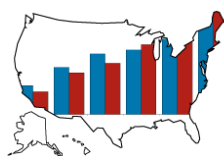


The numbers and the stories behind them

Higher performing state employment systems

June, 2019



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Holistic Perspective

Community
& Labor
Market

Workplace

Individuals &
Families

Employment
Supports

Individual
Employment
Outcomes

Community
Rehabilitation
Provider
Practices

State Policy
& Strategy



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Federal Policy

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Aligning policy and practice across state agencies

Goal

Define policies and practices of high-performing state employment systems at a multi-agency level

Defining employment first
SABE

Higher Performing Systems
Composite indicator
Case studies
IDD agency policy analysis

Employment outcomes

National Core Indicators

- Gender & work
- Guardianship & work

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APSE EMPLOYMENT FIRST STATEMENT
Adapted by Green Mountain Self Advocates and Self Advocates Becoming Empowered

All people with disabilities should have opportunities to work. Public dollars should be used to pay for supports for people to work in the community.
People with disabilities, their families, and their allies believe that:

- Too many people with disabilities do not have a job. This is unacceptable.
- All people should have opportunities for real jobs with real wages. It will get us out of poverty. We will be more independent. We will feel more included.
- All people, with and without disabilities, can work in jobs together earning minimum wage or higher.
- Like everyone else, people with disabilities should have access to supports that they need to work successfully.
- All people, no matter what disability they have, have the right to work a job they choose that matches their skills and interests.
- Public policies must support people with disabilities having real jobs. Money for services should be spent on people having jobs in the community.
- Just calling your state an Employment First state is not enough. "Employment First" is when everyone who wants a job, has a job.

APSE 1
ADVOCATES FOR PEOPLE WITH DISABILITIES

EMSA
EMPLOYMENT FIRST STATE

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“just calling your state an ‘Employment First’ state is not enough; it’s when everyone who wants a job, actually has a job.”

(SABE, 2017).

<https://www.thinkwork.org/apse-employment-first-statement>

How many people are employed?

WORK



No disability



Any disability



Cognitive disability

POVERTY



No disability



Any disability



Cognitive disability

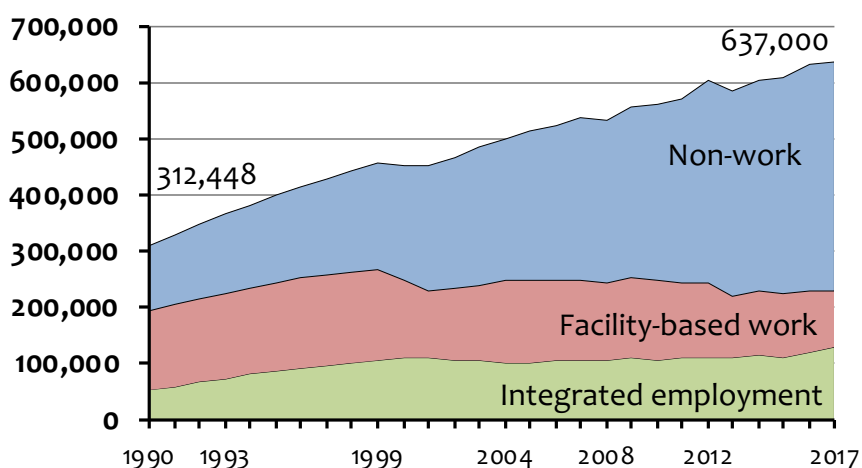


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Source: American Community Survey

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Number in Employment and Day Services

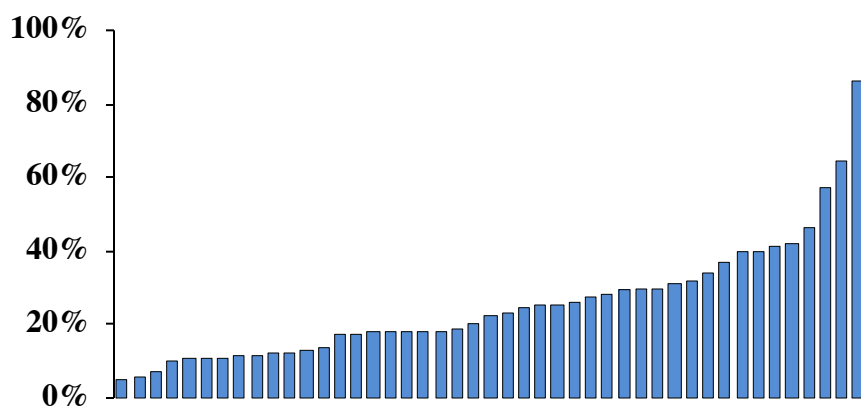


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Source: ICI National Survey of
State IDD Agencies

