

# **Minnesota Statewide Disability and Employment Conference**

Presented by

The Minnesota Employment Policy Initiative

The Minnesota Employment Training and Technical Assistance Center

Pathways to Employment

# **Tools for Employment**

Disability Benefits 101 (DB 101)

Discovery-Based Employment

Resource Area

# **Ramsey County CAT**

Perspectives on Discovery,  
Transition and Employment

**Discovery In School  
Versus  
Post Graduation**

## **In School**

- Can work with transition team
- Attend IEP meetings
- Consult with teachers more freely

## **Post Graduation**

- Transition team not available or harder to reach
- Lose a lot of knowledge from teachers

## **In School**

- Can be difficult to work around the school schedule

## **Post Graduation**

- If not employed, usually more flexibility in their schedule

## **In School**

- Creativity with funding options

## **Post Graduation**

- Funding typically readily available

## **In School**

- Typically more connected
- Have social capital from work, peers, and school

## **Post Graduation**

- May lose a lot of social capital after school is done

## **In School**

- Time to do discovery process

## **Post Graduation**

- Time constraints usually exist
- They need a job ASAP

## **In School**

- Gain meaningful employment
- Intended to aid in discovery process

## **Post Graduation**

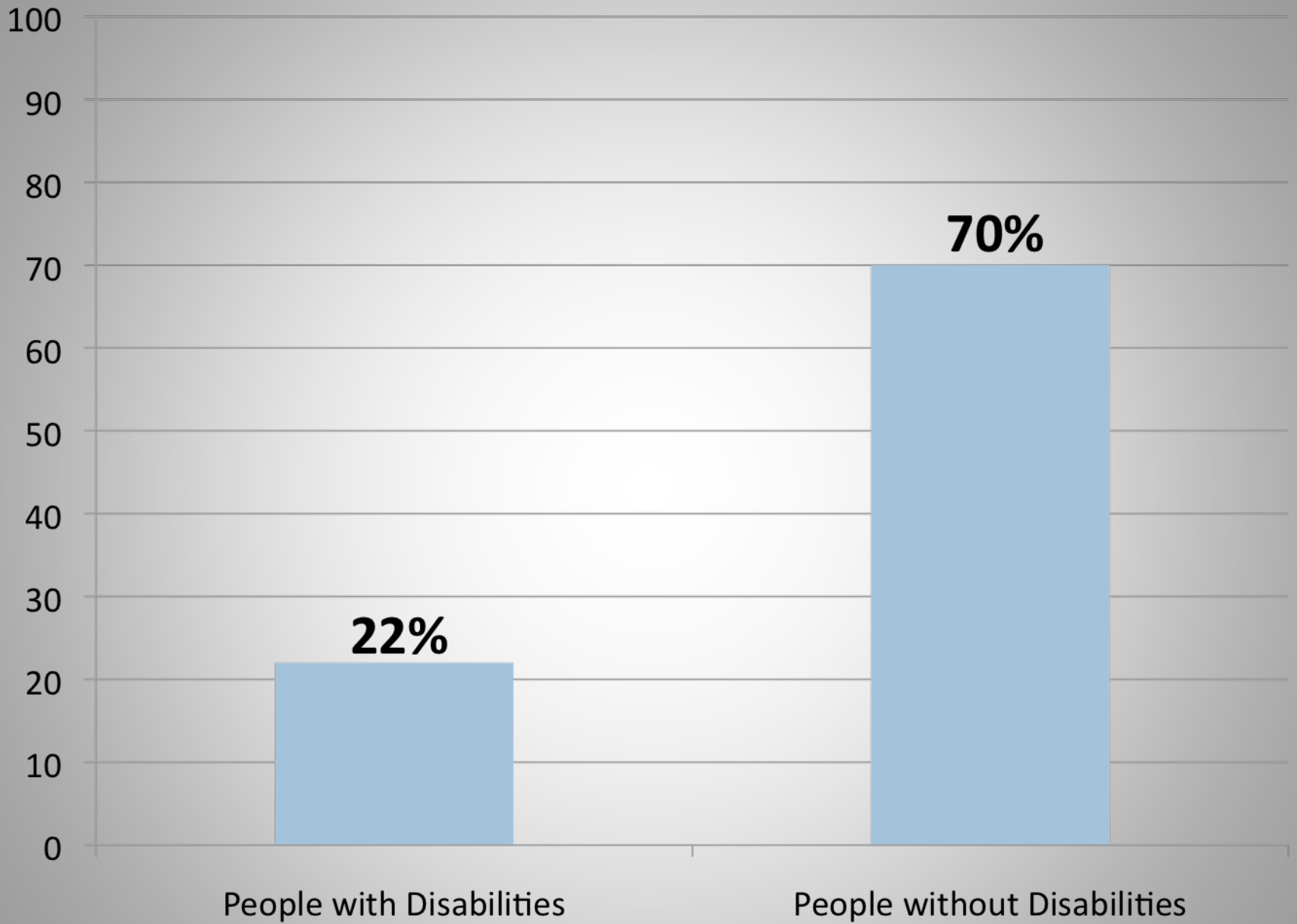
- May not have held employment or had limited work experiences

