



Futurity

August 1994

Minnesota Governor's Planning Council on Developmental Disabilities

National Study: Integrated Employment Movement Needs Revitalization

"There is a growing concern about the need to re-energize the movement of persons to integrated employment settings," said William E. Kiernan, director of the Institute for Community Inclusion, Children's Hospital in Boston, MA. Although more people with disabilities are finding jobs in integrated settings, the number of persons in facility-based programs has either remained the same or is increasing. "There is continuing entrenchment of a dual service system" (segregated vs. integrated employment services). . . , and its "existence and survival appears to be more of a reality now than even five years ago!" the authors of a national study recently concluded. The study was summarized in: *Beyond the Workshop: National Perspectives on Integrated Employment*, (April 1994), Institute for Community Inclusion, A University Affiliated Program, Children's Hospital, Boston, Massachusetts. The study was conducted by William E. Kiernan, Martha J. McGaughey, Lorraine C. McNally, Geraldine R. Keith, and Dana Scott Gilmore.

The advantages of integrated employment for individuals with disabilities include: higher wages, opportunities to interact with persons who do not have disabilities, and maximization of consumer choice and career development.

This is the first study about integrated employment that looks comprehensively at a random sample of 20 states and 2,381 community service providers within those states. The responding agencies were serving a total of 104,303 persons in 1991 across 6 categories of day or employment service environments: competitive employment (9.8 percent); individual supported employment (10.9 percent); group supported employment (9.8 percent); facility-based work (41.1 percent); facility-based non-work (27.9 percent); and integrated non-work for person who are elderly (0.4 percent). The vast majority of persons served included individuals with a label of mental retardation (83 percent); emotional or psychiatric disability (8 percent); and other disabilities (5 percent).


Following are highlights from the study regarding current issues, factors which influence change, and implications for the future.

- The provision of day and employment services for persons with developmental and other severe disabilities is a large and complex industry comprised primarily of private not-for-profit providers. It is estimated that there are 4,988 providers that offer some combination of integrated employment services and 5,107 providers that offer facility-based work or non-work services. There are an estimated 1.02 million persons served annually across the nation.
- The smallest agencies reported the highest percentage of persons in competitive and supported employment. The largest agencies (with more than 200 persons served) tend to offer a combination of integrated employment and facility-based services, but to a smaller percentage of person with developmental disabilities--they are more multi-faceted and serve people with a variety of disabilities. Generally, the process of conversion to integrated employment is most difficult for the largest agencies.
- Although the capacity of integrated employment services has increased, facility-based services are mirroring the same trend.

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Council Publishes Guide: *Making Your Case*

The Minnesota Governor's Planning Council has published a new guide for those who want to make a difference by participating in the democratic process--how to educate and communicate with legislators. *Making Your Case* is a document based upon dozens of interviews with legislators, legislative staff, and lobbyists. Contents includes: being truthful; knowing the process; meeting with legislators and staff; getting an author for your bill; testifying before committees, telephoning legislators, special events such as day at the legislature, rallies, receptions, and considers certain techniques, such as petitions, and making use of the time between legislative sessions. Through the suggested techniques and insights, people can soon realize that the process is not really so difficult, and can be enjoyable. One free copy per person. Alternative formats: Braille, computer disk, and audiotape. Contact: Minnesota Governor's Planning Council on Developmental Disabilities, 300 Centennial Office Building, 658 Cedar Street, St. Paul, MN 55155. 612/296-4018 (voice); 612/296-9962 (TDD); 612/297-7200 (fax).



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Vinland Inclusion Project Launched

A two-year collaborative project that promotes the goal of inclusion is underway in the seven county metropolitan area. Minneapolis Park and Recreation Board, YMCA of Metropolitan Minneapolis, and Camp Fire Boys and Girls of Minnesota Lakes Council are working with Vinland Center to make changes that will enable people with disabilities to access and participate in all activities and programs offered at selected parks, Y's, and Camp Fire clubs. Funding for the Vinland Inclusion Project was approved by the 1993 Minnesota Legislature as recommended by the Legislative Commission on Minnesota Resources from the Minnesota Future Resources Fund. "By including people of all abilities and backgrounds, we create a richer community: Inclusion gives people with disabilities a sense of belonging," said Jill Swanson at Vinland Center. For more information, call: 612/479-4545 (voice), 612/479-3555.

Eligibility for Telephone Assistance Plan Revised

The Telephone Assistance Plan (TAP) provides a credit on billings from local telephone companies for persons who are at least 65 years of age OR have a disability AND who meet the income guidelines. Due to new income limits, the TAP application has been revised. For more information, contact: Telephone Assistance Plan, 444 Lafayette Road, St. Paul, MN 55155-3859. 612/296-2765 (from within Metro Area); 1-800-657-3838 (toll-free long distance).

Women Volunteers Needed

Chrysalis, a center for women is looking for women to volunteer as support group co-facilitators. All co-facilitators receive over 30 hours of training plus continued supervision. This is an excellent opportunity to develop skills and help other women. Contact Volunteer Services Coordinator at 612/871-0118.

