

<b>Iowa Blueprint for Change Year 2 Work Plan</b>	
<b>Goal</b>	
Advance and improve systems so that lowans with disabilities have competitive integrated employment (CIE) opportunities that lead to economic security.	
<b>Objective 1</b>	
Establish and engage a coalition of diverse stakeholders to develop, pilot, refine, and implement collaborative systems change models that support lowans with disabilities who are employed or contemplating employment at subminimum wage to move into CIE.	
<b>Activity 1.1</b>	Utilize the Steering Committee and Collective, comprised of key stakeholders, to partner and advise IVRS throughout the project period with project development, refinement, evaluation, and implementation (Years 2 – 5).
<b>Activity 1.2</b>	Facilitate ongoing Steering and Collective team meetings, utilizing a Collective Impact framework, to develop and implement the CIE Blueprint and strategic action plans that identify and address: <ul style="list-style-type: none"> <li>• Critical issues and systemic barriers</li> <li>• Expectations for, and equitable access to, CIE for all working age lowans with disabilities, including all project services, across all regions of the State</li> <li>• Innovations and implementation methods</li> <li>• Service gaps</li> <li>• Risks and benefits related to CIE for lowans with disabilities</li> </ul> (Continued development of CIE Blueprint Year 2; ongoing refinement Years 3 – 5).
<b>Activity 1.5</b>	Develop a memorandum of understanding (MOU) with partners as needed throughout the remainder of project years (Years 2 – 5).
<b>Objective 2</b>	
Utilize the U.S. Department of Labor’s recognized Direct Support Professional Registered Apprenticeship (RA) and pre-apprenticeship (PA) programs as a model to recruit, train, and retain interested lowans with disabilities into CIE.	
<b>Activity 2.1</b>	Establish the statewide DSP Intermediary for RA & PA programs (Year 2)
<b>Activity 2.2</b>	Build core elements of inclusive RA/PA programs and Intermediary infrastructure (Year 2).
<b>Activity 2.3</b>	Identify and obtain necessary agreements with employers, schools, and organizations that will offer RA/PA programs (Year 2).
<b>Activity 2.4</b>	Identify related instructional components that align with defined competency areas (Year 2).
<b>Activity 2.6</b>	Recruit participants with disabilities to participate in RA/PA programs (Year 2). <ul style="list-style-type: none"> <li>• Assist participants in identifying and securing necessary services/supports including assistive technology (AT) to increase independence and remote service options.</li> </ul>
<b>Objective 3</b>	
Increase ongoing delivery of preparation, placement and support services that begin in early high school and result in uninterrupted transition to CIE for youth with disabilities.	
<b>Activity 3.1</b>	Utilize the established transition workgroup of diverse partners that will assist with youth pilot project development, refinement, evaluation, and implementation, including:



