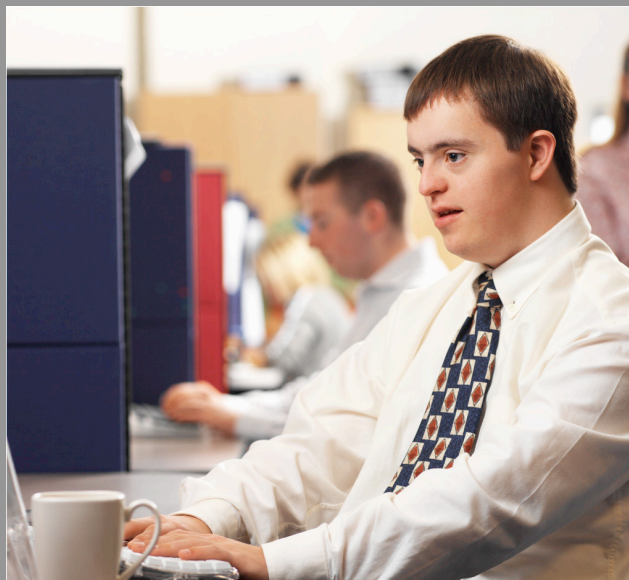


Wanting to Work

**Using the National Core Indicator and state data to understand
the employment status and the experience of
persons with Intellectual/Developmental Disabilities
served by the Public Mental Health System**

March 2014



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Background

This brief is one in a series of reports on findings from consumer interviews conducted in Michigan during 2012 as part of the National Core Indicators Program. The National Core Indicators (NCI) program, began in 1997 and is now used in over 35 states to provide a standardized way to measure and track indicators for persons with intellectual/developmental disabilities (I/DD) who are served by the public mental health system. There are NCI indicators in key areas of concern including: employment, rights, service planning, community inclusion, choice and health and safety.

In January 2013, Michigan convened an NCI Advisory Group, which worked in collaboration with the Developmental Disabilities Practice Improvement Team and the Quality Improvement Council to analyze Michigan data and to make recommendations. Several priority areas were identified: Person-Centered Planning, Health, Relationships, Living Arrangements and Employment. This brief addresses Employment.

The Indicators summarize the survey results from personal interviews with individuals with I/DD and the background information provided by the community mental health system. Areas of interest that are part of the interview include employment, rights, living arrangement, community inclusion, service planning, choice and health/safety. Information from these interviews is used to understand the experience and outcomes and to compare Michigan's outcomes to other states. The information is also used to identify areas for continued improvement in the delivery of public mental health services.

Analysis of the findings of the NCI resulted in identification of several areas of opportunity for improvement.

These include:

- Increasing individual's connections in their community and supporting their relationships with friends and family (decreasing feelings of loneliness)
- Improving employment outcomes
- Increasing the number of individuals who have and who exercise choice over where and with whom they live
- Improving the person-centered planning process, which in turn supports all of the above desired outcomes and experiences

Five briefs are planned to summarize NCI findings in the areas of: employment, living arrangements, person-centered planning, health/wellness and connecting with friends/family/community. The briefs are intended to generate discussion, as well as provide guidance and suggestions for activities that support improved outcomes and experiences for the individuals supported by the public mental health system. It is our hope that this information will be used to guide quality improvement initiatives and ultimately results in improved outcomes.

Employment Introduction

Employment/earning income is an important aspect of quality of life. People who work tend to:

- Meet people and expand their social networks. The support provided by co-workers can change someone's life experience from one of isolation to one of feeling part of a community
- Earn money and become taxpayers
- Feel productive and valued knowing that they are making important contributions
- Shape a personal identity
- Build a solid foundation to advance their goals and their future
- Develop new skills

The analysis and recommendations provided in this brief support existing efforts and offer ideas for improvements that will increase the rate of employment for individuals with intellectual and developmental disabilities (I/DD), consistent with their abilities and choices. Employment/earning income is an expected part of the person centered planning process for individuals with I/DD as noted in the BHDDA Employment Works! Policy.

The brief includes a summary of the data on employment status, preferences and service statistics. The workgroup identified, and the report includes, a list of the barriers and difficulties to increasing employment, recommendations for best practice, examples of successful models, and identifies links to additional resources.

