


**employment**

**PUTTING ALL THE PIECES TOGETHER FOR N.C. EMPLOYMENT FIRST from EMPLOYMENT AND TRANSITION WEBINAR SERIES:**

**The Essential Elements for EMPLOYMENT FIRST to be THE POLICY AND FUNDING PRIORITY for All Persons with DD Living in North Carolina**

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HIGH IMPACT  
Mission-based Consulting & Training



VIRTUALLY PRESENTED FOR NORTH CAROLINA COUNCIL ON DEVELOPMENTAL DISABILITIES  
SEPTEMBER 9, 2021

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**Acknowledgements and Thank You - 1 -**

- North Carolina Council on Developmental Disabilities & Its Financial Asset Development Committee; NCCDD Staff
- O'Neill Communications
- ASL Interpreters & CART Captioners
- Each Outstanding Guest Faculty

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**Acknowledgements and Thank You - 2 -**

- Each of the over 300 collective participants for one or more of the webinars
- The nearly 200 participants who took the time to complete the webinar surveys after each webinar

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### Acknowledgements and Thank You – 3 -

For Your Evaluations:  
Strongly Satisfied(“5”); 69.12%  
Satisfied (“4”); 27.19%  
**96.31%**  
Neutral (“3”) ; 1.84%  
Dissatisfied(“1&2”) 1.84%

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### Who Were the Participants? – 1 -

- Individual with an I/DD 1.4%
- Parent/Family Advocate 26.98%
- Special Educator 8.84%
- Professional who works with Adults with I/DD 23.26%
- Agency Prof (VR, LME/MCO, CRP) 32.56%

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### Who Were the Participants? – 2 -

- White/Caucasian 52.58%
- Black/African Amer. 29.58%
- Hispanic/Latinx 6.57%
- Asian/Asian Amer. 1.41%
- Amer. Indian/AK. .94%
- Bi-Racial 2.82%
- Prefer not to answer 6.10%

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### Purpose of Councils on Developmental Disabilities

**“to engage in advocacy, capacity building and systemic change activities that are consistent with the purpose in section 101 (b) and the policy described in section 101 ( C );**

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### 1978 Amendments to DD (Developmental Disabilities) Act (PL 95-602)

Functional definition of developmental disabilities as having a life-long impact in **3 or more major areas**

- Self-care
- Communication
- Learning
- Mobility
- Self-choice
- Independent living
- Economic self-sufficiency

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### Purpose of DD Act; 1990 (mission statement)

to assure that individuals with DD and their families participate in the design and have access to needed community services, individualized supports, and other forms of assistance that **promote self-determination, independence, productivity, and integration and inclusion in all facets of community life, through culturally competent programs authorized...**

Section 101 (b)

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### Policy of DD Act - 1990

"(2) individuals with DD and their **families** have **competencies, capabilities, and personal goals** that **should** be recognized, supported, and encouraged, and any assistance to such individuals **should** be provided in an individualized manner, consistent with the **unique strengths, resources, priorities, concerns, abilities and capabilities of such individuals...**" (not deficits/medical)

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### ADA Findings Public Law 101 - 336; 1990 (Senate 91-6; House 377-28)

The **continuing existence of unfair and unnecessary discrimination and prejudice** denies people with disabilities the opportunity to compete on an equal basis and to pursue those opportunities for which our free society is justifiably famous and **costs the United States billions of dollars in unnecessary expenses resulting from dependency and nonproductivity.**

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### The Goals of the Americans with Disabilities Act of 1990

The nation's proper goals regarding individuals with disabilities are to assure:

- **Equality of Opportunity**
- **Full Participation**
- **Independent Living**
- **Economic Self Sufficiency**

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## Objectives of The Webinar Series