# **Minnesota Employment Policy Initiative**

Perspectives on Transition

# ***Minnesota Employment Policy Initiative (MEPI)***

Purpose: To facilitate dialogue and develop leadership on disability and employment policy to ensure that integrated competitive employment is widely recognized and routinely promoted as the preferred outcome of all Minnesotans with disabilities.



# *Listening Sessions*

- Brain Injury
- Mental Health
- DeafBlindness
- Blindness
- Physical Disabilities
- DD
- Autism
- Deaf and Hard of Hearing
- MNTAT Community Action Teams
- Transition
- Families

# ***Transition Groups***

- NW Hennepin CTIC
- South/West Hennepin CTIC
- Bemidji CTIC
- VECTOR/Minnesota Employment Center
- Employment First Coalition Family Summit
- Employment First Coalition Follow-up Training for Families

## *EFC Family Summit*

- Families start out with the expectation that their children will work.

## *EFC Family Summit*

- Over time, that expectation can weaken.

## *EFC Family Summit*

- The service delivery system “dis-empowers” families.

## *EFC Family Summit*

- Families need information and training to learn to work (or fight) the system.

# ***EFC Family Summit***

- Families start out with the expectation that their children will work.
- Over time, that expectation can weaken.
- The service delivery system “disempowers” families.
- Families need information and training to learn to work (or fight) the system.

***Do families need to learn to  
navigate the system?***

***Is that a reasonable expectation?***

***If systems are designed to achieve  
the results they get,***

***and the system achieves a low  
employment rate for individuals  
with disabilities,***

***do families really want to learn to  
work the system?***

***How do people really get jobs?***

# ***Traditional Job Development***

- Find a job opening
- Apply
- Wait for an interview
- Wait for a job offer
- Result – low rate of employment for individuals with disabilities

***Do families need to learn to  
navigate the system?***

***Families have social  
networks/social capital***

# ***Families' Networks***

- Relatives
- Paid work
- Religious affiliations
- Neighborhoods
- Volunteer work
- Hobbies
- Businesses they frequent

## *Recommendations*

- Support families' expectation that their child will work

# *Recommendation*

- Maximize social connections/capital to get jobs

## *Recommendation*

- Set the goal that students will graduate into jobs or post-secondary education

## *Recommendation*

- Ensure students have real jobs for real pay while they're still in school

# *Recommendations*

- Support families' expectation that their child will work
- Maximize social connections/capital to get jobs
- Set the goal that students will graduate into jobs or post-secondary education
- Ensure students have real jobs for real pay while they're still in school

***How do people really get jobs?***

***Select one of the recommendations –  
What can you do to impact this  
recommendation?***

# *Recommendations*

- Support families' expectation that their child will work
- Maximize social connections/capital to get jobs
- Set the goal that students will graduate into jobs or post-secondary education
- Ensure students have real jobs for real pay while they're still in school

# Anoka County CAT

Linking Discovery  
and Job Development  
“The List of 20”

# **From Discovery to Themes**

“List of 20”

“Informational Interviews”

# Typical Vocational Path for Individuals with Disabilities

- **Students in transition**

- Students with disabilities/barriers generally go to Transition School directly after High School
- Transition School is usually ages 18-21
- Students/Teachers/Work Coordinators/Families receive a wealth of information from the 3 years with the student.
- If a student graduates without a job, they are generally referred to a DTH (Day Training and Habilitation) program or Vocational Rehabilitation Services.