Change requires local analysis, targeting relevant barriers and acting on the best information. Best practice models identified in Michigan and the country show that employment can be increased. Success occurs when the community mental health system works with multiple engaged stakeholders and the broader community.

Keys to increasing employment for persons with I/DD:

- Plan for and involve multiple stakeholders (individual, family, service providers, employers, state agencies, local community)
- Engage students and families, beginning at age 14
- Maintain sustained focus and efforts
- Build interagency cooperation and collaboration
- Use benchmarks and data driven decisions to improve outcomes

More detailed information about best practices can be found beginning on page 12.

Each of us (the individual, family and friends, supports coordinators, business owners and associations, CMHSP/PIHP leadership, staff at the MI Department of Community Health (MDCH), and legislators) has a role to play. There are opportunities and actions that can contribute to increasing the number of persons who are earning an income, are employed in integrated settings, and are engaged in meaningful relationships and activities.

The Data Story

The employment results from the NCI surveys and related data from MDCH are provided in the following six tables. Additional results from the NCI survey can be found at: www.nationalcoreindicators.org.



Table 1: Competitive Employment Status of Adults with I/DD (Source: MDCH)

Competitive employment definition 2010-1012 was work (part-time or full-time) in the community that anyone can apply for and pays at least minimum wage

	FY 2010			FY 2011			FY2012		
	Total Number of DD Adults Employed	Total Number of Adults with DD (includes DD&MI) Served	%	Total Number of DD Adults Employed	Total Number of Adults with DD (includes DD&MI) Served	%	Total Number of DD Adults Em- ployed	Total Number of Adults with DD (includes DD&MI) Served	%
Access Alliance	124	1,244	9.97	128	1,261	10.15	129	1,284	10.05
CMH Affiliation of Mid-Michigan	175	1,911	9.16	208	1,965	10.59	206	2,044	10.08
CMH for Central Michigan	144	1,251	11.51	111	1,242	8.94	89	1,237	7.19
Detroit-Wayne	189	6,161	3.07	216	6,659	3.24	216	7,077	3.05
Genesee	66	1,411	4.68	90	1,497	6.01	88	1,522	5.78
Lakeshore Affiliation	146	1,290	11.32	119	1,305	9.12	123	1,341	9.17
Lifeways	37	487	7.60	35	583	6.00	31	595	5.21
Macomb	122	2,309	5.28	116	2,371	4.89	135	2,503	5.39
network180	191	1,841	10.37	164	1,879	8.73	154	1,939	7.94
NorthCare	73	1,208	6.04	73	1,208	6.04	79	1,264	6.25
Northern Affiliation	167	1,112	15.02	171	1,133	15.09	168	1,149	14.62
Northwest	104	930	11.18	94	938	10.02	78	963	8.10
Oakland	649	3,557	18.25	447	3,790	11.79	466	3,891	11.98
Saginaw	92	773	11.90	68	763	8.91	43	796	5.40
Southeast Partnership	303	1,833	16.53	213	1,986	10.73	206	2,065	9.98
Southwest Affiliation	191	1,408	13.57	139	1,241	11.20	184	1,640	11.22
Thumb Alliance	49	1,259	3.89	57	1,308	4.36	62	1,349	4.60
Venture	132	1,385	9.53	120	1,476	8.13	107	1,394	7.68
Statewide Total	2,954	31,370	9.42	2,569	32,605	7.88	2,564	34,053	7.53

Table 2: Proportion of people who reported to have a job in the community++ (Source: NCI 2011-2012)

Variable	Michigan (%)	National (%)
Community Paid Job ++	17	14
Paid Job By Residence:		
Group Home*	12	11
Independent Living	31	29
Family Home	11	14
Type of community employment		
Individual-Supported^^	30	33
Group Supported^^^	37	27
Competitive ==	33	40
Receives Benefits	22	29

++ Community a place where most people do not have a disability

*Group Home: Home with 1-15 residents

^^Individual-supported – individuals are receiving public funded supports/services to get/maintain their job, and the job is one that is primarily done by people without disabilities

