

# Administration on Intellectual and Developmental Disabilities Partnerships in Employment Systems Change Project Cross-State Profile



## What is the Partnerships in Employment Project?

**5-year grant awarded to 14 states:** The Administration on Intellectual and Developmental Disabilities (AIDD) awarded funding to eight states in 2011 and 2012, and six states in 2016: *District of Columbia, Hawaii, Kentucky, Massachusetts, South Carolina, and Utah.*

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

**States form consortiums:** The six 2016 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, employers, providers
- ▶ **State Level:** Developmental Disabilities Agency, Vocational Rehabilitation Agency, State Education Agency, State Developmental Disabilities Council, other state agencies

**AIDD contractors perform project evaluation and provide technical assistance:** The Lewin Group is conducting a comprehensive, longitudinal evaluation and the Youth Employment Solutions (YES)! Center is providing training and technical assistance to states.

## Cross-State Profile: October 2016 – August 2018

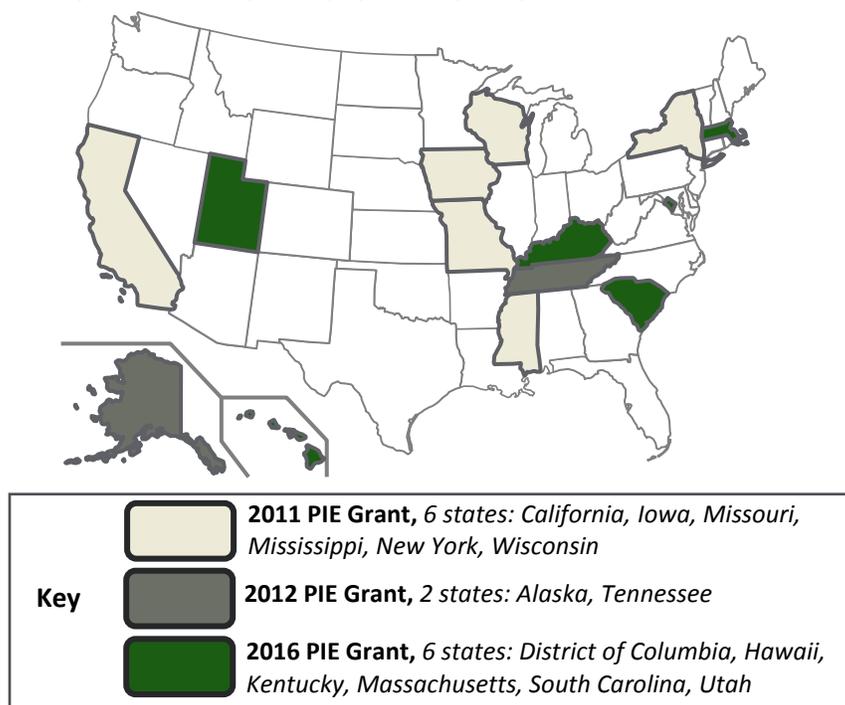
### Overview

The Partnerships in Employment (PIE) Cross-State Profile for the 2016 states highlights cross-state activities, outputs, and outcomes from October 2016 through August 2018.

#### 2016 PIE Consortiums:

- District of Columbia Learners and Earners (DC L&E)
- Hawaii Jobs Now Partnership (Hawaii JNP)
- KentuckyWorks
- Massachusetts Partnership for Transition to Employment (MPTE)
- South Carolina Employment First Initiative (SCEFI)
- Utah School to Work Interagency Transition Initiative (USWITI)

Figure 1: Partnerships in Employment Projects by State



## Policy Development

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### State and Federal Policies and Initiatives