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Eighty-one percent of the respondents offered individual supported employment and 62 percent provided group supported employment services. Supported employment services increased significantly between 1986 and 1991--from 42 percent of the agencies to 90 percent. Almost as many providers (72 percent) offered facility-based services. The average number of persons in facility-based work also increased significantly between 1986 to 1991--from an average of 81 to 104). Thus, it was estimated that 70 percent of the more than one million estimated persons served received facility-based work or non-work services in 1991. "This is in opposition to many states' espoused priorities," the authors commented.

- Incentives to expansion of integrated employment were identified by respondents: funding requirements; availability of training and technical assistance; Social Security work incentives; higher reimbursement rates; reduction in regulations; tying integrated employment funding to a commitment to phase out facility-based services, and providing a bonus for moving persons from facility-based employment.

- New participants have a greater likelihood of obtaining integrated employment than those already in the system, yet providers indicated that two-thirds of those entering the service system continue to receive services in segregated settings.

- The authors cited another study (Agosta, Brown, and Melda, 1993) where providers who offered both supported employment and facility-based services were asked why they did not offer integrated employment to all consumers--189 administrators answered as follows: some consumers are not ready for integrated employment (60 percent); some participants want sheltered work (51 percent); not enough jobs are available (39 percent); not enough funding is available for integrated employment (37 percent); lack of transportation (23 percent); all workers are currently receiving integrated employment services (12 percent); and other reasons (30 percent). Seven percent of the respondents stated that they need workers in the facility as the reason that all were not offered integrated employment!" the authors exclaimed.

- The number of persons who entered facility-based work and facility-based non-work during 1991 was higher than the number who left.

- Respondents were asked to state why individuals with disabilities may be working in more than one setting during the same week. The absence of full-time work was mentioned most frequently, seemingly with no other options explored. The second most frequently mentioned response included a need for services at the facility, e.g., skill development or social/emotional supports. "Skill development has been provided in integrated settings through job coach services for approximately 10 years," noted the authors, "but some providers still appear to view it as occurring more efficiently or effectively in facility-based settings. This misconception needs to be examined."

- Approximately one-quarter of those leaving supported employment (19 percent group and 26 percent individual) left because they no longer needed job supports. However, at least two-thirds of both groups (71 percent group and 66 percent individual) quit or were terminated from their jobs. Almost a third of those who had left supported employment returned to facility-based programs.

- In spite of expansion of integrated services, more than half the providers either started, maintained their existing service capacity or expanded facility-based programs over the past five years. These trends are expected to continue--"slightly more than half the respondents plan to start, maintain current capacity or increase the number of persons served in facility-based programs over the next five years!"

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Inclusive School Communities in Minnesota

The features on this page are contributed by the "Together We're Better Program," a collaborative program of the Institute on Community Integration (University of Minnesota) and the Minnesota Department of Education. The Institute on Community Integration serves as Minnesota's approved University Affiliated Program, funded in part by the Administration on Developmental Disabilities, Washington, D.C.

Back to School Tips Creating Welcoming School Communities

● Washington Elementary School, Owatonna, MN, will be starting off the school year in a very welcoming fashion. The first day of school is called "Home-Child-School Day." On this day, students will go to school accompanied by parents. If parents are unable to attend, some other special person (i.e., Grandmother, neighbor) will join him/her at school that day. The day is broken into four-two hour sessions. Families sign up the previous spring for the session they would like to attend. In their classroom, families receive a welcoming folder which includes fun papers for students to complete and all the necessary forms and papers for parents to discuss with the teacher and/or fill-out. This first day of school is a great kick-off for families and school. Washington school implemented the "Home-Child-School Day" last year for the first time. This special day was reviewed favorably by the families and school. This year the entire school district will also start off the year in this manner.

Contributed by Lori Bird, Washington School, Owatonna, MN

● Adequate preparation is one of the strategies Diane Roth uses to assure a welcoming school environment for her daughter. Diane starts planning for the new school year before school is out the previous spring, or earlier if there are funding issues or transitions. Diane calls the principal and case manager, and requests to meet, plan, and develop her daughter's individual education plan for the new school year. This process should include Diane, other family members, school staff from the current school year, and school staff for the next school year. This early planning supports Diane's philosophy that parents need to take responsibility for their child's education and these needs to be shared responsibility between parents and school staff.

Contributed by Diane Roth, Brainerd, MN

● Ella Gross, Director of the Institute on Minority Development finds that networking with other African American families is a strategy used to prepare for the school year. The networking is informal and a means for families to share information on many school issues, but especially busing. Another strategy is to receive school information from key community leaders (and organizations), such as churches and the Urban League. These are important sources of information, especially if schools send information to families and they have moved and their address is lost. The Minneapolis School District is building on the strength of key leaders to share information by developing a program called District Leadership. This program trains and shares information with identified parents in order for them to be a source of information to other parents.

Contributed by Ella Gross, Institute on Minority Development, Minneapolis, MN.

Publications

The following inclusive education publications will be available this fall from the Institute on Community Integration at the University of Minnesota. For ordering information contact: Publications Office, Institute on Community Integration, University of Minnesota, 109 Pattee hall, 150 Pillsbury Dr. SE, Minneapolis, MN 55455. Telephone: (612)624-4512.