^^^Group supported – individuals are receiving public funded supports/services to get/maintain their job, and, the job is one that is primarily done by people with disabilities

== Competitive employment- individuals aren't receiving any public funded supports/services to get/maintain their job, and, the job is one that is primarily done by people without disabilities

Table 3: Types of Employment (Source: NCI 2011-2012)

Type of Employment	Michigan (%)	National (%)
Cleaning/Maintenance	43	32
Assembly	13	6
Retail	7	12
Food Service	6	22

Table 4: Employment Sentiments, Opportunities and Choices (Source: NCI 2011-2012)

Variable	Michigan %	National %
Does not currently have employment and Wants a Community Job	60	47
Wants Job by Residence:		
Group Home	62	48
Independent	57	48
Family Home	67	46
Job Goal in PCP	22	21
Job Goal by Residence:		
Group Home	18	18
Independent	37	35
Family Home	18	21

Sixty percent of the MI respondents said they would like a job. Only 22% of respondents reported to have an employment goal in their plan of care.

Table 5: I/DD Consumers Who Received Supported Employment Services

*** FY (Source: MDCH 2010 –FY 2012)**

	<i>Number</i>	<i>%</i>
Competitive Employment *		
Employed Full Time	37	0.8
Employed Part Time (<30 hours/week)	953	20.7
Self-Employed	105	2.3
Sub-total	1,095	23.8
Non-Competitive Employment		
Sheltered Workshop	799	17.4
Enclaves/Mobile Crews	888	19.3
Facility-based Activity Program	371	8.1
Sub-total	2,058	44.8
Unemployed - Looking for Work	331	7.2
Not in Labor Force		
In Unpaid Work	78	1.7
Not in Competitive Labor Force	972	21.1
Sub-total	1,050	22.8
Unknown/Unreported	65	1.4
TOTAL	4,599	100

*Provide job development, initial and ongoing support services, and activities as identified in the individual plan of services that assist beneficiaries to obtain and maintain paid employment that would otherwise be unachievable without such supports. Support services are provided continuously, intermittently, or on a diminishing basis as needed throughout the period of employment. Capacity to intervene to provide assistance to the individual and/or employer in episodic occurrences of need is included in this service. Supported/ integrated employment must be provided in integrated work settings where the beneficiary works alongside people who do not have disabilities.

**Table 6: I/DD Consumers Who Received Skill Building * Services
(Source: MDCH FY 2010 –FY 2012)**

	Number	%
Competitive Employment		
Employed Full Time	53	0.4
Employed Part Time (<30 hours/ week)	617	5
Self-Employed	66	0.5
Sub-total	736	5.9
Non-Competitive Employment		
Sheltered Workshop	3,666	29.7
Enclaves/Mobile Crews	726	5.9
Facility-based Activity Program	2,669	21.6
Sub-total	7,061	57.2
Unemployed - Looking for Work	430	3.5
Not in Labor Force		
In Unpaid Work	218	1.8
Not in Competitive Labor Force	3,727	30.2
Sub-total	3,945	32
Unknown/Unreported	176	1.4
TOTAL	12,348	100

*Skill-building assistance consists of activities identified in the individual plan of services and designed by a professional within his/her scope of practice that assist a beneficiary to increase his economic self-sufficiency and/or to engage in meaningful activities such as school, work, and/or volunteering. The services provide knowledge and specialized skill development and/or support. Skill-building assistance may be provided in the beneficiary's residence or in community settings.

Employment Barriers and Challenges

If 60% of adults with I/DD reported they want to work, why is the rate of employment so low?

In order to understand the issues and choose and target improvement activities the work group solicited input and identified perceptions about a number of barriers that impact the ability of individuals with I/DD to secure and maintain employment. This list summarizes comments heard in multiple focus groups; it is not intended as criticism. This information is provided to support local planning efforts, stimulate discussion, conduct self-assessment, identify local priorities, and help in the development of meaningful and appropriate quality improvement projects.

