



# Indiana Commission on Rehabilitation Services

## Employment First Plan

Adopted September 11, 2020

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### Acknowledgement

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The Indiana Employment First Plan would not have been possible without the work of a number of groups and individuals. First, and foremost, are the legislators who drafted, supported and moved the Employment First Bill through the Indiana General Assembly. The Employment First Task Force which worked for several months to analyze data, outline the barriers to employment and develop recommendations. The Indiana Rehabilitation Services Commission that finalized the plan and gathered additional input from individuals with disabilities, service providers, state agencies and other advocates. Pages 15 and 16 provide a complete listing of the people who had a role in the Employment First legislation and plan development.

### Introduction and Background

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Employment First is the vision of making employment the first priority and preferred outcome of services for individuals with disabilities. It means: (1) expecting, encouraging, providing, creating, and rewarding integrated employment in the workforce; and, (2) at a minimum, securing competitive wages with benefits as the first and preferred outcome for working-age youth and adults with disabilities. This includes those with complex and significant disabilities, for whom job placement in the past has been limited, or has not traditionally occurred. Employment First is everyone's responsibility. State and local government agencies, employers, service providers, community members, and families and individuals with disabilities should work in partnership so people with disabilities and others with employment barriers get into the labor force.

In April, 2017, Indiana passed legislation regarding Employment First, meaning that employment is the first and preferred outcome for individuals with disabilities. The Employment First Act pertains to state agencies that provide services and support to help obtain employment for individuals with disabilities. The Employment First Act requires those agencies to effectively implement this employment first policy to advance competitive, integrated employment outcomes, including self-employment, for individuals with disabilities of working age, regardless of the nature or severity of the individual's disability. These state agencies must collaborate with other agencies in doing so, and share data and information to track progress where feasible.

The Indiana Commission on Rehabilitation Services is responsible for developing a plan for advancing competitive, integrated employment as the first and preferred option, and the plan must include:

- (A) Identification of barriers to employment for individuals with disabilities;
- (B) An analysis of federal, state, and local agency policies concerning the provision of services to individuals with disabilities, including the impact of those policies on opportunities for competitive integrated employment; and
- (C) Recommendations to advance competitive integrated employment for individuals with disabilities.

Recommendations concerning the implementation and progress toward advancing competitive integrated employment for individuals with disabilities must be included as part of the federally required Annual Report. From 2018 to November of 2019, the Indiana Commission on Rehabilitation Services worked to develop recommendations. A task force comprised of people with disabilities, service providers, state agency staff, advocates, and family members met for several months and outlined barriers with potential solutions. In addition, the Commission invited Work to Include Coalition, a statewide effort to promote and inform individuals about Employment First, to include suggestions gathered from 11 town halls held throughout Indiana. Those town halls were attended by over 400 people, the majority of whom were people with disabilities. The following plan includes broad input and establishes Indiana's path to Employment First.

## Definition and Guiding Principles

Federal and state agencies use many definitions of employment when describing programs and outcomes of individuals with disabilities. According to the Employment First legislation and for this planning document, employment is defined as competitive, integrated employment or self-employment with the following features

- Where employees with disabilities are included on the payroll of a competitive business or industry (unless self-employed);
- Where the individual receives minimum or prevailing wages and benefits consistent with others in the workplace; and
- Where there are natural opportunities for integration and interactions with co-workers without disabilities, with customers, and/or the general public.

The Association of People Supporting Employment First (APSE) is a leading international organization which promotes competitive employment for individuals with disabilities. The Employment First Task Force has adopted their stated Employment First Underlying Principles which follow:

- Access to “real jobs with real wages” is essential if citizens with disabilities are to avoid lives of poverty, dependence, and isolation.

