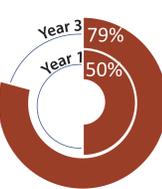


SHOW-ME-CAREERS

MISSOURI'S TRANSITION TO EMPLOYMENT COLLABORATIVE

PILOT COMMUNITIES

Collaborative teams in seven pilot communities are piloting and/or scaling up cross-system approaches related to the Guiding Principles. Each community receives funding and technical assistance through the Show-Me-Careers Consortium to improve employment outcomes for youth with I/DD.



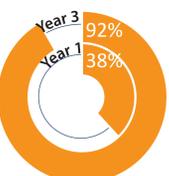
United Cerebral Palsy: The St. Joseph project is **integrating systems** by uniting local businesses and community resources to promote the employment of youth with disabilities. They are working together to provide information and training to youth and their families on planning for a smooth transition from school to work. As youth with I/DD are identified the community team refers to the local county Board and Regional Center for service coordination. Because of the interagency collaboration there is good communication between the agencies and individuals to prevent the individual from being lost in the system. Also the service coordination gives the individual and their family ongoing support and connection to community resources.

Access II has chosen to target **youth development** by teaching social and "soft" skills to participants in our Show Me Careers grant. The Independent Living Specialists have developed three, six session modules to present in participating schools in their catchment area. These modules, Self-Determination, Leadership, and Employment, focus on a variety of social and soft skills needed to be successful in getting and keeping employment.

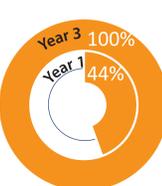


Learning Opportunities: This project has received training and technical assistance to enhance support to families and youth. They have utilized the Charting the Life Course model as a framework to develop and implement a Youth Leadership Academy that focuses on life and career planning. The Academy focuses not only on youth but providing support to **families**.

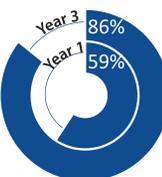
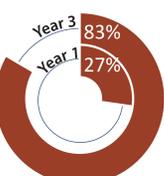
ACT has focused efforts on **business engagement** through a partnership with the local chamber of commerce. These partnership have led to the creation of the Columbia Employment Consortium which will sustain the business engagement activities of the pilot project. The group is developing fact sheets for local businesses so that service providers can have a unified message when speaking to the business community. They have also developed a website designed for sharing information with local businesses about ADA in the workplace. In addition, various transition events have been held for students, parents, and professionals to learn more about work, self-advocacy, and adult service providers.



Fort Zumwalt/St. Charles County is working to increase **business engagement** by hosting local events focused on educating more businesses on the benefits of hiring persons with disabilities. They have been collaborating with the local career center in these business outreach efforts. In addition, they have provided training to transition personnel in the schools with a focus on providing better service to employers and youth with disabilities.



LIFE is **integrating systems** by bringing together collaborative partners from local schools, career centers, vocational rehabilitation, local chamber of commerce, and businesses to discuss transition opportunities for youth. LIFE facilitated job matching meetings for junior-senior students that involved the local chamber, agencies that provide job supports, and special education teachers. In addition, a single-point of contact system was implemented for local employers to post job openings.



Platte County Pilot's core partners include representatives from multiple school districts. These districts have been working together to better coordinate and enhance early work experience opportunities in the region. To support this effort they have created a shared employer data base that allows them to share employer information and collaborate on the creation of **work experience opportunities** within their region.

Show-Me-Careers is funded through a grant by the U.S. Department of Health & Human Services, Administration for Community Living, Administration on Intellectual & Developmental Disabilities (AIDD).

Goal: Scale up effective practices that support the seamless transition from school to employment for youth and young adults with intellectual and developmental disabilities (I/DD). Show-Me-Careers focuses on improving the policies and practices that affect how smoothly young people with I/DD are able to move from high school to either jobs or post-secondary education. Our belief is that stronger collaborations among the systems that support youth and their families, at both the state and community levels, will lead to better employment outcomes for individuals.

Project: Show Me Careers is designed to address (a) the transition needs of the individual student, (b) the capacity of the community to support students, and (c) the capacity of a consortium of state agencies/services to support the communities and students. The project uses guiding principles, which when paired with the SELN model of high performing states create a solid foundation for systems change at both the community and state levels.

Evaluation: All pilot communities, as well as the state level consortium, participate in the evaluation. The evaluation of this project uses a rubric design that provides a framework for monitoring impact as well as building stakeholder capacity for data-driven results. By plotting multiple years of data on the rubric, areas of strength as well as challenges are easily interpreted and support data-driven community conversations.

GUIDING PRINCIPLES

structure the focus for systems change:

Career Planning and Early Work Experiences: Youth with disabilities who have access to person-centered career planning and early work experiences are more likely to achieve seamless transition to community employment;

Post-Secondary Education and Training: Students with disabilities who receive adequate academic and transition planning supports are prepared to succeed in post-secondary educational settings;

Employer Engagement / Business Partnerships: When employers are engaged as active partners in community school-to-career initiatives, outcomes for both employers and job seekers are improved;

Youth Development: Students who have the opportunity to build and demonstrate self-determination skills, including the capacity to both increase and leverage social capital, achieve better transition outcomes;

Family Involvement: When parents are actively involved in planning for their child's future, from the earliest years onward, employment and post-secondary education outcomes improve; and

Integration of Systems: Students who have access to an integrated system of supports are more likely to experience a seamless transition from school to career.