Service providers and job development specialists have limited employment knowledge, skills, and competencies

- Specialists lack local employment contacts and the social capital to support successful job-finding for those they serve
- Employment supports and services for persons with I/DD are not well defined
- Further clarity regarding the role of Michigan Rehabilitation Services (MRS) and the Bureau of Services for Blind Persons (BSBP)—and the requirements for accessing their services is desired
- There is a lack of understanding of existing employment resources
- CMHSP/Provider staff lack skills in the facilitation of comprehensive Person-Centered Planning (PCP) which would include employment goals and outcomes



Family and guardian expectations, assumptions, and fears impact their support for employment activities

- Some guardians/families lack an empowering vision of employment potential
- Some guardians/families worry about safety commuting to work and on the job
- Some guardians/families worry about loss of benefits and job security
- Some family caregivers fear loss of helpful day program structure and respite time

- Some guardians/families lack accurate knowledge of employment options, models, and relevant benefits
- The high rate of guardianship in Michigan stymies choice and action by individuals with I/DD

The current Job Market does not offer as many employment opportunities as needed

- The struggling Michigan economy has led employers to restrict hiring--they work to avoid increasing personnel burdens.
- Persons with I/DD must now compete with more skilled workers who have lost their jobs and must now work less-skilled positions to have any employment at all.
- The business survival focus among employers has reduced their ability/willingness to engage in more community development/benefit activities for vulnerable workers.

Some Employers have difficulty managing diverse work forces

- Employers misunderstand or lack awareness about employing persons with disabilities.
- On-line application processes and assessments do not accommodate diversity in abilities—and in fact may preclude employment for persons with I/DD.
- Employers lack support for making workplace accommodations.
- Michigan does not yet have an employer Advisory Board.

Individuals want more information regarding employment services

- Many individuals with I/DD have limited knowledge about the employment process and supports available to them.
- Some individuals need assistance in understanding how employment can work for them.
- Some individuals need to see and experience directly what is possible for them.

Other stakeholders impact employment success for individuals with I/DD

- The Michigan legislature and state agencies are working toward consensus to adopted a policy or legislation to support improving employment outcomes.
- Michigan lacks a strong interagency policy and guidance for how to foster employment for persons with I/DD.
- School transition planning sometimes lacks focus on employment.

- Limiting youth to primarily classroom-based experiences instead of experience in the community constrains their expectations/readiness for employment.
- MRS/BSBP serve a low number of persons with I/DD.
- MRS/BSBP display inconsistency in providing incentives for job development.
- Residential providers do not consistently support employment goals and activities.
- Lack of access to transportation.

Recommendations and Best Practices

The following recommendations are organized by stakeholder group. Each individual and stakeholder is invited to identify and work toward changes where they can have the most impact. BHDDA and the workgroups can assist you to plan for and implement recommendations.

Partnering recommendations for PIHP/CMHSP/Providers and other state agency stakeholders including MI Department of Education and school systems, MI Rehabilitation Services, Bureau of Services for Blind Persons, MI Department of Human Services, and Advocacy groups

- Provide for or assure that Supports Coordinators and others involved in service delivery, policy and planning receive training and technical assistance on competitive employment as a viable and important outcome
- Provide for, participate in, or support the development of staff competency in Individual Transition (youth to adulthood) Planning
- Increase the number of persons with and broaden the depth of individual knowledge of employment options
- Develop and participate in interagency planning with education and community stakeholders
- Provide for Person-Centered Planning process that includes assessment of individual's interest and eligibility for post school employment and create a support plan with related objectives and goals
- Provide individualized career exploration, opportunities for discovery and preparation for employment
- Deliver individualized employment
- Provide follow-up supports for individuals in employment
- Provide for flexibility and supports in residential settings to remove barriers and increase assistance to individuals seeking employment

- Redesign consumer materials to be consistent with the BHDDA Employment Works! Policy and support understanding that work is the usual expectation, part of planning and development of supports plan and provide information on all work options and supports
- Build staff and community awareness and skills in facilitating social networks for individuals with I/DD
- Increase the use of braided funding which can include resources from vocational rehabilitation, and the Social Security Plan for Achieving Self-support (PASS), or other community economic development efforts to support employment
- Analyze local data related to persons earning less than minimum wage, account for micro-enterprise, and develop strategies to increase the number of persons earning minimum wage or more

Model practice: An intermediate school superintendent in Northern MI decided to change how supervision meetings would be conducted with school principals. Tours/visits with local businesses were arranged so that principals went to the business to learn about the business and employment needs. The visits were not set up to be traditional job developing for students with disabilities but rather as an opportunity to listen and learn about the business needs and considering what and how the school system can be more responsive. Engaging businesses in this very rural area in this manner led to learning about job openings and several students with disabilities soon had jobs. Recently this superintendent reported that the businesses continue contacting him and that there were more than a dozen openings.