- To review federal policies leading to the enactment of the **ADA** on July 26, 1990, & beyond, as a **civil rights law** guaranteeing equal opportunity for each person with a disability, to secure integrated employment, competitive wages and "reasonable accommodations".
- To review data about employment of people with disabilities and strategies to address **current outcomes, low expectations & the barriers & myths** in all services to assure the promise of the ADA.
- To review the legal language of **IDEA, Transition, the V. R. Act, Medicaid HCBS, case law** & the roles of Supported, Customized & Self-Employment; **Competitive Integrated Employment (CIE)**
- To identify **all the components necessary for a region or a state to have the collaboration, capacity, competencies, infrastructure & funding** to develop, transform & sustain CIE and career development for all PWDD

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## Research and Best Practices

### Continuum of services/Readiness are myths & do not work; from medical model

Competency/Deviancy Hypothesis by the late Dr. Marc Gold; "place & train, not train and place"

### I.Q. does not correlate with productivity

Supported Employment; Bellamy/Mank

Individualized Placement & Support; Drake

Customized Employment by Callahan, et. al.

Self Employment by Hammis and Griffin

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## Key Lesson from Heraclitus, Greek Philosopher; 500 B.C.

### "THE ONLY CONSTANT IN LIFE IS CHANGE."

(Everyone must let go of the past that is loaded with labels, stigma, low expectations and services that are "self-fulfilling prophecies" with no quality-of-life outcomes or accountability other than paper compliance documents.)

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## Employment First is the Imperative

**General Theme:**  
Employment in the community is the first/primary service option for individuals with disabilities

**APSE Statement on Employment First**

Employment in the general workforce is the **first and preferred outcome** in the provision of **publicly funded services** for **all** working age citizens with disabilities, **regardless** of level of disability.



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## Employment First: Why Employment First Matters to Self Advocates

“Employment First means that above all else, people with disabilities, people of all abilities, **need to have a purpose in life**. We all have amazing potential to pursue a purpose in life **if given the opportunity**. Employment First is about making that **your top-tier goal in life and really striving to get a job and be a part of your community.**”

John Fenley, People First of New Hampshire; SABE, 2018

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## Competitive Integrated Employment - (Section 7, U.S.C. 705 as amended in WIOA, July 2014)

“...means **work that is performed full-time or part-time, including self - employment,**

(A) for which an individual is compensated at a rate that shall be not less than the higher of FLSA (Fair Labor Standards Act) or the rate specified in the applicable State or local minimum wage law; and is **not less than the customary rate paid by the employer for the same of similar work performed by other employees** who are not individuals with disabilities and who are similarly paid for their work...

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### Competitive Integrated Employment -2

(B) that is at a **location where the employee interacts with other persons who are not individuals with disabilities** – not including supervisory personnel or individuals who are providing services to such employee – **to the same extent that individuals who are not individuals with disabilities who are in comparable positions interact with other persons;**

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### LRE National Data, Fall 2018 (for 2017-18)

#### Students with Intellectual Disability Ages 6-21 years

> 80% of day included	17.0%
40-79% of day included	26.7%
<b>&lt; 40% of day included</b>	<b>49.2%</b>
<b>Separate school or Residential facility</b>	<b>7.6%</b>

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### Youth Employment Data, August 2018 Bureau of Labor Statistics

Youth Without Disabilities	Youth With Disabilities
<b>31.2%</b> for youth between the ages of 16 to 19	<b>17.2%</b> for youth between the ages of 16 to 19
<b>66.9%</b> for youth between the ages of 20 to 24	<b>38.2%</b> for youth between the ages of 20 to 24

Child Trends 5/27/19

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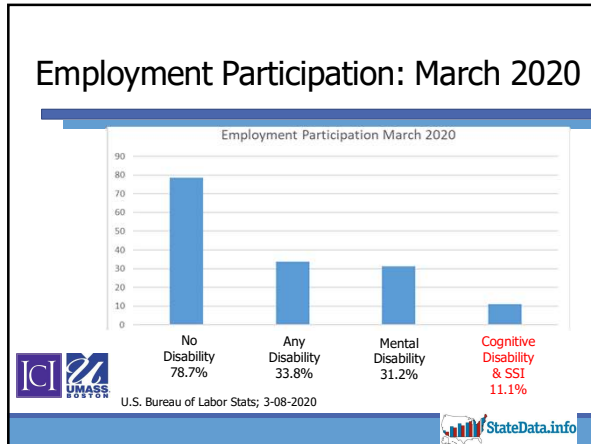
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### Integrated Employment Data for Individuals Receiving DD Services; 2018; ICI Data