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Participation in integrated employment services varies widely



Source: 2017 ICI National Survey of State IDD Agencies



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Context matters Higher-Performing States Model



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Hall et al., 2007

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Questions

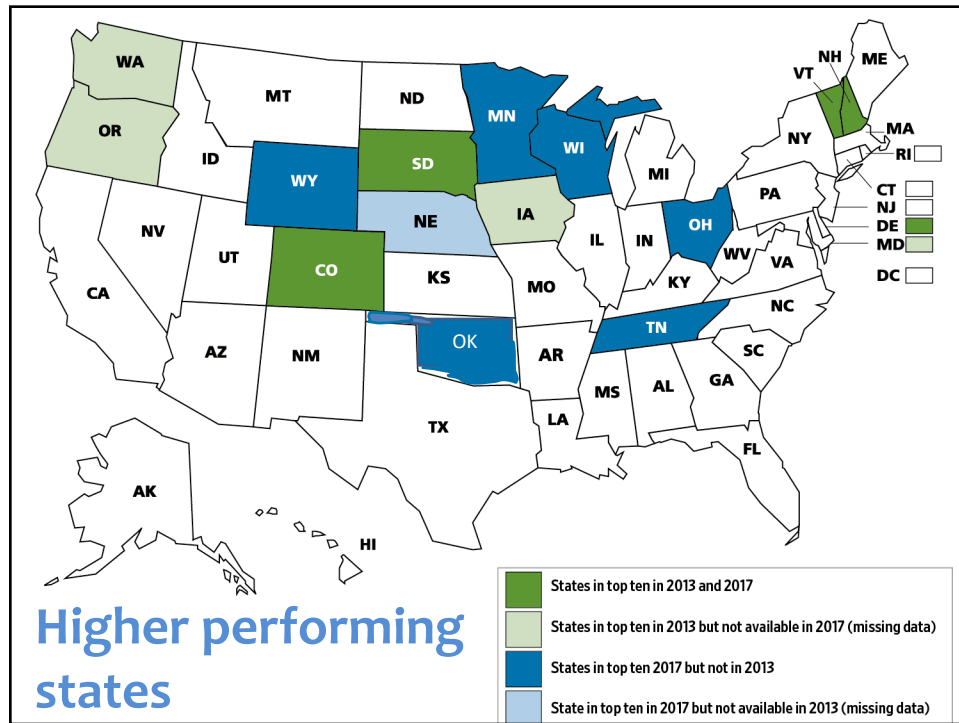
- ❖ What are the characteristics of “higher performing” employment systems?
- ❖ What is the relationship between systems’ characteristics and employment outcomes?



Measures

IDD System	23 points	Percent in integrated job (NCI)
		Mean wage in individual integrated jobs (NCI)
		Mean hours worked in individual integrated jobs (NCI)
		Percent received integrated employment services (IDD)
		Number served in IE for every 100,000 state population (IDD)
VR System Closures with an ID	20 points	Percent who exited into integrated employment
		Number exited into employment for every 100,000 state population
		Percent of VR closures with ID who exited the VR program with employment out of those with ID who were determined eligible
		Change in the percent reporting their own income as largest single source of economic support at <u>exit</u> compared to <u>application</u>
ED System Age 22-30 with cognitive disability	11 points	Percent who were no longer in secondary school and are employed
		Number employed for every 100,000 state population
		Percent enrolled in higher education or other postsecondary education or training program
		The percent of total income that was from work





Key findings: composite indicator 2013

	Rank	IDD Score	VR Score	Education Score
MD	1	21.6	15.2	10.6
NH	2	22.8	9.63	14.9
VT	3	22.8	13.8	10.4
OR	4	21.6	12.8	10.4
WA	5	22.8	10.9	10.6
IA	6	15.4	13.8	13.3
OK	7	21.7	12.8	7.5
SD	8	14.3	14.7	11.5
CO	9	14.5	13.9	11.4
DE	10	19.2	14.3	6.1