- **Adults with disabilities/ barriers**

- If a participant is looking at a DTH program, they tour various facilities and make a decision based on availability of programs & current choices.
- Career planning, interest testing or Discovery is generally not offered when going to a DTH.
- VRS generally does not open a case when a consumer is accessing a DTH program.

# From themes to the *List of 20* to Informational Interviews

- **Develop themes that emerge from Discovery**
  - Keep in mind hobbies/interests can be different than skills/abilities
- **Create list of 20 businesses for each theme**
  - Consider the person's ideal conditions for employment
    - Interests, Environment, Social Connections, Contributions (soft skills), Preferences, and Skills
  - Look for small businesses, the artisans, guilds, and groups
  - Research businesses online or drive around person's neighborhood

# What has worked for us . . .

- The process is constantly evolving
- Communication with other CAT members
- Think of this process as not looking for a job but as a way to gain more information

# Patrick

- **Patrick** is a recent graduate from a Transition school. He resides in Coon Rapids with his parents. Patrick is very familiar with his neighborhood. Patrick is passionate about Dinosaurs. Other interests include Movies (particularly Ice Age and other Pixar movies) and non-fiction reading material. He's interested in evolution, astronomy and other sciences and has several books on these subjects. Music and entertainment choices: Weird Al Yankovich and Cirque du Soleil. Favorite video game is the Dinosaur King. Used Adobe to scan recipe cards from his school. Has had experience in High School in graphic arts and ceramics. He assisted his family in building a garden wall this summer. Patrick is very familiar with the Science Museum. Some of Patrick's Ideal Conditions of Employment include:
  - Ability to touch items and things in the work place, Non-smoking, swearing environment, Some loud noises can be bothersome/ though he can be loud as well, consistent, knowledge-based
- Themes: Science; Orienteering/Orientation; Investigation/Curiosity

# Jack

- **Jack** is 21 years old and lives with his parents and older brother in Anoka County. He knows how to take the city bus around his neighborhood. He currently works a part-time job ticket taking/ushering at the Minnesota Vikings games for a security company. He is very agreeable, hard working, likes to move around (does not want a job sitting behind a desk), likes working with people, is reliable and wants to do well. His interests/hobbies are the Vikings (bedroom is painted purple), collecting sports memorabilia, likes World War II history (watches The History Channel), plays Modern Warfare II on the computer and collects medieval weapons from RV trips he takes with his family around the US. He plays on a softball team in the summer, likes building things and has made several bird houses in boy scouts, made a toolbox out of metal at a welding camp, and made a clock in shop class.
- Themes: History; Collecting Things; Working with Hands

# Joe

- **Joe** is 25 years old and lives in a group home with 2 other roommates in Fridley. His main means of transportation is either by his home staff or the city bus. He currently works at HOM furniture sweeping and dust mopping the floors. He also scrubs the floors of the warehouse with a driving scrubber. He is very hard working and likes to do a good job at whatever he's doing. Joe loves to be working with his hands and is very hands-on in his learning approach. His real passion is working with wood. He has built several projects over the years such as a raised chess board, a wooden rocking bench, an entertainment center, and a wooden rocking horse. His other interests include watching and playing sports, such as softball and floor hockey, and football on TV.
- Themes: Woodworking; Tools/Machines; Action

# Group Activity

## – Table talk

- Mini profiles from the CATs
- 10 minutes to develop and assist in process
  - Not talking of job descriptions (ie: cashier vs. local supermarket)
  - Not large employers
  - If not familiar with area - give ideas based on what you are familiar with
  - Think of place where people with those interests would work or associate (specific places v. generic, like grocery)
  - Reflect back on Ideal conditions (see mini-profiles)