During the first two years, states supported both federal and state-level policies that would advance CIE. All states engaged in activities to support the implementation and alignment of their PIE projects with the Workforce Innovation and Opportunity Act (WIOA). For example, states engaged in implementation strategy discussions through work groups, incorporated WIOA pre-employment activities into their pilot programs, and presented and participated in webinars to increase awareness and education on WIOA requirements. In spring 2018, South Carolina received a WIOA grant to provide disability training on accessibility and inclusivity. The grant will allow SCEFI to connect with the disability community and spread awareness of available services. DC L&E, Hawaii JNP, KentuckyWorks, MPTE, and SCEFI supported the implementation of state Achieving a Better Life Experience (ABLE) accounts. ABLE accounts create tax-advantaged savings accounts for individuals with disabilities. For example, DC ABLE accounts went live in spring 2017 and the South Carolina ABLE Savings Program launched in fall 2017. DC L&E increased awareness by conducting presentations at partner agency meetings and by drafting a policy update to require providers to support people opening an ABLE account. States also held webinars, created blog posts, held presentations, and provided input to ABLE legislative groups. DC L&E, Hawaii JNP, KentuckyWorks, SCEFI, and USWITI were also involved in the revision of their state Home and Community Based Services (HCBS) waiver programs.

### Employment First Policy

All states supported Employment First policies, which makes employment the first and preferred option for individuals with I/DD. MPTE passed Employment First legislation prior to the PIE project. DC became an Employment First state in 2012 but does not have an Executive Order or legislation. Hawaii JNP, KentuckyWorks, and SCEFI pursued Employment First legislation or Executive Orders. During the April to August 2017 reporting period, Hawaii JNP drafted an Executive Order and analyzed Employment First Executive Orders from other states. During the September 2017 to February 2018 reporting period, the governor of Hawaii

and the mayor of Honolulu signed a Disability Employment Month proclamation and endorsed making Hawaii an Employment First state. Hawaii JNP continues to advocate for the passage of an Employment First Executive Order. KentuckyWorks assisted with the development of an Executive Order that was submitted during the period of the PIE grant. After the submission of an Employment First Executive Order in spring 2017, the governor of Kentucky created Work Matters. Work Matters is a cabinet-level group working to increase employment outcomes, with a disability sub-committee. In May 2018, the governor of Kentucky signed the Employment First Executive Order, which established the Human Development Institute of the University of Kentucky, KentuckyWorks' lead PIE agency, as the lead of the Employment First Council. In April 2017, two South Carolina state representatives introduced legislation for the South Carolina Employment First Study Committee. In May 2018, the South Carolina Employment First Initiative Act was signed into law, which will form a temporary study committee to evaluate the need for legislation to support policies for CIE.

### **State Highlight: March 2018-August 2018**

*In March 2018, the governor of Kentucky signed an Employment First Executive Order, which established an Employment First Council that includes KentuckyWorks organizations, people with I/DD, families, and employers.*

### Leverage Grants or Initiatives

All states leveraged funds or initiatives to improve CIE outcomes for youth and young adults with I/DD. As of August 2018, DC L&E and KentuckyWorks are leveraging resources from Think College. DC received technical assistance and KentuckyWorks received grant funding to promote greater knowledge of students, families, K-12 education systems, and institutions of higher education about quality higher education as a tool to improve outcomes for students with I/DD. During the April to August 2017 reporting period, Massachusetts received a Disability Employment Initiative (DEI) grant, funded through the Department of Labor, from the Rehabilitation Services Administration (RSA) for a Pathways for Youth project to increase youth transition services and provide trainings to local programs and agencies. As a result, MPTE recruited students for three non-PIE demonstration sites. During the September 2017

to February 2018 and March to August 2018 reporting periods, Hawaii received DEI grant funding as well. During the March to August 2018 reporting period, Hawaii JNP received the Statewide Family Engagement Centers grant, which will provide technical assistance and training to schools, families, and the Department of Education to implement and enhance family engagement policies and programs. Examples of other grants or initiatives PIE states participate in include DEI, the Employment First State Leadership Mentoring Program, No Wrong Door, Association of People Supporting Employment First (APSE), the National Community of Practice on Cultural and Linguistic Competence in Developmental Disabilities, and the State Employment Leadership Network.