● **What's Working in Inclusive Education?** This yearly newsletter provides an update on strategies, opportunities and accomplishments from agencies and programs in Minnesota involved in developing inclusive school communities. Cost: 1st copy free, Additional copies \$2.00 each.

● **Inclusive Education for Learners with Severe Disabilities: Print and Media Resources.** 1994 edition. A directory of publications, audio/visual media, and organizations dealing with inclusive education. Cost: \$5.00.

Events

August 24, 1994 (9:00 a.m. to 4:30 p.m.): "Planning Transition for Adolescents with Chronic Illness or Disabilities," a conference for education/health/human service professionals," at the Holiday Inn International, Minneapolis, MN. Sponsors: Department of Health, National Center for Youth with Disabilities, University of Minnesota; and PACER Center. Contact: PACER Center, 4826 Chicago Ave., S., Minneapolis, MN 55417-1098. 612/827-2966 (voice and TDD).

August 26-28, 1994: "Making the Vision a Reality!" 22nd Annual Convention of National Down Syndrome Congress will be held at the Minneapolis Hilton and Towers, and Minneapolis Convention Center, Minneapolis, MN. 1-800-232-NDSC.

September 18-20, 1994: "Health Promotion and Community Living for People with Developmental Disabilities," a national conference sponsored by the Health Promotion Project of Wisconsin Council on Developmental Disabilities to be held in Madison, Wisconsin. Contact: Health Promotion Project, 520 Lowell Hall, 610 Langdon Street, Madison, WI 53703. 608/265-4079.

September 23-24, 1994: Arc Minnesota Annual State Convention, Holiday Inn, Mankato, MN. Contact: Karen Grykiewicz or Mike Gude, Arc Minnesota, 3225 Lyndale Ave., S., Minneapolis, MN 55408. 612/827-5641 (Metro); 1-800-582-5256.

*Things are not always as simple as they seem--
frequently they are much simpler.*

Malcolm Sharp*

Lending Library

The following resources are available on loan; publications for three weeks; videotapes (VHS 1/2" cassette) for two weeks. The only cost to the borrower is the return postage. See return address and telephone number below.

Publicity Kit: Prevention of Fetal Alcohol Syndrome (FAS/FAE). A notebook with a collection of publications and ideas on how to organize public awareness campaigns and provide training about FAS/FAE.

Beyond Boundaries (videotape, 13 minutes, closed captions), Ridgedale YMCA, Minnetonka, Minnesota (1993). Documentary on youth leadership and empowerment. Youth participate in service trek, and become writers, photographers, editors, and actors as they document their accomplishments, together.

Shifting Patterns (videotape, 35 minutes, and publication), Minnesota Governor's Planning Council on Developmental Disabilities, 1993. Documents changing perspectives toward individuals, families, and communities via national innovations/movements, e.g.: People First, Career Vision, Partners in Policymaking, Parents as Case Managers, Personal Futures Planning, Voucher Programs, and Youth Leadership. [Alternative formats: publication in Braille and on audio cassette; videotape with closed caption.]

Integrated Employment Continued from page 2 Recommendations

- Conversion to integrated employment requires commitment from all levels: from the agency's mission statement to the board of directors, staff, families and individuals with disabilities.
- Career planning needs to be an ongoing activity for persons with disabilities, one that is integrated into envisioning the fabric of the individual's entire life including their residence, development of social supports, and leisure time.
- The bulk of resources for integrated employment services are contributed through state agencies and driven by state policies and practices. By prohibiting new participants from entering facility-based programs, state MR/DD agencies could exert powerful changes on the scope and delivery of day and employment services.
- No state has yet embraced a complete commitment to integrated employment services; instead, most have increased both integrated and facility-based services. State agency policies and procedures need to be adapted to support and fully reflect the values espoused in recent federal legislation affecting persons with disabilities.
- Legislation has been submitted to amend Home and Community-Based waiver regulations to allow supported employment services for all individuals funded under the Title XIX Waiver instead of restricting it to those with an institutional history. This would address some of the disincentives inherent in the Medicaid program and would approximately double the number of Home and Community-based Waiver recipients who are eligible for supported employment.
- State and federal policies most assuredly will drive the non-profit, day and employment service delivery system. Continued mixed messages reflected in funding priorities, state regulations, and state licensure requirements only act to impede the expansion of integrated employment. **On the other hand, community providers must change the methods used to provide services in order to respond to the changing expectations of funding agencies, consumers, family members, employers and the general public. Coordinated planning is a critical component of this change process.** Ultimately, this will provide a cornerstone for revising reimbursement mechanisms, providing opportunities for choice, and establishing a truly individualized, viable and responsive system of integrated employment for persons with disabilities. Copies of the report may be requested from: Institute for Community Inclusion, A University Affiliated Program, Children's Hospital, 300 Longwood Avenue, Boston, Massachusetts 02115. 712/735-6506 (voice); 617/735-6956 (TDD); or 617/735-7940 (fax).

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