Minnesota’s Employment Support System for People with Disabilities

Goal

- Provide an overview of the different parts of our system that supports people with disabilities in employment
- Identify key parts of that system at the state, community, and individual level that will impact a successful transition if subminimum wages are eliminated
- Identify key “levers for change” at each level for the task force to consider in recommendations

**Work in progress*

System View for Systemic Changes

- To create meaningful change, we need to look at all parts of our system and what is needed from each component to make the change
- This is especially true for larger changes
- Example: Creating or changing a statewide service
  - Consider policy changes
  - Consider expanding access in specific communities
  - Consider capacity building and training
  - Consider increasing individual knowledge of/interest in
  - Consider alignment in values

Components

State Level

- Policy
- Services and Benefits
- Measures and monitoring

Community Level

- Provider Network
- Case Management Network
- Business Network
- Supports

Individual Level

- People earning subminimum wages
- Families, guardians, advocates

Values/Culture

Employment First - Informed Choice - Person Centeredness - Equity - Universal Design

Values

- Having shared values across the system makes any change way more effective
  - Employment First
  - Informed Choice
  - Person Centeredness
  - Equity
  - Universal Design

State Level

- **Policy**
  - Employment First
  - Informed Choice
  - Rates and Financing
- **Services and Benefits**
  - Transition supports (school, Pre-ETS)
  - Employment Services (waiver, VRS/SSB…)
  - Wrap around supports (day supports, housing)
  - Benefits planning, work incentives
- **Measures and monitoring**
  - Performance measures
  - Accountability/feedback loops

- **Levers for change**
  - State/Federal law changes
  - State/Federal policy changes
  - Outreach/advocacy/engagement
  - Interagency coordination (E1MN)
- **Example Barriers**
  - Lack of information on SW
  - Policy allows for SW
  - Low funding rates for employment
  - Inadequate monitoring and follow up

Adult Services

Primary funding source for people on waivers who are not enrolled in high school or age 18-21 transition programming

- Waiver (DHS)
- VRS/SSB (DEED)

E1 MN ADULT

Engage

Waiver employment exploration services

Results in:
An informed choice

- Barriers and concerns addressed
- Lived experience
- Risk/benefits of choice

Waiver (DHS)

Plan

Waiver employment development services (planning phase)

Results in:
Preliminary employment goals

- Portfolio to springboard job search

Waiver (DHS)

Find

VRS/SSB job search and stability services

Results in:
Competitive, integrated employment

VRS/SSB (DEED)

Keep

Waiver employment support services

Results in:
Maintaining employment

Waiver (DHS)

ENGAGE, PLAN, FIND, KEEP FRAMEWORK

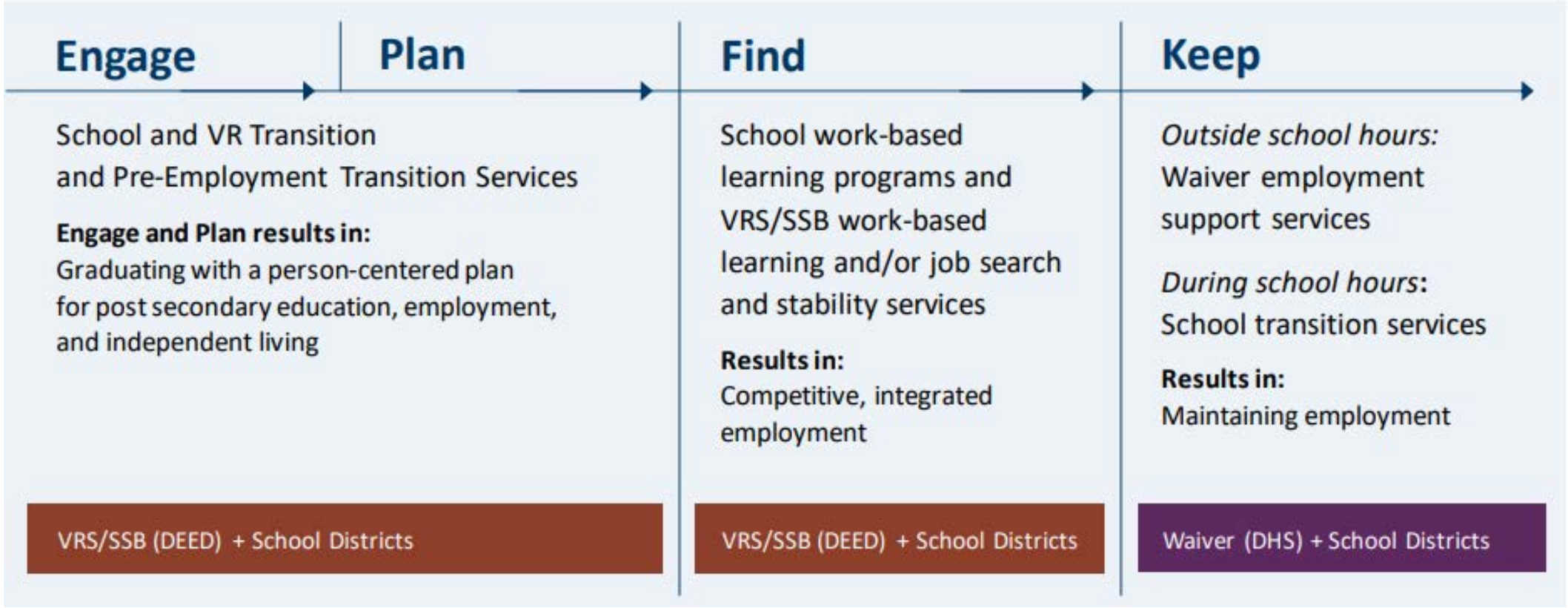
Student Services

Primary funding source for students on waivers:

- Waiver (DHS) + School Districts
- VRS/SSB (DEED) + School Districts

E1 MN YOUTH

Students enrolled in high school or age 18-21 transition programming



Community Level

- **Provider Network**
  - Capacity
  - Access
- **Case Management Network**
  - Awareness and capacity
- **Business Network**
  - Awareness and capacity
  - Accommodations
  - Internships/Incentives
- **Supports**
  - Technology
  - Transportation

- **Levers for Change**
  - Grants
  - Technical Assistance and Training
  - Outreach/Advocacy/Engagement
  - State Level Changes
- **Example Barriers**
  - Supports or employment opportunities are not available in community
  - Lack of understanding of how to provide supports/what is availalbe

Individual Level

- **People receiving subminimum wages**
  - Self-Identity (values/beliefs)
  - Self advocacy skills
  - Workforce skills
- **Families, guardians and advocates**
  - Values
  - Awareness and engagement
  - Confidence/safety

- **Levers for Change**
  - Outreach/Advocacy/Engagement
  - Incentives
  - State/Community level changes
- **Example Barriers**
  - People do not believe competitive employment is possible
  - People/families are concerned about safety
  - People do not know about available resources

Questions?