### **State Highlight: March 2018-August 2018**

*Hawaii JNP received the National Governors Association Learning Lab grant. Through this grant, Hawaii JNP sent a team of representatives to the Learning Lab in Wisconsin to learn more about Employment First best practices and to develop Employment First programs in Hawaii. The Hawaii Governor's Office also began attending Workforce Solutions meetings.*

## **Program Development and PIE Model Demonstration Projects**

### **Alternative Certificates, Diplomas, or Curriculum**

DC L&E, Hawaii JNP, KentuckyWorks, MPTE, and SCEFI are working to change the education environment to better support individuals with I/DD by pursuing initiatives related to alternative certificates, diplomas, or curriculum. After South Carolina passed legislation to create a uniform, state-recognized credential, SCEFI supported the creation and implementation of the South Carolina High School Credential. This credential creates a state-recognized certificate for eligible students exiting high school without a diploma and who meet work experience and coursework requirements. Many states are in the exploration stage of the process to create alternative certificates, diplomas, or curriculum. For example, DC L&E discussed alternative diplomas/certificates through the Secondary Transition Community of Practice and began collaborating with agencies implementing self-advocacy curricula.

Commonwealth Corporation, a MPTE partner, has been implementing Signal Success, an innovative soft skills curriculum for all youth in Massachusetts, including those with I/DD. Commonwealth Corporation found that, as a result of participation in the curriculum during the school year, students with I/DD are able to successfully participate in the summer work program for all youth.

### **Post-Secondary Education**

DC L&E, KentuckyWorks, MPTE, and SCEFI are improving state post-secondary education opportunities. As mentioned above, DC L&E and KentuckyWorks are leveraging resources from Think College to build post-secondary education opportunities for individuals with I/DD. KentuckyWorks project partners are also involved in creating a dual enrollment pilot program for youth with I/DD to pursue post-secondary classes while in high school. KentuckyWorks also began to update the College and Career Accountability measures. MPTE participated in the Massachusetts Inclusive Concurrent Enrollment Initiative, which provides dual enrollment opportunities for students with I/DD to participate in an inclusive post-secondary education experience. SCEFI began to develop a resource guide about post-secondary training opportunities for youth with I/DD.

### **State Highlight: March 2018-August 2018**

*In May 2018, KentuckyWorks hosted a statewide post-secondary education Community Conversation. The Community Conversation was held in three locations and about 100 individuals attended. As a result of the Community Conversation discussions, KentuckyWorks created an action plan with implementation strategies, including an informational brochure on post-secondary options and funding sources for financing post-secondary education.*

## Employment or Self-Advocacy

All states pursued strategies to engage youth and young adults with I/DD through pilot projects, consortium or coalition meetings, or other community events. DC L&E created a community life engagement pilot project and a People Planning Together for Employment curriculum, which is a group Discovery curriculum for people with I/DD and is led by people with I/DD who have an employment history. Hawaii JNP began inviting self-advocates to JNP Executive Council meetings and conducted interviews with self-advocates.

KentuckyWorks staff led the Kentucky Peer Support Network Project, which fosters relationships by creating a peer support group of students with and without I/DD. SCEFI implemented three youth peer support groups focused on employment and provided trainings on self-advocacy and disability rights. USWITI collaborated with the Utah Developmental Disabilities Council and the Utah Parents Center to develop the SHIFT self-advocacy training program. SHIFT is a training course for both parents and youth with I/DD to learn self-advocacy skills together.

### State Highlight: March 2018-August 2018

*USWITI partnered with the Developmental Disabilities Council on “Take Your Legislator to Work Day”. The purpose of the campaign is to invite a legislator to visit youth with disabilities at their place of employment. The campaign will be part of Disability Employment Awareness Month activities in October 2018. However, youth will also be encouraged to invite legislators to visit them at any time during the year.*

## Improve or Enhance Existing Programs

Some existing state programs do not promote or incentivize CIE opportunities for youth and young adults with I/DD. As a result, all states pursued various strategies to enhance programs and improve employment outcomes. To improve or enhance existing programs, state consortium or coalition members collaborated with state agencies and other community partners. DC L&E introduced a required employment conversation for all Developmental Disabilities Administration (DDA) intakes. Hawaii JNP partnered with Project SEARCH™ to identify gaps in cross-agency services, and with the University of Hawaii to provide

benefits planning services and soft-skill trainings to Summer Youth Employment Project participants before job placement. USWITI collaborated with the Department of Vocational Rehabilitation and Department of Workforce Services to provide a webinar training to vocational rehabilitation counselors.