- It is presumed that all working age adults and youth with disabilities can work in jobs fully integrated within the general workforce, working side-by-side with co-workers without disabilities, earning minimum wage or higher.
- As with all other individuals, employees with disabilities require assistance and support to ensure job success and should have access to those supports necessary to succeed in the workplace.
- All citizens, regardless of disability, have the right to pursue the full range of employment opportunities, and to earn a living wage in a job of their choosing, based on their talents, skills, and interests.
- Implementation of Employment First principles must be based on clear public policies and practices that ensure employment of citizens with disabilities within the general workforce is the priority for public funding and service delivery.
- Inclusion or exclusion of the specific term “Employment First” does not determine whether a public system or agency has adopted Employment First principles. Such a determination can only be made in examining whether the underlying policies, procedures and infrastructure are designed for and ultimately result in increased integrated employment in the general workforce for citizens with disabilities. Policies and practices must address:
  - Equal opportunity, including treating individuals with disabilities as individuals, making assessments based on facts, objective evidence and science, and providing effective and meaningful experiences in the most integrated setting appropriate.
  - Full participation in society, including engagement of individuals with disabilities in decision-making at the individual and systems levels, self-determination, self-advocacy and informed choice.
  - Economic self-sufficiency, including employment-related services and supports, financial literacy, entrepreneurship and work incentives.
  - Independent living, including skills development and long-term services and supports.

Hoosiers with disabilities have the highest unemployment rate of any minority in Indiana. Many people with disabilities want to reduce their reliance on public benefit programs by earning a living wage. Some can secure employment on their own but many need assistance to obtain and maintain work and become independent. A strong economy is fueled by all Hoosiers working and contributing to the bottom line. Strategies to employ Hoosiers with disabilities must be part of economic development efforts to move the Indiana workforce forward.

## Data Analysis

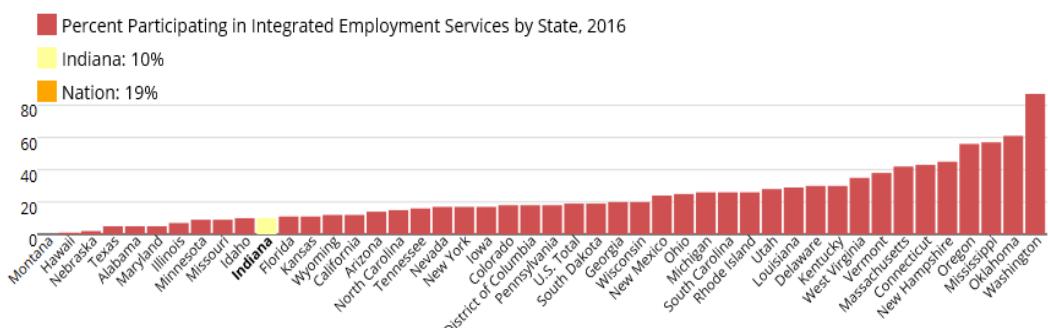
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According to US Census Bureau, American Community Survey (2014), there are 463,300 working age Hoosiers with disabilities. Of that number, less than 40% (36.9) were employed during the 2014 American Community Survey. That leaves 292,392 working age adults without jobs. According to the American

Community Survey conducted by the US Census Bureau, Indiana ranks 26<sup>th</sup> in the country when it comes to employment outcomes for individuals with disabilities. This is well below the top five states, North Dakota, South Dakota, Nebraska, Alaska, and Minnesota. Those states have employment rates as high as 52%. With high unemployment comes poverty. As a result, individuals with disabilities in our state are more likely to be poor with Indiana ranking 25<sup>th</sup> in the country in poverty levels among individuals with disabilities.

The Employment First Task Force reached out to the myriad of state and federal agencies supporting individuals with disabilities in Indiana. More detail is included in Appendix B. Major findings include:

- State agencies do not share information regularly on employment status and several do not keep data on outcomes.
- Definitions about disability, employment outcomes, and services vary by agency and make it difficult to establish a clear measure of the status of individuals with disabilities.
- A focus on individual versus group community employment by ALL agencies has led to better more individualized job outcomes for those individuals with disabilities who are employed.
- However, even though many individuals with disabilities report they would like to have a job in the community, few have goals and programming designed to support a move to competitive, integrated employment.
- Funding for and use of integrated employment programs is extremely low. For example, Indiana falls far below other states in the use of integrated employment for individuals with intellectual and developmental disabilities, as reported by the state to the Institute on Community Inclusion.