	<ul style="list-style-type: none"> <li>Assessing current resources, training, and practices related to supporting students with CIE (Years 2 – 5)</li> <li>Identifying opportunities for embedding best practice CIE within the Iowa Department of Education’s Specially Designed Instruction (SDI) (Years 2 – 5)</li> <li>Identify promising and emerging life skill practices and resources to assess and build participants’ ability to manage life skills areas and help inform the toolkit (Years 2 – 5)</li> <li>Identify and define critical elements, components, and parameters for replication (Year 5).</li> </ul>
<b>Activity 3.4</b>	Use identified exemplary services and practices in Iowa and nationally recognized best practices in the field to develop six replicable model projects that will provide empirical demonstration of effectiveness for employment preparation that link to obtaining and retaining CIE (Year 2 = 2 sites; Year 3 = 2 sites; Year 4 = 2 sites).
<b>Activity 3.5</b>	Develop information and resources for outreach to students and parents/guardians to raise awareness of CIE, promote informed decision-making, and address concerns (e.g., benefits planning; social inclusion; supported decision-making; and alternatives to guardianship; fair wages and hours; skills development; safe and healthy workplaces; and supports necessary success (Years 2 – 5).
<b>Activity 3.8</b>	Provide training, coaching, and technical assistance to demonstration sites and AEAs and evaluate the fidelity of implementation practices (Years 2 – 5). <ul style="list-style-type: none"> <li>Identify, secure, and utilize AT to increase independence and remove support options</li> <li>Assist program participants with identifying and security necessary services and supports</li> </ul>
<b>Activity 3.11</b>	Evaluate demonstration sites for critical core components and consider potential scale-up components and local context features for adaptation to new environments and refine model for replication (Years 2 – 5).
<b>Objective 4</b>	
Facilitate an increase in Iowans with disabilities with obtaining and maintaining CIE that leads to economic security.	
<b>Activity 4.1</b>	Engage workgroups of diverse partners to address planning, model development, resource development, piloting, refinement, evaluating, and implementing efforts (Years 2 – 5).
<b>Activity 4.2</b>	Assist Iowa 14(c) certificate holders with building and/or enhancing CIE models of service and provide technical assistance related to provider transformation (Years 2 – 5).
<b>Activity 4.3</b>	Continued development of information and resources for outreach to Iowans with disabilities and parents/guardians to raise awareness of CIE and the array of options of various pathways to CIE, to promote informed decision-making, and to address concerns (e.g. benefits planning; social inclusion; supported decision-making and alternatives to guardianships; fair wages and hours; skills development; safe and healthy workplaces; and supports necessary for success (Years 2 – 5).



<b>Activity 4.5</b>	Recruit program participants (prioritizing unserved/underserved lowans and equitable access from diverse geographical regions), identify and provide needed services and supports for obtaining and maintaining CIE that leads to economic security (Years 2 – 5).
<b>Activity 4.6</b>	Provide training, coaching, and technical assistance to expand equitable statewide access and build capacity of providers who deliver CE or IPS employment services to fidelity (Years 2 – 5).
<b>Activity 4.9</b>	Develop and disseminate information and resources that support self-employment and entrepreneurship opportunities for lowans with disabilities (Years 2 – 5).
<b>Activity 4.13</b>	Provide training and technical assistance to build capacity of IVRS, IDOE, MHDS Regions, and other key partners to increase understanding of, access to, and activity support of implementation of fidelity CIE (Years 2 – 5).
<b>Objective 5</b>	
Increase expectation and demand for CIE for all lowans with disabilities.	
<b>Activity 5.5</b>	Identify and offer training, resources, and technical assistance that will allow individuals with disabilities and their families to articulate their demand for CIE services/support as well as advocate for appropriate funding and policy changes (Years 2 – 5).
<b>Objective 6</b>	
Align public policies, funding, and practices that support CIE as the first and preferred outcome for all lowans with disabilities.	
<b>Activity 6.1</b>	IVRS will utilize the new tiered support model that focuses on building internal capacity across the State with effectively serving and supporting lowans with disabilities with moving into CIE (Years 2 – 5).
<b>Activity 6.2</b>	Work with Collective workgroups to develop, adopt, and implement an Iowa Employment First (E1st) policy that requires that CIE is the first and preferred outcome of publicly funded services for lowans with disabilities (Years 2 – 5).
<b>Activity 6.3</b>	Work with Collective workgroups to develop, adopt, and implement an Iowa Technology First (Tech1st) policy that expands access to technology for lowans with disabilities to increase independence and offers virtual support (Years 2 – 5).
<b>Activity 6.4</b>	Utilize the Collective workgroups and DEI subject matter experts to continue to develop, integrate, assess and refine a diversity, equity, and inclusion (DEI) plan that is incorporated into all project efforts and activities (Years 2 – 5).
<b>Activity 6.5</b>	Continue to build Iowa’s infrastructure to sustain ongoing training, TA, and fidelity for CE and IPS services (Years 2 – 5).
<b>Activity 6.7</b>	Utilize the community of practice (COP) to focus on the project’s activities and acts as a vehicle for communication and exchange of information for stakeholders (Years 2 – 5).

