

# EMPLOYMENT FIRST COMMITTEE

Consumer Input  
March 4, 2011



## Statements

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# Subcommittees - Key Points

## Barriers/Disincentives

- All agencies be on the same path to teach families of school-aged children how to prepare for their future, including work.
- More use of community resources, natural supports to encourage inclusion that leads to work.
- New rules about Workability – more work hours and keep jobs after leave school.

## Benefits.

- Ensure agencies' staff (ILS, SLS, work and college programs) are equally trained about benefits and have accurate information.  
*Group Statement, 1/2011*

## Employer Recruitment

- Pay attention to small business owners (doctors, professional offices, local stores) so people get jobs near where they live.
- Create materials for small business owners that show people working. *Group Statement, 1/2011*

## Innovative Strategies

- Jobs in public agencies have flexible hiring practices, alternative methods of evaluating and training.
- Public agencies include job carving and job sharing.  
*Group Statement, 1/2011*

## Transition

- More time doing real work.
- Make sure students can keep jobs developed in high school through Workability. *Group Statement, 1/2011*

# Additional Strategies

## **Include consumers in all partnerships and decisions**

“nothing about us, without us”

## **Training and Education:** Long-term strategy, measurable

Begin early to include children in neighborhood activities., it prepares them for jobs and responsibilities and getting along with people.

*Group Strategy, 1/2011*

## **Transportation:** Long-term strategy

Teach people how to use natural supports, (friends, neighbors, co-workers, buses) to help with transportation - less on para-transit or agencies.

## **Inclusion/Networking (Natural Supports):** Long-term strategy

Use local resources and contacts to connect people to good jobs in their local community.

Participate in events, join groups, network to find jobs, not just depend on agencies.

Help children get ready by using natural supports.

## **Transition:** Long-term strategy, measurable

Begin work experience at fourteen.

Increase hours of community paid work as students get older.

Increase time students learn how to do jobs 2-6 hours a day.

Work with employers so students keep jobs after they graduate or leave school.

# Additional Strategies

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**Education:** Long-term strategy, measurable

- Educate teachers about how to educate students for work.
- School inclusion from very young age.

**Workshop Term Limits:** Long-term strategy, measurable

- Limit number of years a person can be in a sheltered workshop.

**Work Opportunities:** Long-term strategy, measurable

- Use person centered planning so jobs are matched to the person and not one placement for all.

# Policy Group Summary

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Recommended plain language  
policy name:

WORK IS FOR ALL

“Assuming you are healthy, people would work in a real job, real wages and in the community with accommodations , if needed, regardless of disability”

*Group Consensus*

# Roles & Responsibilities

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1. Include employers as partners with departments. Employers have an investment the same as government agencies.
  - Large and small employer business groups.
2. Employment Development Department is an important partner. EDD needs to work closely with Department of Education.
3. Include Department of Education as an important partner.
  - Be a partner with all departments.
  - Start training in grade school.
  - Include students at an early age in regular education to learn team work and community life.
  - Partner with families to prepare early for work.
4. Department of Education, DDS and provider agencies collaborate to help students get ready for jobs by starting early.
5. Community College System needs to be listed as a partner.
  - Provide accommodations if needed so student can go to college and graduate.