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Top 40%

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Key findings: composite indicator 2017

	Rank	IDD score	VR score	Education score
VT	1	19.1	16.7	4.9
OH	2	18.5	12.5	8.3
MN	3	15.8	14.9	8.1
SD	4	15.5	20.0	3.1
CO	5	13.0	18.6	6.1
NH	6	16.7	13.6	6.8
WI	7	15.0	15.5	4.8
WY	8	14.6	15.9	4.4
TN	9	19.0	15.8	8.8
NE	10	11.4	16.6	4.4
DE	11	18.0	11.9	2.3



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Top 40%

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Higher-performing states use a greater percent of funds for *integrated employment* than lower-performing states (31% versus 5%)

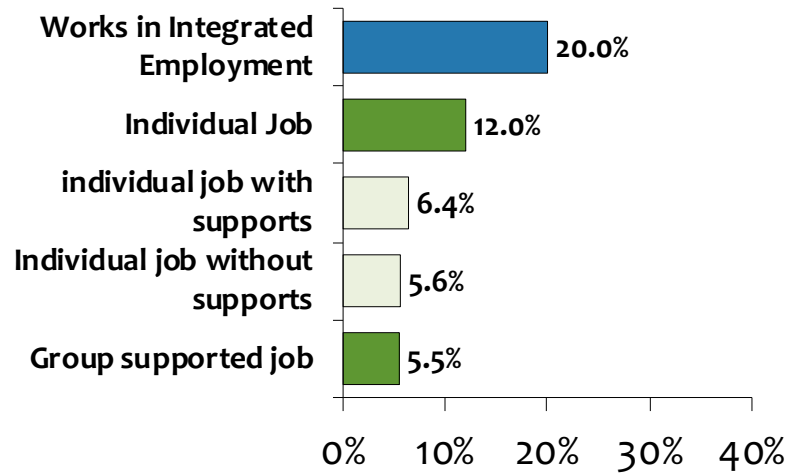
Lower-performing states use a greater percent of funds for *facility-based non-work* than higher-performing states (80% versus 34%)



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Works In Integrated Employment Nation

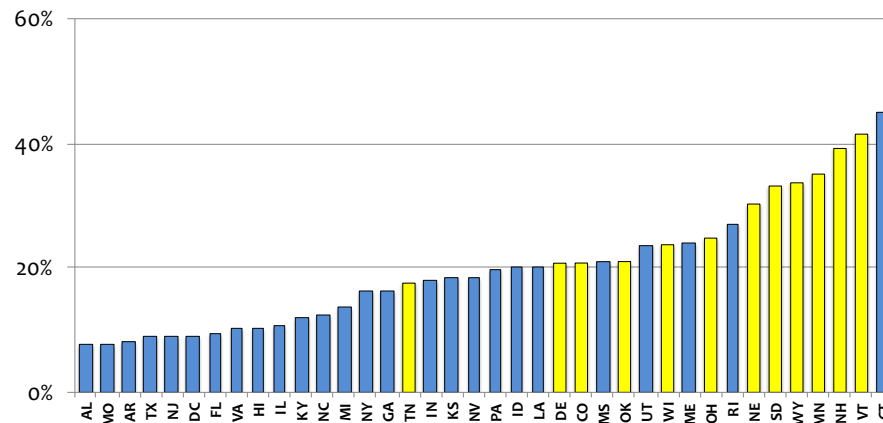


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Source: National Core Indicators
2016-2017

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Percent in a paid community job



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Source: National Core Indicators Project
2016-2017

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Self Sufficiency & Meaningful Day

Mean Hours and Wages per week

	Hours worked	Gross Wages
Individual job with supports	12.5	\$106
Individual job without supports	14.5	\$129
Group supported job	15.1	\$87



