



## Guiding Principles for Competitive Integrated Employment<sup>1</sup>

### For People with Disabilities in Long-Term Care

The Department of Health Services (DHS) has established a list of Guiding Principles that build on the value of full inclusion of people with disabilities served in our long-term care programs. These principles are evidence-based practices that align with our vision for the future for people with disabilities in our communities. We recognize that each person's path toward competitive integrated employment involves a person-centered planning process that includes a variety of experiences to build toward successful jobs.

These principles do not limit or impact the provision of allowable services in DHS's long-term care programs, including the provision of pre-vocational services compliant with Home and Community-Based Services (HCBS). Instead, this document focuses solely on advancing the goal of community-integrated employment as an outcome. These principles will lead our state in providing services and supports that result in competitive integrated employment.

1. Everyone can work in a job if it is matched to his or her unique skills and interests, and they are provided with the right supports.
2. Competitive, integrated employment is the first and preferred employment outcome for all working-age youth and adults.
3. Working creates a strong path toward better physical and mental health.
4. Work is a pathway out of poverty, reduces reliance on public benefits, and is cost effective.
5. Students with disabilities who have the supports to participate in general education classes and activities and take some type of post-secondary courses are more likely to obtain competitive employment, require fewer supports, and earn higher wages.
6. When a child's parents, teachers, and other adults in their life expect that the child or teenager will work, they are up to five times more likely to work in the community as an adult.
7. Having two or more paid community work experiences during high school means teens are five times more likely to work in the community after high school.
8. To make informed choices about employment, people with disabilities need opportunities to receive comprehensive information about services available, work incentive benefits counseling, reasonable accommodations, supports, and opportunities to try a variety of community jobs.
9. Interagency coordination at the state level with long-term care agencies, Department of Workforce Development's Division of Vocational Rehabilitation, Department of Public Instruction, businesses, technical colleges, and school districts, as well as local and regional coordination, is necessary for youth and adults with disabilities to achieve their employment goals.
10. Society as a whole and businesses in all sectors of the economy can benefit from a workforce that includes, and actively engages, people with disabilities.

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<sup>1</sup> "Competitive Integrated Employment is defined as work performed on a full-time or part-time basis; compensated not less than the applicable state or local minimum wage law (or the customary wage), or if self-employment, yields income comparable to persons without disabilities doing similar tasks; the worker should be eligible for the level of benefits provided to other employees; the work should be at a location typically found in the community; where the employee with a disability interacts with other persons who do not have disabilities and are not in a supervisory role, and; the job presents opportunities for advancement." **Workforce Innovation and Opportunity Act (WIOA) amended Rehabilitation Act Title IV 2014**

## Citations to Support Competitive Integrated Employment Guiding Principles

### Principle #1

- ✓ Brown, L., Shiraga, B., and Kessler, K. (2006) The Quest for Ordinary Lives: The Integrated Post-School Vocational Functioning of 50 Workers With Significant Disabilities, *Research & Practice for Persons with Severe Disabilities*, 31(2), 93–121 [http://website.education.wisc.edu/~lbrown/wp-content/uploads/2012/07/2006.quest\\_.pdf](http://website.education.wisc.edu/~lbrown/wp-content/uploads/2012/07/2006.quest_.pdf)
- ✓ Migliore, A., Mank, D., Grossi, T., and Rogan, P. (2007). Integrated employment or sheltered workshops: Preferences of adults with intellectual disabilities, their families, and staff. *Journal of Vocational Rehabilitation*, 26(1), 5-19. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.690.4321&rep=rep1&type=pdf>

### Principle #2

“A public entity may violate the ADA’s integration mandate when it plans, administers, operates, funds, or implements its employment service system in a way that unnecessarily relies on segregated employment facilities or programs for individuals with disabilities.” Statement of the Department of Justice on Application of the Integration Mandate of Title II of the Americans with Disabilities Act and *Olmstead v. L.C.* to State and Local Governments’ Employment Service Systems for Individuals with Disabilities.

<https://www.ada.gov/olmstead/>

### Principle #3

Hartman, E. (2008). A Literature Review on the Relationship between Employment and Health: How this Relationship may Influence Managed Long Term Care. University of Wisconsin, Stout.