## Increase or Build Program Capacity

All states focused on improving programs and increasing the amount of qualified workers able to provide services to individuals with I/DD. States conducted provider trainings, presented at employment conferences, provided technical assistance to community-based providers, and promoted their respective PIE program to local community agencies. DC L&E provided 40 hours of Association of Community Rehabilitation Educators (ACRE) training 28 ACRE trainers and sponsored a webinar training series on Employment First strategies. KentuckyWorks held Community Conversations and created implementation teams that take action on ideas presented at Community Conversations. KentuckyWorks also held a train-the-trainer event on family engagement curriculum. Hawaii JNP planned family engagement trainings using LifeCourse tools. MPTE offered an Employment Support Training Series, a Social Security Work Incentives Training, and a self-determination training. SCEFI offered five Disability Benefits and Employment workshops between March and August 2018 and held three Employment First trainings. USWITI launched a series of webinars to provide pilot program teams with training and technical assistance. The webinars are held every other month for an average of 40 attendees.

### State Highlight: March 2018 to August 2018

*DC L&E organized and held a “Breaking the Barriers to Employment” World Café in July 2018. Attendees included service providers, DC L&E staff, family members of youth and young adults with I/DD, and self-advocates. During the World Café, attendees reviewed the current state of employment in DC for people with I/DD and engaged in discussions and heard presentations on creating successful employment outcomes, including strengthening the workforce, engaging families, and working within systems surrounding employment.*

## Model Demonstration Project

DC L&E, Hawaii JNP, SCEFI, and USWITI formed statewide PIE model demonstration projects. DC L&E's People Planning Together for Employment curriculum has been used to train 20 young adults with I/DD and seven staff members. DC L&E created two pilot sites at two Employment Readiness programs and one pilot site at DC's Summer Youth Employment Program. During the first year of the pilot program, SCEFI saw a significant increase in students' employment experiences from the previous year. There are a total of four pilot programs with 106 students involved. SCEFI also revised the pilot to focus on fundamental collaboration barriers at the local level, including ensuring teachers understand available services and how to make referrals. USWITI had three active pilot sites prior to the PIE grant and has implemented six pilot sites since the beginning of the PIE grant. USWITI holds Customized Employment trainings, parent meetings, on-site visits, and monthly meetings with pilot teams. So far, 11 students have gained CIE and five students have completed internships. Between March and August 2018, three students were offered full-time employment after completing "summer only" internships. Hawaii JNP launched its pilot program in June 2018 and identified the Leeward School District as the site of the pilot based on stakeholder recommendations. Hawaii JNP began recruiting participants and conducted the first pilot training, which was attended by five families for a total of six attendees. The pilot will include parent workshops, parent engagement activities, and pre-employment activities with students, such as workplace readiness, skills training, self-advocacy training, and work-based learning experience.

### **State Highlight: March 2018-August 2018**

*Hawaii JNP launched the pilot program in June 2018 and began recruiting participants by distributing flyers at JNP's meetings with Division of Developmental Disabilities case managers and Vocational Rehabilitation counselors. Due to a stall in recruitment, JNP refined recruitment strategies to include filming a YouTube video, creating gift card incentives, hosting parent nights, distributing pilot information at a parent conference, and posting pilot information in a parent newsletter. So far, JNP has recruited four families to the pilot program.*

## Relationship Building

### Collaboration Progress, Highlights, or Achievements

States built and strengthened cross-agency partnerships through statewide consortiums or coalitions. States held regularly scheduled meetings to bring partners and stakeholders together from across the state. All state consortiums held meetings during the first two years of the PIE grant. Many states included similar agencies as consortium members, such as the Department of Developmental Disabilities, Department of Education, Department of Vocational Rehabilitation, Developmental Disabilities Council, or Department of Workforce Development, among others. DC L&E, KentuckyWorks, SCEFI, and USWITI attended meetings of other partner agencies to promote their PIE consortiums. DC L&E does not hold a meeting specifically for DC L&E to minimize the amount of meetings that stakeholders and agency representatives have to attend. Instead, DC L&E attends existing agency or community meetings and presents on PIE. DC L&E, SCEFI, and USWITI also engage consortium members in other groups, such as Communities of Practice or the state APSE chapter.