<b>U.S. Average</b>	<b>21.1%</b>
Washington State	85%
Oklahoma	66%
Oregon	57%
Rhode Island	52%
Mississippi	36%
Virginia	29%
South Carolina	28%
<b>North Carolina</b>	<b>17% (22% in 2014)</b>
Tennessee	18%

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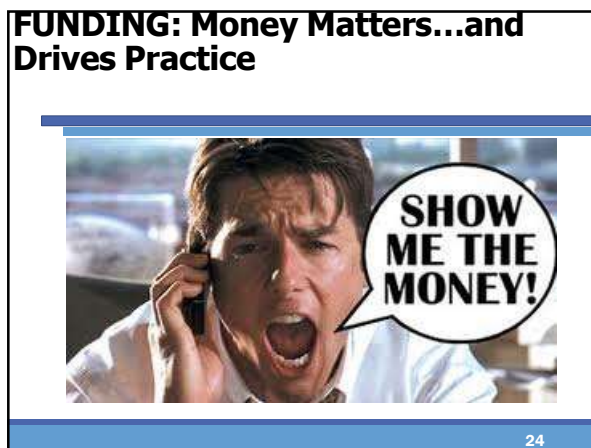
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**Data: 8.2 Million SSI Recipients; 2018**

- **4.7 million between ages 18 and 64** (29.8% of these beneficiaries also received some type of Social Security payment)
- **Only 7.3% of the SSI beneficiaries of working age reported earned income: 92/100 ZERO earnings**
- The average earned income is **\$396/month**. (for individuals who are blind, \$460/month)
- **Less than 1% leave the rolls per year and only 1/2 of those for employment** Source: SSA

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**Medicaid Overview: 2018 data from Congressional Budget Office; May 2019**

Over 60.4 million beneficiaries:

- 46.5 % children; 19.8% of expenditures
- 25.8% adults; 33.8% of expenditures
- **9.9% seniors; 14% of expenditures**
- **17.7% PWD (people with disabilities); 32.4% of expenditure**

**(27.6 % of population for 46.4% of \$\$ in 2018)**

Total expenditures for federal governments, FY'16:  
**\$358 Billion...**

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**Poverty By The Numbers, US Census Bureau (September 18, 2018)**

SUBPOPULATION	2009 Poverty Rate	2017 Poverty Rate
Children	20.7%	21.1%
African-American	25.8%	22.0%
Hispanic	25.3%	19.0%
Disability	25.0%	24.9%
Total U.S. Population	14.3%	12.3%

- 39.7 million Americans (of 323.4 million) were living in poverty in 2017.
- People with disabilities experienced the highest level of poverty of any other subgroup in the U.S.A for 17 consecutive years!

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**Longer Lifespans for Individuals with Disabilities Impacts Multiple Public Funding Sources - 1**

- Life expectancy **for people with I/DD has increased from average of 19 years in the 30' s to 66 years in 2010** (Coppus, A.M.W., 2013)
- Individuals with **Mild ID** have life expectancies similar to the general population of **74 years** (Coppus, 2013)

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**CMS Promotes Competitive Integrated Employment for ALL**

**All individuals, regardless of disability and age, can work – and work optimally with opportunity, training, and support that build on each person's strengths and interests.**

Individually tailored and **preference-based** job development, training, and support should **recognize each person's employability and potential contributions to the labor market.**"2011

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**1915(c) and 1915(i) HCBS Person-Centered Service Plans; 2014**

- **Identifies the strengths, preferences, needs (clinical and support), and desired outcomes of the individual**
- May include whether and what services are self-directed
- Includes **individually identified goals and preferences related to relationships, community participation, employment, income and savings, healthcare and wellness, education and others**




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## Employment First



"Employment is nature's best physician and is essential to human happiness."

