, such as the Wisconsin Transition Improvement Grant adopting the Let's Get to Work parent trainings and other resources.

Sustained PIE activities: In the year following the end of their grant, the 2011 states implemented their sustainability plans and selected specific PIE activities to continue or finalize after the grant. For example, NYS PIE continued to expand content, improve accessibility, and distribute folders for MyPathNY.org. NYS PIE also supported the continued expansion of Project SEARCH™ in New York and added a new Project SEARCH™ tracking tab to NYESS. Iowa's consortium established the non-profit, and procured five contracts to continue to improve employment outcomes after the grant

Model Demonstration Projects after grant funding: In addition, several 2011 states' model demonstration project sites continued in the year following PIE grant funding. For example, the MSPE pilots, Gathering Grounds and Building Opportunity for Learning and Transition Success (BOLTS), continued to conduct and disseminate best practices to other non-pilot schools after grant funding. Missouri's Show-Me-Careers Pilot Communities began to develop employment consortia to support employer engagement. Wisconsin's Let's Get to Work pilot sites also sustained work, and occasionally contacted LGTW members for mentoring.

Sustained shared work with PIE partners: The 2011 states also followed through on plans to continue PIE-related work through their consortia's PIE partners. For example, the Arc of Mississippi, the Mississippi Department of Rehabilitation Services and the Institute for Disability Studies coordinated a grant from the Mississippi Council on Developmental Disabilities employment team to develop a state-specific job coach training curriculum. The Mississippi Department of

Rehabilitation Services also continued to develop a mentorship pilot for youth enrolled in post-secondary education. Additionally, The University of Southern Mississippi continued to develop and publicize an undergraduate disability concentration.

Sustained websites and resources: In the year after the grant, 2011 states also updated or maintained their consortia's web pages as a record of PIE work and resources. For example, CECY assigned maintenance of the CECY website to a CECY partner.

2012 states' sustainability plans: In the final year of the grant for the 2012 states, Alaska and Tennessee identified project activities to sustain. TennesseeWorks developed a self-sustaining Think Employment! Summit, and created a website for the state's Hire My Strengths social media campaign. TennesseeWorks also signed a new contract with the state's Department of Education to expand upon the previously developed professional development portal on transition. Since TennesseeWorks formed before the PIE grant, the consortia expects to continue operating after the grant and plans to sustain the TennesseeWorks website without PIE grant funding. In addition, AIEI planned to sustain project activities by leveraging partnerships with existing entities. For example, AIEI merged the consortia with the Governor's Council on Disabilities and Special Education's Employment and Transportation Committee, since there were already overlaps in membership. Also, AIEI planned to continue working with the Alaska Mental Health Trust Authority to ensure that project efforts continued.

Although funding from the Administration on Intellectual and Developmental Disabilities for the Partnerships in Employment project ended for these eight states, many project activities and relationships will continue beyond the project. Systems change takes many years to see the intended impact, yet, through this project and increased collaboration across state agency partners, state systems have transformed to support youth and young adults with I/DD to improve competitive integrated employment outcomes.

Table 2: Partnerships in Employment State Consortia and Grant Funding Period

State	Consortium	Grant Funding
Alaska	Alaska Integrated Employment Initiative (AIEI)	2012 to 2017
California	California Employment Consortium for Youth and Young Adults with I/DD (CECY)	2011 to 2016
Iowa	Iowa Coalition for Integrated Employment (ICIE)	2011 to 2016
Mississippi	Mississippi Partnerships for Employment (MSPE)	2011 to 2016
Missouri	Show-Me-Careers	2011 to 2016
New York	New York State Partnerships in Employment (NYS PIE)	2011 to 2016
Tennessee	TennesseeWorks Partnership (TennesseeWorks)	2012 to 2017

Selected State Accomplishments

Alaska Integrated Employment Initiative (Alaska, 2012-2017)

Employment First bill signed in 2014: AIEI educated legislators and had a strong legislative champion for the bill.

State partnerships: AIEI collaborated with the Alaska Mental Health Trust Authority and the Governor's Council on Disabilities and Special Education on several activities to support CIE.

Distance-delivery options: AIEI has increased the ability of individuals from all parts of the state to participate in consortium meetings and trainings, including rural areas. The National Director for Project SEARCH™ commended distance-delivery as a best practice to be shared nationally.

California Employment Consortium for Youth and Young Adults with I/DD (California, 2011-2016)

Employment First bill signed in 2013: CECY educated and informed legislators on issues such as funding and supported community implementation by Regional Developmental Disabilities Offices.

Data dashboard: CECY "Data Nerds" Workgroup developed a platform that synthesizes and displays employment data from various state and national sources.

Shared promising practices from pilot sites: CECY developed 10 LECT highlight briefs, which outline the promising practices LECTs used in the first two years of their work.