### Stakeholder Attitudes and Awareness

All states conducted activities to increase stakeholder awareness and understanding of employment for individuals with I/DD. States met with stakeholders at meetings, shared employment success stories, developed conference presentations, conducted trainings, and released PIE program progress through media outlets. In 2017, the governor of Hawaii and mayor of Honolulu designated October as Disability Employment Awareness Month. Through the Workforce Solutions Work Group, Hawaii JNP had a central role in drafting and submitting two separate proclamations to the governor of Hawaii and mayor of Honolulu. During the September 2017 to February 2018 reporting period, SCEFI wrote a blog post on the SCEFI PIE project for the Administration on Community Living (ACL) Profiles in Integrated Employment Blog Series. DC L&E created a press release in May 2017 to announce the DC L&E partnership. MPTE conducted a series of Bellwether interviews with key informants to learn about strategies, tools, and resources that could inform their PIE project. Bellwether interviews

are a research method used to determine influential leaders' viewpoints on policy issues and use interview strategies specific to leaders.

### **State Highlight: March 2018 to August 2018**

*South Carolina's #HireMeSC social media self-advocacy campaign exceeded its goal of featuring 100 young adults by the end of Year Two. The social media campaign featured 229 young adults with I/DD on their Facebook page and increased likes by 97, for a total of 903 likes.*

## **Parent and Family Engagement**

In addition to engaging state agencies, states also focused on engaging parents and families. USWITI and Hawaii JNP hosted family meetings and interviewed or surveyed parents to understand their needs. Hawaii JNP also added parents to their Executive Council. DC L&E, MPTE, and KentuckyWorks developed strategies to engage parents and families through designated work groups, such as the Supporting Families Community of Practice. MPTE created a Facebook group to engage families and held two informational webinars for families. KentuckyWorks held a family training, created a family engagement curriculum, and hosted a Family and Youth Community Conversation on how to reach more families and raise expectations.

## **Employer Engagement**

States recognize the importance of engaging employers to increase employment opportunities for youth and young adults with I/DD. As a result, several states have created employer networks, developed employer engagement strategies, and hosted events aimed at educating employers. Hawaii JNP and SCEFI created Business Coalitions with local employers. Hawaii also held a Reverse Job Fair and has plans to host a second event. DC L&E, SCEFI, and USWITI surveyed or met with local employers to assess needs and identify barriers to employment for youth and young adults with I/DD. SCEFI held 13 employer trainings for a total of 209 employees focused on the effective recruitment, hiring, and retention of individuals with I/DD. Employers included a restaurant, university, workforce development board, and manufacturers. SCEFI also began planning for the third annual Employer Summit and have doubled the sponsorships of the 2017 Summit. SCEFI's second

Employer Summit, which was held in October 2017, had double the sponsorships of the 2016 Employer Summit. SCEFI also held employer trainings on Americans with Disabilities Act (ADA) requirements and post-survey results showed that 96 percent of attendees felt that their knowledge on ADA requirements greatly increased. KentuckyWorks finalized a work plan for the Inclusive Community Project, which will engage employers by creating an employer credential for businesses that employ individuals with I/DD, developing an employment refresher course for employment specialists, and a training for welcoming and interacting with customers and coworkers with I/DD.

## **Data Systems and Employment Tools**

### **Shared Data Systems**

Several states developed plans or held discussions to develop uniform shared data systems. To comply with state and federal regulation requirements and to educate legislators and other stakeholders, several states focused on creating employment tools to build on shared data systems. Hawaii JNP and USWITI developed data sharing agreements. Hawaii JNP, KentuckyWorks, and USWITI developed or conducted surveys to collect employment data and student outcomes data. DC L&E developed a resource portal for cross-agency sharing of resources, including state and community services, and some data sharing agreement. KentuckyWorks staff trained school personnel for the Youth One Year Out Survey, a survey that collects post-school outcomes for youth with Individualized Education Programs a year after they complete high school. This training was held through four webinars for school personnel, two webinars for data collectors, and four webinars for returning data collectors. KentuckyWorks also facilitated a data sharing agreement between the Kentucky Department of Education and the Office of Vocational Rehabilitation (OVR) that allows OVR to access student progress records for students with I/DD who receive OVR-funded Pre-Employment Transition Services (Pre-ETS).