Galen, Greek physician

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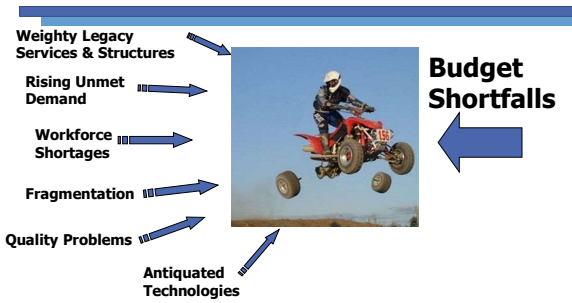
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## Heading For A Massive Crash!



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## Wisdom from President John F. Kennedy

"The **great enemy of the truth** is very often not the lie – deliberate, contrived and dishonest – but **the myth** – persistent, persuasive, and unrealistic."

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### What To Do???

**We can't stay on this spot**



**RETHINK**

"We need to rethink what we do – **affirm our values** and resolutely search for **"valued outcomes."**

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### Presumption of Employability and Competency:

"Everybody is a genius.  
But if you judge a fish  
by its ability to climb a tree,  
it will live its whole life  
believing that it is stupid."

Albert Einstein

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### The Power of Language - 1

Words create images  
Values are formed early in life

**Stereotypes, stigma and prejudice are learned behaviors**

Use terms of dignity and respect to promote citizenship

**"It's not what you say, it's what people hear."** Frank Luntz, Words That Work

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## The Power of Language – 2

Watch your language... **pity and charity**

- Handicapped
- Wheelchair Bound
- Most Vulnerable

**Special Needs (ineffective euphemism for Disability)**

Meltdown

**High Functioning** - Low Functioning

- Mental age of a ..... year old
- Crazy, Lunatic, Insane, Psycho

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## Charting the Life Course: April 29

- Start Early
- Think Beyond the Service System
- Raise Expectations as for all children
- Challenge your assumptions and what medical personnel may tell you
- Meet other parents who can support you positively on the journey

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## Supported Decision Making: May 20

- We all use Supported Decision Making
- Provide choices in life early with support
- Recognize the Dignity of Risk
- Do not automatically pursue Guardianship as soon as your child turns eighteen years of age; may never be needed and may be needed for others; individualized
- Other tools: health care power of attorney, durable power of attorney; rep payee, etc.

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### Transition from School to Adult Life: May 27

- Inclusion is essential for social learning for all students
- IEP must include academic & functional
- Best predictor of post school employment is paid work while in school; can and should be in IEP for transition years
- Duties and chores at home essential
- Classroom peers without disabilities are as effective or more effective as tutors than paraprofessionals

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### Expectations Matter...A Lot!!! - 1

“The **best predictor of post school outcomes are the following:**

**Parental Expectations**

**Teachers’ Expectations**

Expectations change the path of what experiences are made available and what is taught to the child/student....”

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### Expectations Matter...A Lot!!! - 2

“Changing introductions **from deficits and what cannot do, to strengths, preferences, interests, gifts & contributions”**

**Relationships Matter.**

**Location Matters.**

Erik Carter, Ph.D. Vanderbilt University, December 3, 2015

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**IDEA Transition Amendments of 2004 (identical in Rehabilitation Act) - 1**

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“The term **‘transition services’** means a **coordinated set of activities** for a child with a disability that:

- Is designed to be within a **results-oriented process**, that is focused on improving the **academic and functional achievement** of the child with a disability to facilitate the child’s movement from school to post-school activities, including...