<http://www.uwstout.edu/svri/upload/The-relationship-between-employment-and-health-A-literature-review.pdf>

### Principle #4

- ✓ Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities, September 15, 2016 Report. [https://www.dol.gov/odep/topics/pdf/ACICIEID\\_Final\\_Report\\_9-8-16.pdf](https://www.dol.gov/odep/topics/pdf/ACICIEID_Final_Report_9-8-16.pdf)
- ✓ Cimera, R. E. (2012). The economics of supported employment: What new data tell us. *Journal of Vocational Rehabilitation*, 37(2), 109-117. [http://www.apse.org/wp-content/uploads/docs/R.%20Cimera%20economics\\_jvr.pdf](http://www.apse.org/wp-content/uploads/docs/R.%20Cimera%20economics_jvr.pdf)

### Principle #5

United States Chamber of Commerce (2013). Leading Practices on Disability Inclusion.

[https://www.uschamber.com/sites/default/files/legacy/reports/Disability\\_final\\_v2.pdf](https://www.uschamber.com/sites/default/files/legacy/reports/Disability_final_v2.pdf)

### Principle #6

- ✓ Zafft, C., Hart, D., and Zimbrich, K. (2004). College Career Connection: A Study of Youth with Intellectual Disabilities and the Impact of Postsecondary Education. *Education and Training in Developmental Disabilities*, 39(1), 45-53. [http://daddcec.org/Portals/0/CEC/Autism\\_Disabilities/Research/Publications/Education\\_Training\\_Development\\_Disabilities/2004v39\\_Journals/ETDD\\_200403v39n1p045-053\\_College\\_Career\\_Connection\\_A\\_Study\\_Youth\\_With\\_Intellectual.pdf](http://daddcec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/Education_Training_Development_Disabilities/2004v39_Journals/ETDD_200403v39n1p045-053_College_Career_Connection_A_Study_Youth_With_Intellectual.pdf)
- ✓ Carter E, Austin D, Trainor A. (2012). Predictors of Postschool Employment Outcomes for Young Adults with Severe Disabilities. *Journal of Disability Policy Studies*, 23(1), 50-63. [http://witig.org/wstidata/resources/journal-of-disability-policy-studies-2012-carter-50-63\\_1445367527.pdf](http://witig.org/wstidata/resources/journal-of-disability-policy-studies-2012-carter-50-63_1445367527.pdf)

- ✓ Doren, B., Grau, J. M., and Lindstrom, L. E. (2012). The relationship between parent expectations and postschool outcomes of adolescents with disabilities. *Exceptional Children*, 79, 7–23.
- ✓ Carter, E. (2014). What Matters Most: Research on Elevating Parent Expectations, TASH Town Hall, Partners in Employment. [http://supportstofamilies.org/wp-content/uploads/parent-expectations\\_D21.pdf](http://supportstofamilies.org/wp-content/uploads/parent-expectations_D21.pdf)

**Principle # 7**

- ✓ Carter E, Austin D, Trainor A. (2012). Predictors of Postschool Employment Outcomes for Young Adults with Severe Disabilities. *Journal of Disability Policy Studies*, 23(1), 50-63.  
[http://witig.org/wstidata/resources/journal-of-disability-policy-studies-2012-carter-50-63\\_1445367527.pdf](http://witig.org/wstidata/resources/journal-of-disability-policy-studies-2012-carter-50-63_1445367527.pdf)
- ✓ Brewer, D. Working My Way Through High School: The Impact of Paid Employment on Transition Students with Disabilities. *Transitions Policy Brief*, Cornell University School of Industrial and Labor Relations Employment and Disability Institute.  
<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1108&context=edicollect>

**Principle # 8**

Delin, B.S., Hartman, E.C., and Sell, C.W. (2012). The impact of work incentive benefits counseling on employment outcomes: Evidence form two return-to-work demonstrations. *Journal of Vocational Rehabilitation*, 36, 97-107.

**Principle # 9**

- ✓ Luecking, R. G., and Certo, N. J. (2003). A MODEL THAT WORKS. *American Rehabilitation*, 27(1), 2-9
- ✓ The 2020 Federal Youth Transition Plan: A Federal Interagency Strategy  
<https://www.dol.gov/odep/pdf/20150302-fpt.pdf>
- ✓ Luecking, R. G., Crane, K., and Mooney, M. (2002). Addressing the transition needs of youth with disabilities through the WIA system. *Information Brief*, 1(6). Minneapolis, MN: University of Minnesota, Institute on Community Integration, National Center on Secondary Education and Transition.  
<http://www.ncset.org/publications/viewdesc.asp?id=703>

**Principle # 10**

Employing People with Intellectual and Developmental Disabilities. A Report by the Institute for Corporate Productivity (i4cp). <http://www.imintohire.org/wp-content/uploads/2014/09/Employing-People-with-Intellectual-and-Developmental-Disabilities-i4cp-2014.pdf>