California State Blueprint for Competitive Integrated Employment: CECY's work laid the foundation for essential interagency understanding and communication for developing the Blueprint. CECY contributed best practices and recommendations toward future implementation.

Community Conversations: Each LECT held Community Conversations modeled after Tennessee's and Wisconsin's best practices.

Iowa Coalition for Integrated Employment (Iowa, 2011-2016)

Rate restructuring: PIE pilot sites provided feedback to Iowa Medicaid Enterprise and Vocational Rehabilitation Services.

Memorandum of Agreement: Effective November 2014, Iowa Vocational Rehabilitation Services implemented a MOA with Department of Human Services to be the payer of first resort for job candidates eligible for both programs.

Engagement with case managers and care coordinators: ICIE project staff hosted two statewide meetings focusing on the importance of case managers and care coordinators in the implementation of CIE, and hosted a statewide focus group to develop an Employment First Guidebook for case managers and care coordinators.

Non-profit: The ICIE Core Group established the Iowa Coalition for Integration and Employment 501 c(3) non-profit to continue and broaden the focus of ICIE's work after PIE.

Mississippi Partnerships for Employment (Mississippi, 2011-2016)

Mississippi Competitive Employment Act signed in 2015:

Legislative awareness efforts from MSPE members, including awareness sessions, led to an Executive Order and legislation.

Increased Community Employment: Mississippi consortium member agencies participated in planning three annual EmployAbility Job Fairs with over 400 applicants receiving 88 job offers from 46 employers. Pilot projects at two school districts helped 55 students achieve community employment and serve as models for other schools.

Self-advocate involvement: Secondary students with disabilities hosted employment-focused activities at The University of Southern Mississippi as part of National Disability Employment Awareness Month. A self-advocate began a video series highlighting self-advocacy activities called "Chit Chat Thursday with Taylor."

Show-Me-Careers (Missouri, 2011-2016)

Capacity Building: Show-Me-Careers and several state agencies co-hosted Missouri Transition Capacity Building Institute for Pilot Communities and other state organizations.

Guiding Principles: Engaged Pilot Communities in monthly webinar series focused on community-to-community conversations to improve local policies and practices related to the Guiding Principles.

Family Engagement: Collaborated with the Missouri Family-to-Family Resource Center and the National Supporting Families Community of Practice to develop and disseminate the LifeCourse Daily Life and Employment Packet. Family-to-Family also provided assistance to Pilot Communities planning to implement the packets, and trained special education coordinators on implementation.

New York State Partnerships in Employment (New York, 2011-2016)

MyPathNY.org: NYS PIE developed an online tool that provides a single resource to assist transition-aged youth towards a path to employment, focusing on connections to appropriate services and supports. The site provides access to basic information, elevates the conversation and expectations around employment, and provides information on how to connect with local contacts at appropriate state agencies. NYS PIE also developed a financial literacy and benefits calculator for MyPathNY.org.

CESP certification: NYS PIE collaborated with NYS APSE to compensate the exam cost for supported employment agency personnel completing the CESP certification.

Exiting credentials: NYS PIE supported the release of two new high school exiting credentials that emphasized employment readiness and career training, and expanded the availability of one of these (the CDOS credential) to all students.

Video series: NYS PIE developed videos featuring businesses that have hired individuals with disabilities. The videos are part of an ongoing initiative to encourage conversations between businesses about increasing inclusive hiring practices.

TennesseeWorks Partnership (Tennessee, 2012-2017)

Modified post-secondary education policy: TennesseeWorks supported reducing the course load standard to 12 hours as set by institutions for individuals without disabilities.

Parent Survey: TennesseeWorks established three Family Coalitions. It also engaged over 2,400 parents from nearly every county in the state in a survey about parental expectations.

Business case presentations: TennesseeWorks offered 58 presentations highlighting reasons why employers should hire individuals with disabilities to 1,753 attendees in 58 of the state's 95 counties.

Contract with Department of Education: TennesseeWorks secured a series of contracts with the Department of Education to develop a transition manual and comprehensive online professional development portal.

Let's Get to Work (Wisconsin, 2011-2016)

Increased Employment Rate of Pilot Youth: The employment rate of Let's Get to Work students with paid jobs in their community tripled after one year from five to 18 individuals.

Pay for Performance Bill passed: This bill included General Purpose Revenue funding for the Department of Public Instruction to grant incentive payments to school districts for individuals who have successful post-school outcomes according to Indicator 14 data.

PROMISE and TIG: Best practices from the LGTW project adopted by other Wisconsin projects including the Promoting Readiness of Minors in Supplemental Security Income (PROMISE) grant and the Statewide Transition Improvement Grant (TIG).



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For more information on The Lewin Group Partnerships in Employment Evaluation, contact PIE-EVAL@Lewin.com.