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**IDEA Transition Amendments of 2004 (identical in Rehabilitation Act) - 2**

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postsecondary education, **vocational education, integrated employment (including supported employment)** continuing and adult education, adult services, **independent living, or community participation;**

- Is based on the individual child’s needs, taking into account **the child’s strengths, preferences and interests;**

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**IDEA Transition Amendments of 2004 (identical in Rehabilitation Act) - 3**

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Includes instruction, related services, **community experiences**, the development of **employment and other post-school adult living objectives**, and, if appropriate, **acquisition of daily living and functional vocational evaluation.”**

- Office of Special Education Programs (OSEP) beginning to move towards monitoring for outcomes rather than compliance with paper; a slow process

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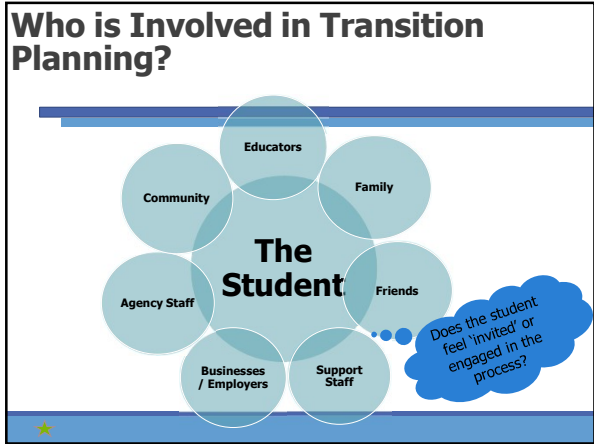
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### The Impact of Early Transition Services on Employment Outcomes for Youth with Disabilities

Robert Evert Cimera, Ph.D.  
 Kent State University  
[rcimera@kent.edu](mailto:rcimera@kent.edu)

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### Do Transition Services Matter? - 1

Rates of Employment – ASD (Autism Spectrum Disorder)

	By Age 14	By Age 16
2006	80.8%*	58.9%
2007	77.9%*	60.4%
2008	75.2%*	52.4%
2009	69.1%*	52.2%

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## Do Transition Services Matter? - 2

Rates of Employment – ID (Intellectual Disabilities)

	By Age 14	By Age 16
2006	74.3%*	57.8%
2007	61.7%*	57.0%
2008	69.7%*	53.8%
2009	42.8%*	28.2%

7,520 Transition-Age Students with Intellectual Disabilities (Source: Cimera et al., in prep)

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## The Role of Assistive Technology and Devices in All Aspects of Life

- A.T. a necessity and not a luxury; increases self-determination & reduces dependency
- Should be mandated discussion for every IFSP, IEP, IPE and PCP
- Include smart phones, tablets, I phones, wrist watches and more sophisticated devices, as individually appropriate
- Be sure to include training for staff and the user by a competent A.T. professional
- Powerful tools for supported living & CIE.

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## Assistive Technology Defined

- "...any item, piece of equipment, or product system, whether acquired commercially, modified, or customized that is **used to increase, maintain, or improve functional capabilities** of individuals with disabilities." 29 USC 3002 (3)
- Includes **accessibility adaptations to the workplace and special equipment to help people work;**
  - Identical definition in 4 federal laws: A.T. Act; DD (Developmental Disabilities) Act; IDEA (Individuals with Disabilities Education Act); and Rehab. Act

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### Building Meaningful Lives with an Integrated Meaningful Day: June 24

- Begin with individual inventory of person's strengths and needs for support
- Connect in community with internships, volunteer opportunities to determine real interest
- Connect in community with typical leisure activities; no facility-based programs
- Groups no larger than three people with similar interests

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### Think College and Post Secondary Education: July 8

- Major advances in last ten years from federal legislation
- Several examples of excellence in N.C.
- Focus on individual plan based on interests, including Dignity of Risk to "fail"
- Certification and graduation occur
- Inclusion critical and some colleges are repeating segregation
- Planning must begin at home and in school