## Documenting and Disseminating Resources

All states created resources to disseminate online to stakeholders, explored online resource delivery modes, or continued work on existing online resources. SCEFI expanded the Hire Me SC campaign to reach more stakeholders and created a new website with employment success stories and resources for job seekers. SCEFI promoted awareness of the new campaign by creating a general outreach card and renting 29 billboards statewide showing people with disabilities engaged in employment. DC L&E, Hawaii JNP, KentuckyWorks, SCEFI, and USWITI created informative materials about their PIE projects or other disability employment-related topics to disseminate to stakeholders or consortium members. For example, DC L&E partnered with other agencies and initiatives to develop a Discovery and Planning toolkit, a DC version of Charting the LifeCourse: Daily Life and Employment Guide, a three-part Advocacy Guide, and a People Planning Together for Employment trainer guide. KentuckyWorks began developing training modules on employment outcomes and transition services for youth with I/DD. KentuckyWorks also creates reports after each Community Conversation and Statewide Transition Summit. The reports detail conversation topics, identified barriers, solutions, and attendee demographics. The reports are disseminated via email and the KentuckyWorks website to attendees and stakeholders. USWITI created a School to Work Flyer and several tracking documents for the USWITI pilot program. Hawaii JNP created a brochure and a fact sheet that were disseminated to JNP Executive Council members, Workforce Solutions Work Group members, and stakeholders interviewed by JNP, among others.

### **State Highlight: March 2018-August 2018**

*MPTE created a summary document outlining key Bellwether interview findings that will inform the development of future PIE initiatives. Specifically, Massachusetts identified that collaboration between agencies is essential to effective transition supports, and that family expectations are influenced by an education system without alternative options. Massachusetts also identified areas of improvement and implementation gaps, which MPTE will use to determine its future project areas of focus.*

## Sustainability Efforts

### Sustainability Beyond the PIE Grant

Although states are still implementing PIE grant activities, states have begun to discuss sustainability and continuation of PIE activities. DC L&E joined the Cultural and Linguistic Competence Community of Practice to engage public and community PIE partners and build infrastructure to support youth and young adults with I/DD in DC. DC L&E also joined the RSA Transition Unit to provide direct training to staff, school professionals, and the youth they serve. In 2014, South Carolina established a coalition, South Carolina Disability Employment Coalition (SCDEC), to advance CIE before the state received the PIE grant. Many of SCEFI and SCDEC's activities overlap, and the coalition will help sustain PIE activities after the grant ends. SCEFI plans to continue the Employer Summit after the PIE grant and has been able to decrease the PIE funding needed for the Summit by leveraging relationships with employers and service providers. There is a proposal in progress for the Department of Education to fund the future Employer Summits. USWITI procured an evaluation contract with the Center for Persons with Disabilities at Utah State University. Utah's external evaluators and subject matter experts will work with School to Work sites with the goal of continuing the sites after the PIE grant ends.

## Selected State Accomplishments – October 2016 to August 2018

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### DC Learners and Earners

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#### **Disability Services Reform Amendment Act of 2018:**

The mayor of DC signed Bill 22-0154, the Disability Services Reform Amendment Act of 2018, to end civil commitment, require a formal grievance process for accommodations, and formalize supported decision making. DC L&E prepared self-advocates to testify at legislative hearings, created supporting documents, participated in amendment drafting sessions, and updated stakeholders on the bill's progress.

#### **People Planning Together for Employment Training**

**(PPTe) Curriculum:** DC L&E developed, piloted, implemented, and finalized a PPTe training curriculum. People with I/DD train others with I/DD on group discovery and DC L&E plan to continue the PPTe training after PIE funding ends.

#### **Developed LifeCourse materials, toolkits, and**

**Advocacy Guides:** DC L&E partnered with other initiatives and agencies to develop a DC version of the Charting the LifeCourse: Daily Life and Employment Guide, a Discovery and Planning toolkit, a three-part Advocacy Guide, and an Integrated Support Star.

### Hawaii Jobs Now Partnership

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**Disability Employment Awareness Month:** The governor of Hawaii and the mayor of Honolulu designated October as Disability Employment Awareness Month after Hawaii JNP and the Workforce Solutions Work Group submitted two proclamations.