Model practice: Resource ownership provides for an individual to bring added value, that is usually equipment or advanced training to the job site that helps an employer capture more revenue. The employer creates an agreement to purchase the individual's services or pay a fee for the use of the equipment.

Example: A person purchases a copy machine to be utilized by a popular gym where the owner is always struggling with timelines to get fliers completed. The person is very interested in sports and likes being part of the business. The business pays a fee for all the copies and finds that their customers begin to drop off work for the small copy business owner and that they end up with more customers.

Example: A person learns that a small restaurant chain is buying ice cream from a dealer but wishes it could make its own ice cream to lower costs and increase flavors. The person braids funding and buys a \$15,000 ice cream machine and receives a percent of all ice cream sales whether he is there or not. The business introduces new flavors and business grows.

Recommendations for Individuals with Disabilities

Participate in the person centered planning process together with family/allies to build support networks. Research shows that for the general population over 50% of people get their first job through someone they know.

Participate with family/allies in a learning process to identify any barriers, fears and or concerns about employment and take advantage of:



- Opportunities to meet or learn about how others have overcome the barriers
- Information and review of supported employment options
- Information on SSA rules, transition from school planning, employment options, alternatives to guardianship, benefits counseling
- Discussion with employment specialist who provides information about how to use the IEP to support employment goals
- Training on self-advocacy, self-determination, transition planning, and employment options
- Community career exploration and tryout services while in school; strive to have a paid job during school; and receive job development and job training/coaching and follow along supports after leaving school
- Customized individualized job development/procurement supports
- A peer support network in your local community
- Workshops on becoming a business owner; programs provide information on utilizing a personal budget, developing a plan for achieving self-support, and support acquiring property essential for self-support

Recommendations for Families and Allies

- Participate in the person-centered planning process including the Individual Transition Plan (ITP/IEP)
- Participate/attend training and/or receive technical assistance on SSA rules, transition, employment options, alternatives to guardianship, benefits counseling, service system options
- Join local family support programs

- Participate/attend training and/or accept guidance on how to increase social networking
- Receive information on successful job search strategies including development of strong personal network and outreach through network to identify potential employment opportunities



Model Practice: A supported employment program received a call from a business from rural Michigan that buys used corrugated cardboard boxes and recycles them for resale. They were getting boxes from a large employer and needed to outsource some of the work to keep up. The agency proposed this as a business start-up. Jack, with his dad’s encouragement, had been looking for a new employment option and thought it was worth investigating. Jack and a couple trusted consultants visited the box recycler. Jack liked what he saw. It was busy, took strength, and fast-paced. With help from the local Community Mental Health Services Program and his dad’s approval, Jack established his own personal budget, created a “Doing Business As” name at the local City Clerk’s office and opened a business checking account so his personal resources would not be challenged.



Recommendations for Employers

- Participate in state level Employer Advisory Council
- Grow/Strengthen the Employment Leadership Council established during the Comprehensive Employment Services Initiative
- Increase understanding of strengths, abilities, and supports for employment for persons with I/DD through advocacy and participation in chamber of commerce activity and city planning activities and business roundtables
- Participate in and support evaluation and measurement to determine outcomes for internships/job exploration sites in local communities with education programs

- Develop partnerships with local CMHSP/Providers who support and provide resources to increase employment of individuals with I/DD (roles, strategies, accommodations, laws, benefits)
- Participate and support employer and provider partnerships such as those developed in Michigan with Meijer Stores, Gordon Foods and others which have led to competitive employment

Recommendations for State Policy

- Participate in national learning efforts and increase understanding in Michigan efforts such as those described in “Promising and Emerging Practices for Enhancing the Employment of Individuals with Disabilities” September 2012 U.S. Department of Labor
- Identify and incorporate into Michigan policy successful practices tested in over 20 other states, such as Employment First which was adopted in Washington and Oregon
- Support Anti-Stigma campaigns



Are You Making A Difference?