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### Customized Employment with Fidelity: July 22

- Three major components: Discovery, Job Development/Customization, and Systematic Instruction
- No assessments; Descriptive writing
- Competency of staff essential
- Zero reject and Zero failure with fidelity
- Everyone can earn minimum wage & more
- Must cultivate employers/businesses and maintain strong relationships

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**Customized Employment Defined in WIOA; 7/2014**

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According to the *2014 Amendments to the Rehab Act (H.R. 803 Section 7 (7) (29 U.S.C. 705)*

Customized Employment means competitive integrated employment, for an individual with a significant disability, that is based on an individualized determination of the **strengths, needs, and interests of the individual with a significant disability**, is designed to meet the specific abilities of the individual with a significant disability and **the business needs of the employer**, and is carried out through flexible strategies, such as:

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**Customized Employment Requires Building a "Positive Personal Profile"**

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Believe in your job seeker

**Focus on skills – not deficits**

**Positive; strengths based**

**No prerequisites**

Everyone is "job ready"

**What will employer value** about the job seeker?

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**It Started with Marc Gold's "Train, Don't Test..."**

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**Vision 2020...**

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**“Each citizen should plan his part in the community according to his individual gifts.”**

Plato

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**Benefits Planning and Creating an ABLE Account: August 19**

- Destroying the myths about working, earning wages and losing benefits and disability status; one of the biggest barriers for individuals to seek employment
- No one should begin work without a benefits analysis and plan
- No one should begin work without reviewing the benefits of an ABLE (2014) Account, which does not have to be in N.C.

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**SSDI & SSI Work Incentives**

- Impairment Related Work Expenses
- Subsidies and Special Conditions
- Unincurred Business Expenses;
- Unsuccessful Work Attempts;
- Continued Payments Under a Vocational Rehabilitation Program;
- Expedited Reinstatement

<http://www.ssa.gov/disabilityresearch/wi/detailinfo.htm>

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## SSDI Work Incentives

- Trial Work Period
- Extended Period of Eligibility
- Continuation of Medicare coverage
- Medicaid Buy-in for Workers with Disabilities
- Protection from Medical Continuing Disability Reviews

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## SSI Work Incentives

- Blind Work Expenses
- Earned Income Inclusion
- Student Earned Income Inclusion
- Plan to Achieving Self Support
- Property Essential to Self-Support;
- Special SSI Payments for People Working
- Continued Medicaid Eligibility/Buy-In
- Medicaid Benefits for People Eligible; Sections 1619 (b)
- Reinstatement Without a New Application

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## Achieving a Better Life Experience Act: ABLE Act

- P.L. 113-295; December 19, 2014
- Passed with huge bipartisan support
- Parallels the Section 529 tax free qualified college tuition savings accounts
- Each state must act to make this available
- **Goal: To help people with disabilities and their families save to meet their long-term ongoing support needs**
- Up to \$100,000 and no loss of SSI or Medicaid benefits

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## What About Employers ?

The United States Department of Labor (DOL), Office of Disability and Employment Policy (ODEP) contracted with Economic Systems, Inc. to conduct an **economic impact study of employers who have hired individuals with disabilities in customized jobs** for the EFSLMP.

The objective of the study **was to gain the perspective of employers related to employing persons with a disability (especially those with significant disabilities) and working with local employment programs**, including the use of Customized Employment. Study was completed in 2018.