## Barrier and Policy Analysis

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The Employment First Task Group reviewed prior reports that identified barriers to employment for Hoosiers with disabilities, including the Employment First Summit report completed in 2005 and updated in 2009. Upon this review they noted the following issues continue to limit the ability of individuals to get competitive, integrated employment in our state. Those are organized in three areas, Systemic Barriers, Workplace Barriers, and Societal/Attitudinal Barriers.

### Systemic Barriers

- Income threshold caps limit individuals' ability to obtain employment and advance
- Transportation continues to be one of the most significant practical barriers for employment of individuals with disabilities.
- Lack of training, information, knowledge, and networking opportunities for employment specialists.
- Better coordination/collaboration is needed to ensure students leave school with job readiness skills and individualized plans for employment and/or continued education and support.
- State agencies operate as “silos” with poor communication and a lack of understanding of employment efforts in other agencies/organizations.
- Lack of access and connectivity to supports and services in rural areas.
- Lack of individualized job development and adaptability of support options to effectively meet the needs within different disability populations.
- Lack of sufficient benefits planning resources for individuals with disabilities and families to ensure understanding of the impact of work.
- Lack of financial incentives for providers to shift from facility-based programs or other more traditional services to competitive, integrated employment.
- Lack of career planning expertise among professionals assisting individuals with their person-centered or self-directed plans.
- Lack of critical funding for ongoing long-term employment support especially for those with physical disabilities or serious mental illness.
- Under-utilization of work incentives and the Social Security Administration Ticket to Work program.
- Lack of Individuals with disabilities in positions to influence employment policy, and serve as role models.
- Individuals with disabilities have a lack of opportunity to gain knowledge and understanding of their employment rights.

- Employment discrimination of people with disabilities, especially those who are Black, Indigenous, and other people of color, members of the racially marginalized disabled LGBTQ community - particularly gender diverse individuals - and disabled members of other marginalized communities
- Guardianship interference and lack of support in obtaining and maintaining competitive, integrated employment

## Workplace Barriers

- Lack of compliance with ADA and its employment provisions
- Lack of emphasis on developing pathways to employment for youth through paid internships, job shadowing, job fairs, and other opportunities.
- Employers lack of knowledge about programs, incentives, and accommodations for employees with disabilities.
- Lack of individuals with disabilities serving in management or leadership positions.
- Denial of reasonable accommodations.
- Unclear processes for seeking out appropriate accommodations.
- Inaccessible work environment or and/or worksite.
- Inaccessible application, interviewing, hiring and onboarding processes.  
moved to systemic

## Social/Attitudinal Barriers

- Doubts about whether individuals with disabilities can or should work in competitive, integrated, employment.
- Family fears and misinformation resulting in a lack of support for competitive, integrated, employment.
- Inaccurate perceptions by individuals and families about financial disincentives to employment.
- Perceived health and safety issues and concerns about reliability and absenteeism.
- Perceived cost of insurance, hiring and providing job accommodations.
- Stereotypes around the capabilities of employees with disabilities.

## Employment First Vision Statements

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Based on prior reports and feedback from Employment First Task Force members, the group determined there are six main focus areas for recommended action. The Rehabilitation Services established a vision for each area in order to set long-term goals and clearly define strategies.

I. Collecting data to benchmark current performance and measure progress

VISION: Indiana has the information needed to evaluate progress toward competitive, integrated employment.

II. Finding and supporting employers to hire individuals with disabilities

VISION: Employers have a positive attitude about seeking and hiring individuals with disabilities, know the benefits of an inclusive workforce, and utilize supports when needed.

III. Promoting effective school-to-careers transition

VISION: Transition services in schools support youth to prepare for life after high school and access services so that they leave school employed or enrolled in postsecondary or career technical education.

IV. Aligning government policies and funding to promote employment outcomes

VISION: State and local government policies and funding incentivize competitive, integrated employment and self-employment for individuals with disabilities, including those with significant support needs.