**Business Leadership Network Oahu:** Hawaii JNP revived the Business Leadership Network Oahu chapter. JNP hosted monthly meetings with more than eight employers, held a reverse job fair, and are planning for an additional reverse job fair in October 2018.

**Employment First Endorsement:** Hawaii JNP revived an Employment First Executive Order and developed a strategy to submit the Executive Order to the governor. During the September 2017 to February 2018 reporting period, the governor and mayor endorsed making Hawaii an Employment First state. Hawaii JNP continues to advocate for the passage of an Executive Order.

### KentuckyWorks

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**Employment First Executive Order:** In May 2018, the governor of Kentucky signed an Employment First Executive Order. The Executive Order designates the Human Development Institute at the University of Kentucky, the PIE lead entity, as the administering entity for the Employment First Council.

#### **Training and Professional Development Modules:**

KentuckyWorks developed benefit training and professional development modules that are available on the KentuckyWorks website and will be available after the PIE grant ends.

**Community Conversations:** KentuckyWorks has held four Community Conversations in local communities with providers, self-advocates, employers, families, agency representatives, and parents to discuss employment needs and to identify solutions. KentuckyWorks created implementation task forces to develop initiatives based on solutions identified through each Community Conversation.

### Massachusetts Partnership for Transition to Employment

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**Pre-ETS:** MPTE reissued a Request for Response to expand the provider base for Pre-ETS. The number of students receiving Pre-ETS increased from 40 in fiscal year 2016 to 104 in fiscal year 2017.

**Provider Trainings:** MPTE increased provider capacity by supporting several provider training events. During the September 2017 to February 2018 reporting period, MPTE supported trainings for over 1,350 attendees. The trainings focused on self-advocacy, self-determination, and school to work transitions.

**Bellwether Interviews:** MPTE conducted Bellwether interviews with stakeholders to determine the current status of disability employment in Massachusetts and prioritize MPTE initiatives. MPTE created a Bellwether interview summary document that outlines top findings and priorities, including the importance of improved state and local agency collaboration and raising family expectations.

## South Carolina Employment First Initiative

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**High School Credential:** SCEFI advocated for changes to credential policies that promote the Employment First philosophy. After South Carolina passed legislation to increase flexibility in earning a high school diploma, SCEFI supported South Carolina's creation of the High School Credential for students with disabilities. Through SCEFI's involvement in the High School Credential, SCEFI has advocated for more work opportunities for students with I/DD and influenced the credential's implementation.

**#HireMeSC:** SCEFI launched the #HireMeSC social media campaign across Facebook, Instagram, and Twitter in March 2017. As of August 2018, the Facebook page had 903 likes, which surpassed the goal of 700 total likes, and had featured 229 young adults with I/DD, which surpassed the goal of 100 featured adults. Between March and August 2018, the Facebook page reached 878 people.

**Inclusion Works Employer Summit:** In October 2016, South Carolina held the first Inclusion Works Employer Summit for 71 employers and service providers. As a result, Verizon Wireless became an employer liaison and SCEFI built a Business Coalition for Employment of People with Disabilities within the state. South Carolina held the second Employer Summit in October 2017 with double the sponsorships of the October 2016 Employer Summit. South Carolina is planning the October 2018 Summit and have doubled the sponsorships of the October 2017 Summit. Utilizing service providers as vendors and promoting ticket sales has also helped support the costs of the event.

## Utah School to Work Interagency Transition Initiative

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**Model Demonstration Project:** USWITI had three pilot sites when the PIE grant began and developed six new pilot sites since October 2016. As of February 2018, 11 students have gained employment and five students have completed internships. USWITI also conducted trainings for School to Work teams and Parent Information Nights for parents of pilot participants.

**Data Tracking Tools:** USWITI developed several tools to track the progress of pilot participants. There is a student tracking sheet that School to Work teams use to track students' Discovery phases, a student outcomes chart, a student enrollment tracker, and a Student Timeline Tool.

**Data Tracking Contract:** USWITI finalized a contract with Utah State University's Center for Persons with Disabilities to track and evaluate progress and success of the School to Work project. The evaluation will be a formative process evaluation through quarterly meetings and will provide project leadership with information to ensure that project objectives are met.