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## Employer Selection

- Experienced an operational or economic benefit from working with local employment service providers (recruiting, hiring, and job retention)
- Worked directly with one or more local employer service providers who have placed persons with a disability in their workplace
- **Customized a job for an individual with a disability that meets the ODEP definition of Customized Employment**
- Played a major role in the hiring, approval to hire and/or customization of one or more jobs

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## Findings – 1 -

- Increased Productivity
- Reduced Cost
  - Recruit
  - Hire
  - Train
- Reduced Turnover and Absenteeism
- Improved Workplace Culture
- Opportunities to Expand Placements

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## Findings – 2 -

- Opportunities for Advancement for Employees with Disabilities
- Importance of Mitigating Risk
- The importance of incorporating Quality Improvement processes into Business Engagement Activities
- The importance of building Rapport with Employers

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## Recommendations

- **Well-trained staff in the areas of discovery/assessment, job development and workplace supports including the concept of Customized Employment.**
- Effective communicators about the services they have to offer employers and **the benefits of these services utilizing some of the economic impact results provided in this report.**
- **Agency marketing materials should emphasize how hiring individuals with disabilities can improve productivity and decrease costs. Employer testimonials should be included.** Effective communicators about the process, benefits and potential economic impact of Customized Employment utilizing some of the examples and economic impact results provided in this report.

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## Recommendations – 2 -

- **Training for job developers including customized job development should include elements of quality improvement** (e.g. Six Sigma and Lean). This would give job developers a very useful tool in working with employers to create customized job descriptions that increase the productivity in the workplace.
- **Building a *trusting relationship* with an employer is, at its core, providing solutions to employers that decrease costs & increase productivity, both of which are quantifiable and replicable.**
- **Employment Specialists should focus on maintaining on-going working relationships with employers through a range of recruitment and retention services**

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## Recommendations – 3 -

- **A monitoring and tracking system of their employer customer base.** Such as tracking system could assess the economic impact and benefits of their services over time to encourage repeat business (multiple placements) and a better employer penetration rate by, using some of the same questions of employers that are used in this study.
- Individuals involved in **job accommodations** for an individual with a disability should **consider how those accommodations could be utilized for non-disabled employees to increase productivity and reduce risk.**

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## Employer Federal Tax Credits

1. Disabled Access Credit
2. Architectural and Transportation Barrier Removal Deduction
3. Work Opportunity Tax Credit

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## Where Do We Go? What Do We Do?



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### The Hard Work Lies Ahead

1. Systems Transformation:  
Getting from the Same Old Street to a New Boulevard
2. Interagency Collaboration:  
the Glue to hold all the pieces together for success and sustainability

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### TRANSFORMATION:

**Moving from Paper Compliance and Health, Life Safety to Accountability for Mission Driven Valued, Person-Centered Outcomes for a Good Life as a Valued Member of the Community**

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### Transformation Defined

“ In an organizational context, a **process of profound and radical change** that orients an organization in **a new direction and takes it to an entirely different level of effectiveness**. Unlike ‘turnaround’ (which implies incremental progress on the same plane) transformation implies a basic change of character **& little or no resemblance with the past configuration or structure.**”

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## Workforce Innovation & Opportunity Act of 2014

Requires that the State VR Agency have a **Formal Cooperative Agreement** with the State Medicaid Agency

Requires that the State VR Agency have a **Formal Cooperative Agreement** with the agencies responsible for providing long term services & supports for people with disabilities; ID/DD; mental health; physical; sensory;

**Must define the respective roles** in the provision of VR services, including extended services

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## Interagency Collaboration

**“Collaboration is a process to reach goals that cannot be achieved acting singly ( or not as efficiently or effectively). Collaboration is a means to an end, not an end in itself.”**

(Charles Bruner, Ph.D. 1991)

The desired end for Employment First is more comprehensive and appropriate supports and services that result in increased rates of competitive integrated employment for all individuals with disabilities, regardless of complexity.

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## “Collaborate” & Webster’s

“1. To work together, especially in some literary, artistic, or scientific undertaking;

2. **to cooperate with an enemy invader.”**

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**Elements of Collaboration:  
Bruner**

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1. **Jointly developing and agreeing to a set of common goals and directions; a process**
  
2. **Sharing responsibility for obtaining those goals;**
  
3. **Working together to achieve those goals using the expertise and resources of each of the collaborators (e.g. braided funding)**

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**Collaboration.....Coordination; Different**

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Collaboration requires more than either communication or coordination.