V. Developing quality employment services and supports for competitive employment

VISION: Individuals with disabilities, including those with the most significant support needs, have access to technology, innovative employment services and other assistance they need for competitive, integrated employment and self-employment.

VI. Creating high expectations and economic self-sufficiency among individuals with disabilities

VISION: Encouraged by their families and communities, individuals with disabilities expect to work, have access to reliable transportation and understand how to navigate work incentives.

## Employment First Goals and Strategies

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I. Collecting data to benchmark current performance and measure progress

VISION: Indiana has the information needed to evaluate progress toward community, integrated employment

Recommendations

- A. The state should develop an Employment First Report Card to collect data and evaluate progress on competitive, integrated employment.

1. All agencies serving individuals with disabilities will provide data annually on employment outcomes of their services for the report card by type of disability and characteristics. Specifically:
    - a. Bureau of Rehabilitation Services:
      - i. Share information on the employment status and characteristics of all people served.
      - ii. Collaborate with Department of Education to identify more consistent methods to identify the employment status of all students with disabilities exiting high school.
    - b. Department of Workforce Development:
      - i. Collect and report information on the disability status of individuals served
      - ii. Report on employment outcomes for individuals with disabilities whom they served.
    - c. Department of Education
      - i. Work with the Bureau of Rehabilitation Services to identify employment status of students with disabilities as they exit school.
      - ii. Share graduate follow up information with the Rehabilitation Commission.
    - d. Bureau of Developmental Disabilities Services:
      - i. Collaborate with the Office of Medicaid Policy and Planning to track and report on services received and employment outcomes for all recipients.
    - e. OMPP
      - i. Identify the number of people on M.E.D. Works by disability
    - f. Division of Mental Health and Addictions
      - i. Collect and report data on employment programs and outcomes.
    - g. Other state agencies with employment programs, such as Department of Veterans Affairs, Division of Family Resources, Department of Corrections, and Department of Aging should collect and report information on employment outcomes for people with disabilities served.
    - h. All disability service providers shall report employment status for the people they serve.
  2. Identify existing data available and evaluate staffing, funding and other resources needed to provide information for the report card.

B. Encourage state agencies serving individuals with disabilities to establish a common set of definitions, ensuring data across agencies is comparable.

  1. Research current terms and definitions and develop a strategy to align similar terminology across agencies.
  2. Use common terms in cross agency documents, i.e. the Report Card.

- C. Evaluate financial contributions to School to work TRANSITION and employment services, by requesting each agency to identify amounts and percent of dollars designated toward competitive, integrated employment services.
  - 1. Evaluate and report on the amount and percentage of public funds provided to segregated programs, such as sheltered work, compared to competitive, integrated employment.

## II. Finding and supporting employers to hire individuals with disabilities

**VISION:** Employers have a positive attitude about seeking out and hiring individuals with disabilities, know the benefits of an inclusive workforce, and utilize supports when needed.

### Recommendations

- A. Develop a comprehensive statewide Education and marketing campaign for employers on the benefits of hiring individuals with disabilities.
  - 1. Convene a disability led cross agency, cross disability group to plan the campaign
  - 2. Seek out alternative funding for the campaign.
- B. Seek opportunities to support interagency collaboration at the state and local level to promote consistent messaging about and delivery of competitive, integrated employment.
  - 1. Compile and share disability-led employment success stories with employers, communities, individuals with disabilities, and family members.
  - 2. Identify model employers who hire individuals with disabilities and seek opportunities for those employers to mentor others.
  - 3. Collaborate with the Indiana Workforce Cabinet efforts ensuring that it is promoting employment for individuals with disabilities, as well as, others with barriers to employment.
  - 4. Encourage businesses to establish and offer paid internships and apprenticeships for youth with disabilities.
  - 5. Establish a library of resources to serve as a point of contact for employers, labor unions, job seekers, parents, schools, and other stakeholders. Including:
    - a. Information about tax credits and any other incentives.
    - b. Hiring practices that may serve as a barrier to individuals with disabilities.
    - c. Accommodation resources.
    - d. What employment support agencies do and how they can help employers connect with and hire individuals with disabilities.
    - e. Benefits of hiring individuals.
    - f. Supporting individuals as they transition from disability assistance programs.