# Not the end...

- Onto informational interviews
  - Pop In
  - Brief Info (1/2 hour)
  - Behind the Wall (more extensive)
- Obtaining more information
- Possible further contacts
- Looking for suppliers/looking at the 'chain'

# What's Next

- Leave mini-profiles/lists at the table, facilitators will collect at end of conference.
- If you have ideas or suggestions that you feel the CAT should be aware of, please leave your contact information.
- Persons from the Anoka CAT will be available to talk with you about this process, as will members of the other CATs.

# Community Conversation

Wrap-Up

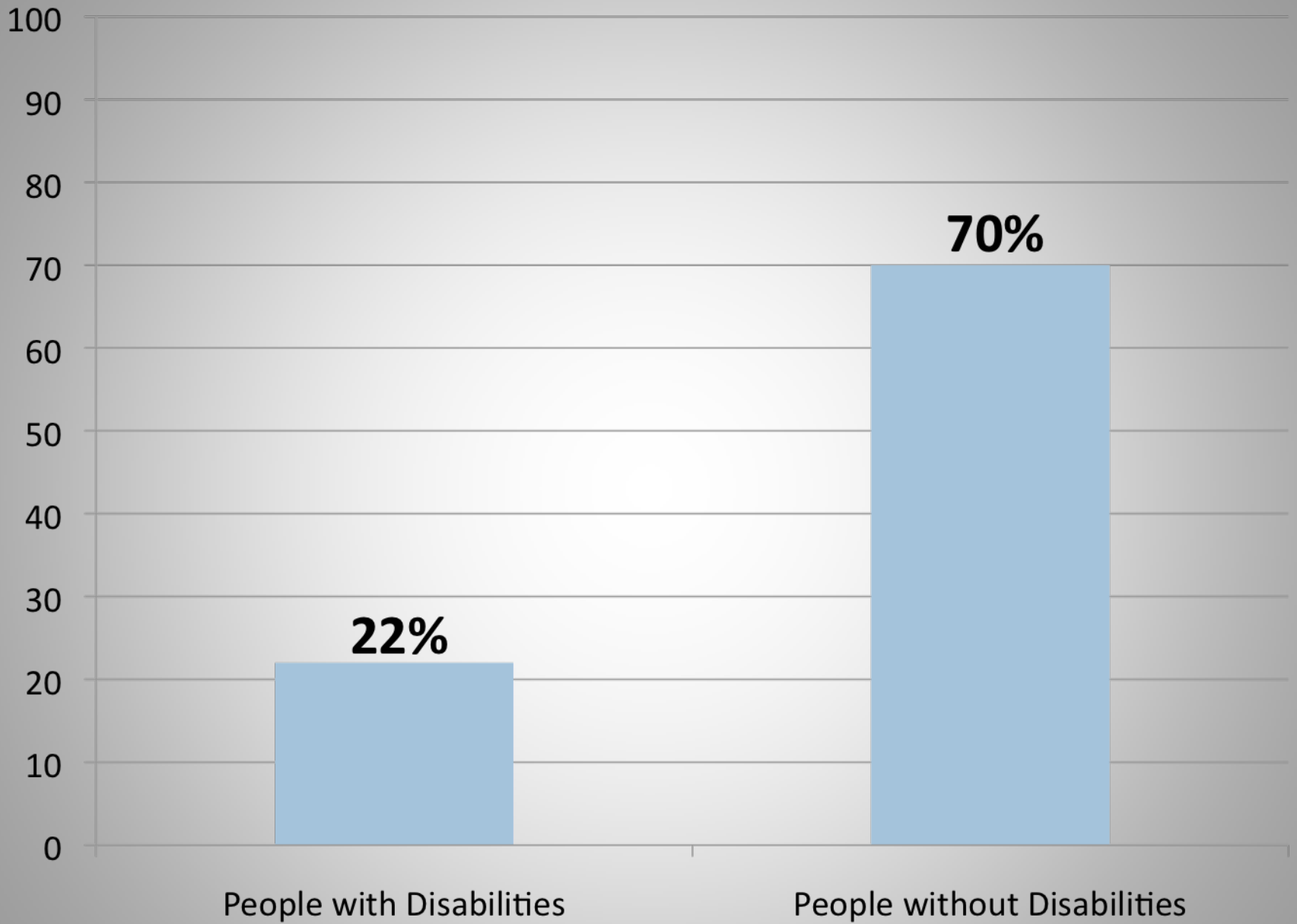
Day One

# Cary Griffin

*Living on the Edge  
of Employment*

# **Minnesota Employment Policy Initiative**

Results of Listening Sessions  
Community Conversation



# *Listening Sessions*

- Brain Injury
- Mental Health
- DeafBlindness
- Blindness
- Physical Disabilities
- Autism
- DD
- Deaf and Hard of Hearing
- Transition
- Families
- MNTAT Community Action Teams

# ***Host Organizations***

- Brain Injury Association of MN
- NAMI MN - National Alliance on Mental Illness
- Mental Health Consumer/Survivor Network of MN
- Mental Health Association of MN
- Advisory Committee on DeafBlindness  
State Services for the Blind
- American Council of the Blind of MN
- National Federation of the Blind of MN

# *Host Organizations*

- MS Society
- Metropolitan Center for Independent Living
- Autism Society of Minnesota
- Advocating Change Together (ACT)
- Governor's Council on Developmental Disabilities
- Commission of Deaf, DeafBlind and Hard of Hearing Minnesotans

***Why is work important?***

***What's working? What are we  
doing right in Minnesota?***

***What will it take to double  
employment of Minnesotans with  
disabilities by 2015?***

# ***Why is work important?***

- Self-esteem and self-worth
- Identity
- Sense of purpose
- Structure and routine
- Stability
- Opportunity to use talents
- Contribute to society

# ***Why is work important?***

- Quality of life
- Physical Health
- Mental Health
- Social network
- Changes society's view about the abilities of individuals with disabilities