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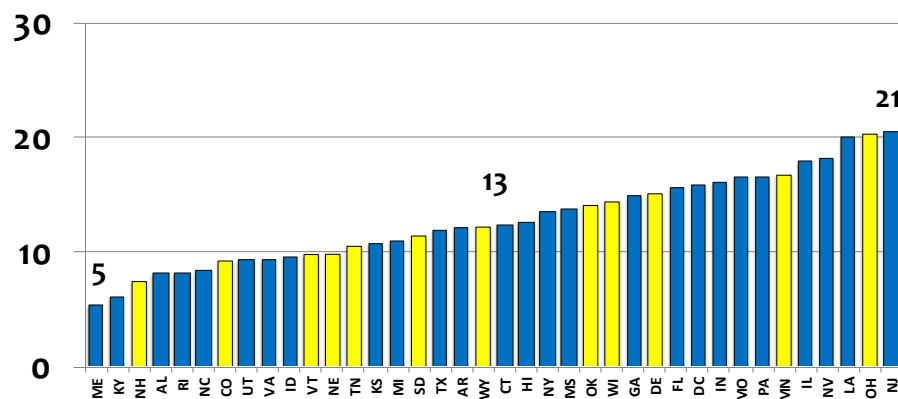
Source: National Core Indicators
2016-2017

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Self Sufficiency & Meaningful Day

Mean hours worked/week

Individual Supported Jobs

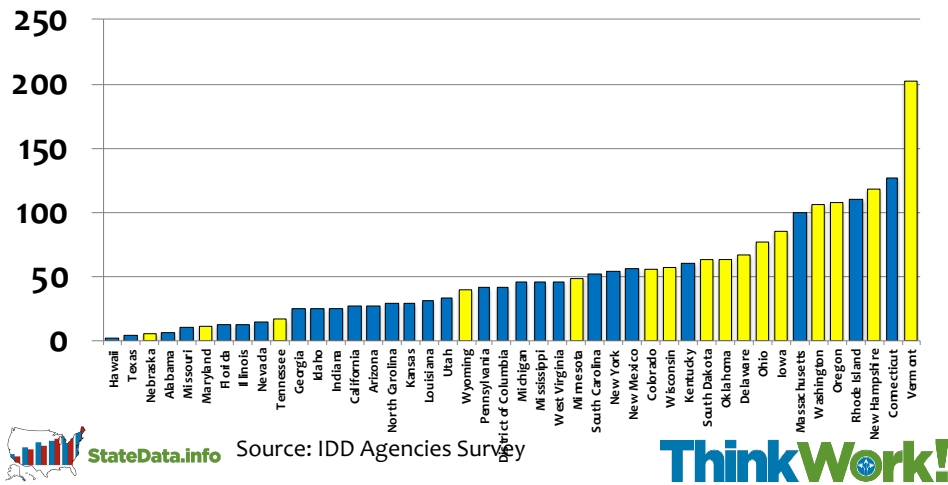


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Source: National Core Indicators
2016-17

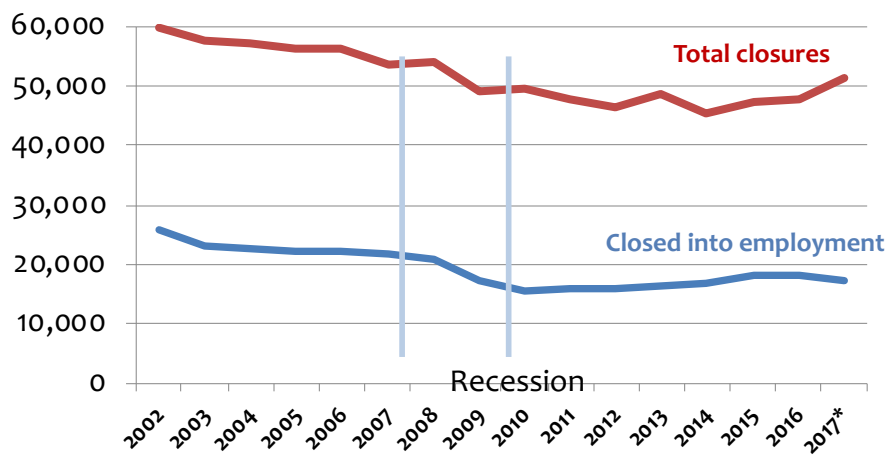
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Integrated employment rate Number receiving IE services from state IDD agency per 100,000 state population