- C. Improve employer engagement by professionals that support individuals with disabilities.
  - 1. Supported by the business community including local labor unions, develop and implement employer engagement training for provider staff to better meet employer expectations.
  - 2. Explore and implement a coordinated approach to job development for individuals with disabilities in local communities while ensuring a balance with individual, customized employment.
  - 3. Provide training for employment professionals on how to seek out and engage with other employer initiatives to provide a cohesive approach.
  - 4. Establish a protocol so providers can efficiently share job leads.
- D. Establish a business led network to drive outreach efforts to Indiana businesses.
  - 1. Establish a business to business approach of promoting employment for individuals with disabilities.
  - 2. Consider use of a regional approach to expand business involvement across the state and align with other workforce initiatives.
  - 3. Provide training to local Chambers of Commerce, human resource professionals, legislators, and local officials on employment first values and enlist their support.
- E. Increase the numbers of individuals with disabilities employed in state and local government, including leadership positions.
  - 1. Establish Indiana as a “model employer” including hiring and retention goals, accountability measures, and training on disability inclusion for departments and hiring managers.
  - 2. Work with local governments to create similar model programs in cities and counties.

### III. Promoting effective school-to-careers transition

VISION: Transition services in schools support youth to prepare for life after high school and access services so they leave school employed or enrolled in postsecondary or career technical education.

#### Recommendations

- A. Provide educators and administrators with professional development opportunities and resources regarding best practices for transition and employment.
  - 1. Train educators and support staff (e.g. paraprofessionals, school job coaches) on customized and supported employment to help them think creatively about employment opportunities.
  - 2. Make available technical assistance to align school transition services, Pre-Employment Transition Services (Pre-ETS), and the employability skills focus of both Graduation Pathways and Certificate of Completion.

3. Require yearly professional development (e.g. face to face training and technical assistance, online webinars or courses, professional conferences or seminars) in transition to adulthood for special education staff serving students with disabilities ages 14-22.
- B. Provide Information and training opportunities to inform families and students with disabilities about transition services and resources.
  1. Provide information on Social Security processes and available work incentives,
  2. Share information on alternatives to guardianship including supported decision-making.
- C. Provide Information to students and families to facilitate choice
  1. Develop an interview guide to assist families and people with disabilities to ask about types of employment services, experience of staff, and outcomes.
  2. Provide or develop information on employment outcomes for individual providers.
- D. Encourage the development of additional workforce opportunities and experience during high school.
  1. Provide a variety of workplace experiences to students including internships, job shadowing, job fairs, volunteer work, and mentoring.
  2. Develop or enhance programs that provide students with a range of paid work experiences during the summer and school year.

#### IV. Aligning government policies and funding to promote employment outcomes

**VISION:** State and local government policies and funding incentivize competitive, integrated employment and self-employment for individuals with disabilities, including those with significant support needs.

##### Recommendations

- A. Promote policies which send a clear and unified message that competitive, integrated employment is the first and preferred option.
  1. Ask each state agency to incorporate strategic goals into their plans that prioritize competitive, integrated employment and address:
    - a. A commitment to maximize resources to improve employment outcomes for individuals with disabilities seeking publicly funded services;
    - b. Strategic goals and reasonable benchmarks to implement the strategies;
    - c. Financing and contracting methods that will prioritize competitive, integrated employment among the array of services provided by the respective agency or organization.
  2. Encourage the state to apply for assistance for strategic planning from the US Department of Labor's Employment Policy Employment First Leadership Mentoring Project or from another federal resource option.