*Coordination involves joint activity but allows individual organizations to maintain their own set of goals, expectations and responsibilities.*

In contrast, **collaboration requires the development of joint goals to guide the actions of each of the collaborators.**

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**Collaboration – 2 -**

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Because collaboration requires sharing responsibility, it **requires consensus and cannot be imposed hierarchically.**

Collaborators often have **to develop skills in shared goal setting and in shared responsibility**, which may not be part of their other work.

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**THE ULTIMATE TEST OF POLICY IS YOUR BUDGET**

**Many words of law represent hollow promises for individuals with disabilities;**

No incentives or accountability for valued outcomes and results;

**must develop outcomes and incentives!**

**We need to talk about ROI?**

- A **return on investment** to the government and, thus, the tax payer?

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**Where is the Return on Investment (ROI) for Taxpayers?**

What do we value as outcomes/results?

**What do we owe to persons living with disabilities to assure their full civil and human rights and equal opportunity to pursue the American Dream?**

What do we owe the taxpayer and society?

**Are the outcomes and results of our work quantifiable and are they compatible with the valued outcomes of the DD Act, IDEA, WIOA, and the ADA that we espouse?**

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**Costs and Outcomes of Supported Work and Sheltered Employment**

Robert Evert Cimera, Ph.D.  
Kent State University  
[rcimera@kent.edu](mailto:rcimera@kent.edu)

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**What are the Costs of Supported Employment (SE) and Sheltered Work (SW)?**

- Cumulative Costs SE: \$18, 813  
SW: \$46, 855
- Cost per Hour Worked SE: \$11.88  
SW: \$17.12
- Cost per Dollar Earned SE: \$2.02  
SW: \$9.39

Individuals in both SE and SW at the same time.  
Source: Cimera (2011)

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**Are Sheltered Workshops "Value Added" for People with Intellectual and Developmental Disabilities?**

No Sheltered Settings		Sheltered Settings	
Earnings	\$137	Earnings	\$119
Cost	\$4,543	Cost	\$7,895

9,808 Supported Employees with Intellectual Disabilities  
42.5% decrease in cost; 15.1% increase in earnings (Source: Cimera, 2011)

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**Are Sheltered Workshops "Value Added" for People with Autism Spectrum Disorder?**

No Sheltered Settings		Sheltered Settings	
Earnings	\$191	Earnings	\$129
Cost	\$4,212	Cost	\$8,346

430 Supported Employees with Autism Spectrum Disorder  
48% increase in earnings; 49.6% decrease in costs (Source: Cimera, 2012)

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**What is the Return on Investment (ROI)?**

- Is Supported Employment more cost-efficient to workers?  
SE: \$4.20 SW: \$0.24
- Is Supported Employment more cost-efficient to taxpayers?  
SE: \$1.21 SW: \$0.83

Regardless of disability or its severity, Supported Employment has a better Return on Investment than Sheltered Work.

Cimera, 2010

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**Wisdom from Jim Collins**  
(Author of "Good to Great")

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**"Great performance is about 1% vision and 99% alignment"**  
(It all starts with a vision and then a specific plan and process to execute that vision.)  
**Built to Last**

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**Employment First as a Civil Right**

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**"Access to employment is the most vital civil right** because in so many ways, it **opens doors to all of the other civil and citizenship rights that most Americans take for granted.** This is business we cannot leave unfinished; that **we literally cannot afford – morally or financially – to ignore."**

Patti Killingsworth, Asst. Commissioner & Chief of LTSS, TennCare; October 2, 2017; Congressional Briefing

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### Disability Construct in Multiple Federal Laws

“Disability is a natural part of the human experience and in no way diminishes the right of individuals to:

- Live independently
- Enjoy self determination
- Make choices
- Contribute to society
- **Pursue meaningful careers**
- **Enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society.**

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### “Equal Justice Under the Law”




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### For Additional Information

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