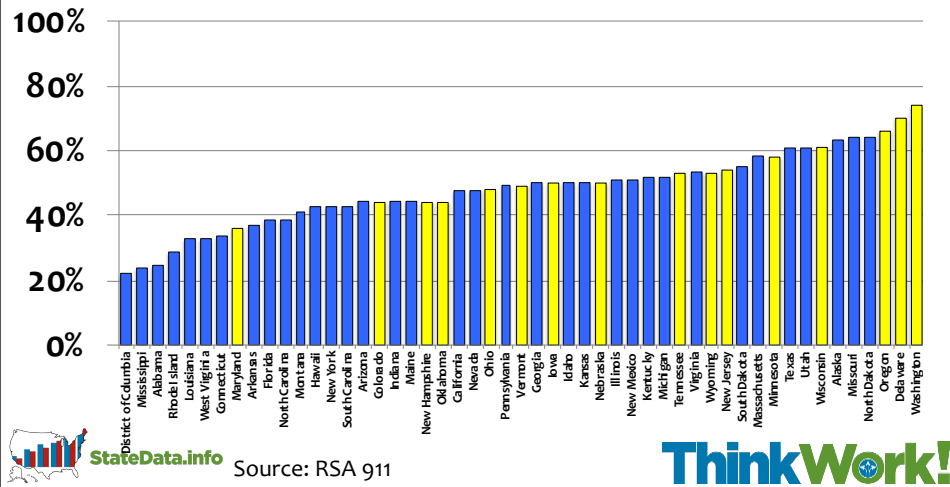
VR trends: Nation

Number of closures: Persons with ID



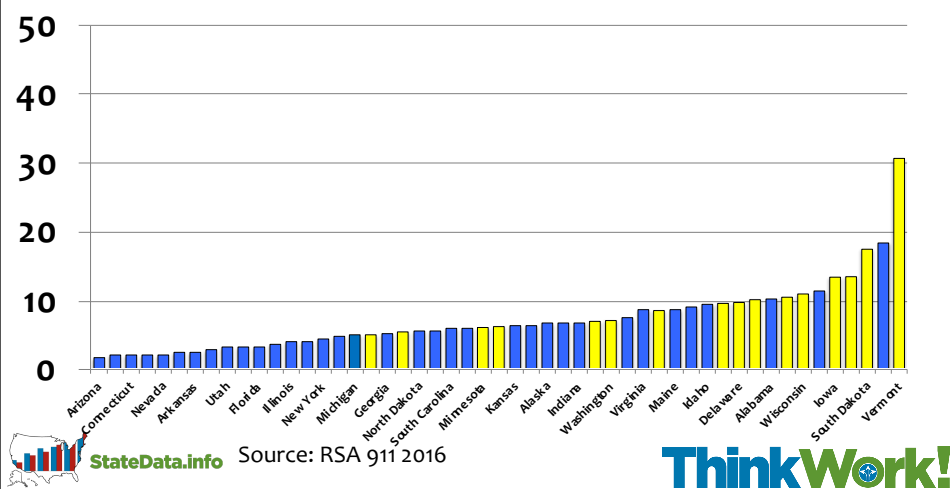
Rehabilitation Rate

Percent closed into employment after receiving services



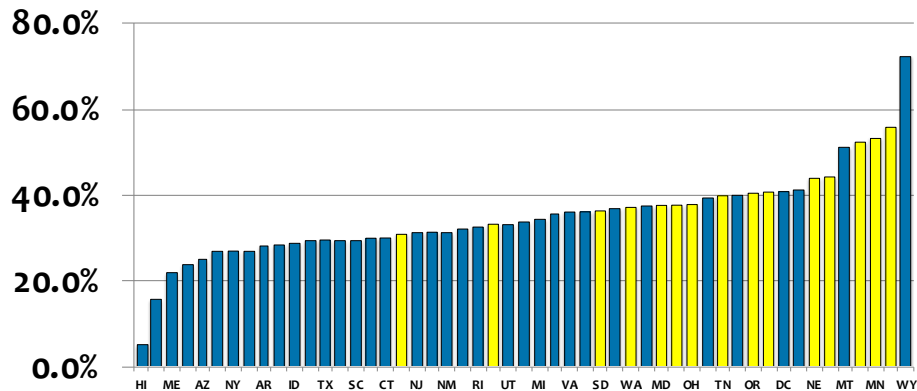
VR participation rate

Number of VR closures for persons with an ID per 100,000 state population



Education

Percent with a cognitive disability who are employed age 22-30



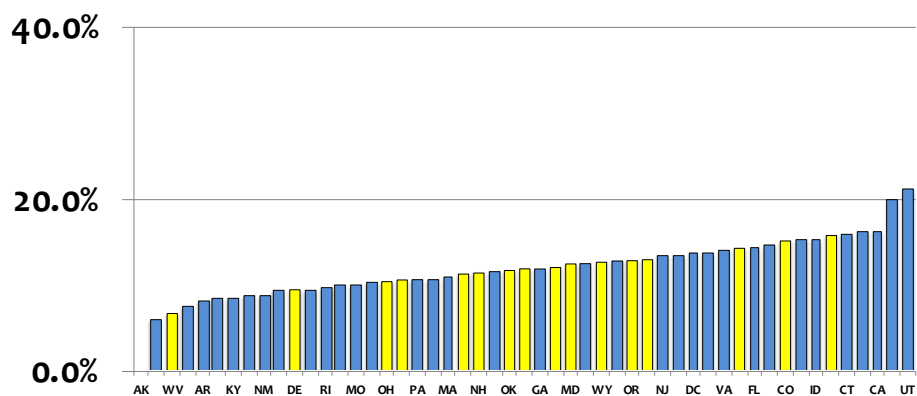
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Source: American Community Survey

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Education

Percent with a cognitive disability who are in postsecondary education age 22-30



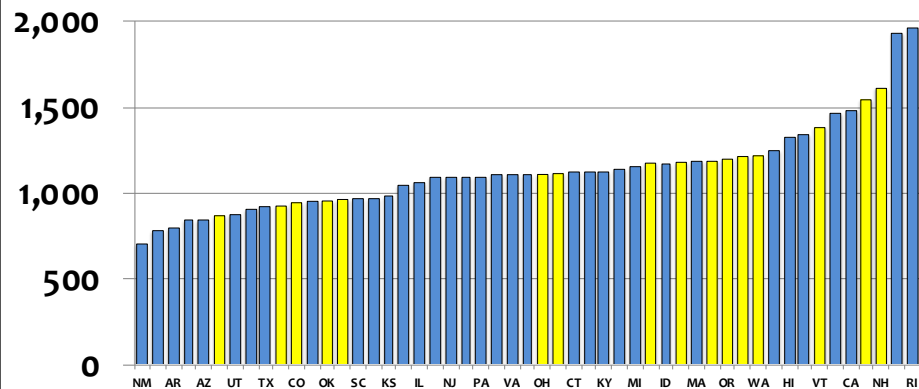
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Source: American Community Survey

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Education

Ratio: People with a cognitive disability employed per 100,000 population age 22-30



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Source: American Community Survey

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What data elements are most useful to you?

How are you using data to support systems change?



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Findings: Case study research in MD

- ❖ Success over the long term depends on cadre of stakeholders.
- ❖ Leadership most effective when distributed across multiple levels of responsibility.
- ❖ Competitive integrated employment has been a long-standing goal of the Maryland state government.
- ❖ Consistent allocation of funds for long-term services for youth exiting schools is critical. Cements expectation for collaboration between school and adult service systems.
- ❖ Capacity building efforts have focused on building a statewide understanding of goals and service outcomes, methods to enhance and monitor service quality and ensure best practice.



Findings: Case study research in Oklahoma

- ❖ Influence of the Hissom lawsuit
- ❖ Strong relationships with provider community
- ❖ Ongoing and sustained collaboration between VR and IDD at the executive level – key players with a long-term commitment
 - A work in progress at the frontline level
- ❖ Fluctuating collaboration with education due to shifts in leadership, as well as decentralization/ strong local control in school districts.
- ❖ Oklahoma Transition Council



State of the Science themes

- ❖ Data and its relationship to state systems and policy
- ❖ Leadership
 - Regional communities of practice
 - Identifying and supporting champions
- ❖ Communication/collaboration
 - Shared agendas across agencies- shifting from competition to collaboration
 - Engaging all stakeholders so “they are the messengers”



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www.ThinkWork.org

www.RealWorkStories.org

www.StateData.info