As part of your quality improvement effort identify measures that you will use.

Possible measures include:

- Percentage of persons who report they want to work and who have an employment related goal in the IPOS (NCI Survey)
- Percentage of adult Medicaid beneficiaries with developmental disabilities served by PIHPs who are in competitive employment
- Percentage of adult Medicaid beneficiaries with developmental disabilities served by PIHPs who earn state minimum wage or more from employment activities (competitive, self-employment, or sheltered workshop)
- Number and increase in staff training provided on key skills such as job development
- Availability of employment resources in the PIHP/CMHSP
- Number and increase in number of persons who receive supported employment services

- Number and increase in number of persons who participate in regular, scheduled and structured volunteer programs

The final section (page 17 and 18) identifies some additional resources to assist you in planning for improvement.

This briefing is offered as a resource to CMHSPs, PIHPs, and Providers and other stakeholders. The workgroups welcome suggestions and identification of additional resources or model programs. Please feel free to send suggestion that you want shared with the various workgroups to Nora Barkey. BarkeyN@michigan.gov

Employment Resources

- **Michigan Transition Outcomes Project focus areas to best ensure success**
 - o Self determination
 - o Social proficiency
 - o Early warning signs of dropout
 - o School based extracurricular activity
 - o Work prior to exit
- **Discovering Personal Genius as Trademarked by GriffinHammis**
 - o <http://www.griffinhammis.com/>
- **Customized Employment per ODEP**
 - o <http://www.dol.gov/odep/topics/CustomizedEmployment.htm>
- **Project Search**
 - o <http://www.projectsearch.us/OurSUCCESES.aspx>
- **Intellectual and Developmental Disabilities, Vol. 49, No. 4, August 2011:**
 - o School Program Factors ie prevocational goals lowered success vs. vocational goals increased success in IEPs, paid employment increasing post school employment, Career Exploration through 2-3 paid, experiential job tryouts
- **Self-Determination training** (EBP: Wehmeyer: National Gateway to Self Determination website: www.ngsd.org)
- **Family/youth benefits counseling:**
 - o www.mi.db101.org
 - o http://mi.db101.org/glossary_item.aspx?item-id=2601
 - o <http://www.disabilitycoop.com/2013/08/05/with-training-jobs/18446/>

- **Work Without Limits initiative** (www.workwithoutlimits.org)
- **Federal Employment Initiative**
 - <http://www.whitehouse.gov/the-press-office/executive-order-increasing-federal-employment-individuals-with-disabilities>
- **StateData: The National Report on Employment Services and Outcomes at:**
 - <http://www.statedata.info/>
- **Supported Self-Employment as a Career Option for Individuals with Disabilities**
 - <http://ici.umn.edu/products/impact/251/6.html>
 - http://cwd.aphsa.org/statetostate/docs/Michigan/SelfEmp101Handbook_MI.pdf
- **A Better Bottom Line: Employing People with Disabilities**
 - <http://www.nga.org/files/live/sites/NGA/files/pdf/CI1213BETTERBOTTOMLINE.PDF>
- **Examples of Successful Plans for Achieving Self Support (PASS) from Social Security**
 - <http://passplan.org/PASSdb/Listall.asp>
- **Employment First**
 - <http://www.apse.org/employmentfirst/>
- **Check out:** www.griffinhammis.com or www.jobsquadinc.org for more success stories or to connect with others around the country
- **Model Practice:** Rachel's Little Coffee Shop <http://hopenetwork.org/About-Hope-Ne-work/cake/Rachel-DeMaagd.aspx>
- **[http://www.nasdds.org/pdf/WorkersFirst\(Moseley\).pdf](http://www.nasdds.org/pdf/WorkersFirst(Moseley).pdf)**
- **<http://exploreppeareact.org/>** Explore-Prepare-Act consists of a video as well as a training curriculum that have been developed by self advocates in partnership with the Institute for Community Inclusion, the Massachusetts Department of Developmental Services and the Massachusetts Advocates Standing Strong.