# ***What's working?***

## ***What are we doing right?***

- Increased expectations about who can work
- Individualized services
- Person-centered services
- Collaborative teams
- Workforce system
- Supported employment
- Increased emphasis on competitive jobs
- Advocacy organizations
- Peer support services

# ***What's working?***

## ***What are we doing right?***

- Work incentives
- Interagency transition services
- Vocational Rehabilitation Services / SSB
- Schools
- State and local government agencies
- Centers for Independent Living
- Community employment providers
- Families

***What will it take to double  
employment of Minnesotans with  
disabilities by 2015?***

## *Common Themes*

- Work as an expectation

## *Common Themes*

- Safety net of benefits

## *Common Themes*

- Work as a return on investment

## *Common Themes*

- Underemployment and advancement

# *Common Themes*

- Accommodations

# *Common Themes*

- Retention

## *Common Themes*

- Self-management of supports and services

## *Common Themes*

- Target small businesses

## *Common Themes*

- Self-employment

# *Common Themes*

- Work as an expectation
- Safety net of benefits
- Work as a return on investment
- Underemployment and advancement
- Accommodations

# *Common Themes*

- Retention
- Self-management of supports and services
- Target small businesses
- Self-employment

# *Common Themes*

- Work as an expectation
- Underemployment and advancement
- Accommodations
- Retention
- Self-management of supports and services

- 1) Select one theme.
- 2) Tell your group why you selected it.
- 3) Tell your group how you personally can impact that theme.

# *Common Themes*

- Work as an expectation
- Underemployment and advancement
- Accommodations
- Retention
- Self-management of supports and services

# **West Metro CAT**

Job Site Analysis  
Instruction

# **Minnesota Statewide Disability and Employment Conference**

Presented by

The Minnesota Employment Policy Initiative

The Minnesota Employment Training and Technical Assistance Center

Pathways to Employment

# **Minnesota Success Stories**

# **Call to Action**

Community Conversation

Next Steps