COLLABORATIVE SYSTEMS-LEVEL

change is aligned to the SELN model of high performing states. The core components of systems-level change are the following:

Strategic Goals and Operating Policies: statewide transition partners' mission, goals, and operating policies emphasize employment and postsecondary education as the preferred outcomes for youth and young adults with intellectual and developmental disabilities;

Leadership: Local and state-level administrators within state agencies and stakeholder organizations are champions for employment;

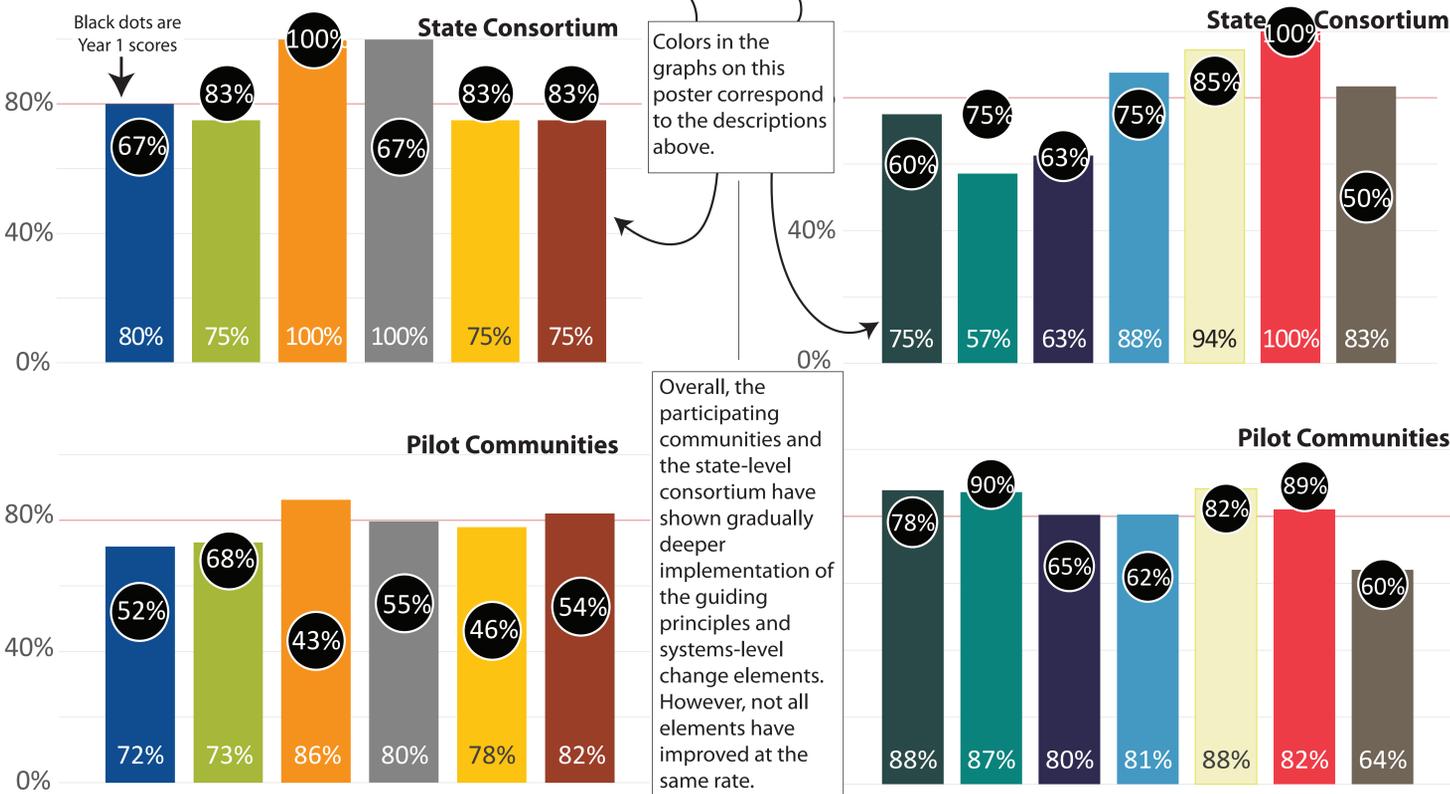
Funding Mechanisms: Funding mechanisms and contracts with providers emphasize employment for transition-age youth and young adults as the preferred outcome;

Training and Technical Assistance: There is a sustained and significant investment in training and technical assistance to support statewide goals regarding the transition from school to employment;

Interagency Collaboration and Partnerships: There is a shared statewide interagency responsibility and authority for coordinating transition services. Includes examples of memoranda of understanding drafted from various states;

Services and Service Innovations: State agencies work to create opportunities for providers, youth and young adults, and families to make optimal use of the resources available for transition to employment; and

Performance Measurement and Data Management: State agencies work to create opportunities for providers, youth and young adults, and families to make optimal use of the resources available for transition to employment.



BY THE NUMBERS