3. Ensure all planning and community of practice initiatives undertaken by the state agencies serving individuals with disabilities prioritize competitive integrated employment.
  4. Align service definitions and funding with Indiana's Employment First policy and ensure that providers are incentivized to support individuals in competitive, integrated employment.
  5. Advocate for additional funding, staffing and other resources needed to serve all individuals eligible for VR Services thereby moving out of Order of Selection.
  6. Identify options to provide support (e.g. consultative, financial) to agencies providing segregated employment services to switch their model to competitive, integrated employment.
  7. Identify and remove barriers that prevent people in or pursuing 14c settings from accessing competitive, integrated employment.
  8. Identify strategies and resources to ensure individuals are paid a competitive wage.
- B. increase collaboration between state agencies, schools, families, people with disabilities.
1. Increase the knowledge of state agency staff and independent case managers about Employment First legislation, policy, work incentives, and best practice for employment.
  2. Develop suggestions for provider rates that allow for compensation that attracts employment professionals who have the capability to operate effectively in complex and diverse work environments.
  3. Encourage the establishment of statewide training and certification requirements for employment professionals so skill sets are consistent across the state.

## V. Developing quality employment services and supports for competitive, integrated employment

**VISION:** Individuals with disabilities, including those with the most significant support needs, have access to technology, innovative employment services and other assistance they need for competitive, integrated employment and self-employment.

### Recommendations

- A. Increase awareness of and access to quality employment and SUPPORT services.
1. Ensure career and/or post-secondary goals and opportunities for competitive, integrated employment are included in planning for all individuals with disabilities receiving services.
  2. Provide people with disabilities and their families with the necessary information and experiences to make informed choices about employment options and pathways. Including:
    - a. Counseling on employment options and pathways
    - b. Counseling on benefits and work incentives.
    - c. Work experiences in competitive, integrated settings.

3. Enhance Career Counseling and Information and Referral Services through strategies such as, one on one counseling, immediate referral to VR and accommodation of diverse learning styles.
  4. Develop and implement a public information campaign on employment services targeted to individuals and families that:
    - a. Includes all available employment support options, such as Indiana Vocational Rehabilitation Services, Indiana Department of Workforce Development, and the Social Security Ticket to Work Program;
    - b. Provides for culturally competent outreach strategies; and
    - c. Provides information based on service provider outcomes.
- B. Address service delivery systems barriers to competitive, integrated employment.
1. Ensure that those supporting individuals with disabilities understand employment best practices and how to collaborate to ensure people with barriers get into the work force.
  2. Identify strategies that address barriers to shifting from facility to community-based services such as, technical assistance, financial support, mentoring, etc.
  3. Identify strategies to improve recruitment and retention of quality employment professionals such as, career development, wage increases, recognition, etc.

## VI. Creating high expectations and economic self-sufficiency among individuals with disabilities

**VISION:** Encouraged by their families and communities, individuals with disabilities expect to work, have access to reliable transportation and understand how to navigate work incentives.

### Recommendations

- A. Make transportation more widely available for individuals with disabilities statewide including rural areas.
1. Encourage state level planning and grant programs so communities can develop creative transportation options.
  2. Develop flexible private transportation options, such as those provided by employers, family, friends, co-workers or ride-sharing services.
  3. Utilize or develop voucher systems to support the expense of transportation while an individual transitions to employment.
  4. Expand and promote awareness of funding options for vehicle modifications, for example, low-interest loan programs.

- B. Promote the value and benefits of employment and the rights of people with DISABILITIES IN the workplace.
  - 1. Develop and implement a community education initiative about the positive contributions of individuals with disabilities in the workforce.
  - 2. Develop and implement a community education initiative about the rights of individuals with disabilities in the workforce.
- C. Increase the use of work incentives and benefits planning counseling and assistance.
  - 1. Develop and conduct a public information campaign on work incentives for individuals with disabilities and families through a variety of mediums (e.g., social media, toll free information access number).
  - 2. Include information in service planning across systems.
  - 3. Provide case managers with training.
  - 4. Include benefits planning as a Medicaid Waiver service.

## Appendix A: Employment First Acknowledgements

### **Legislators**

#### ***Employment First Law Authored by:***

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#### ***Co-Authored by:***

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## **Indiana Commission on Rehabilitation Services**

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Greg Bedan  
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### **State Personnel**

Theresa Koleszar  
Kylee Hope  
Kristina Blankenship  
Thomas Hayes

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<sup>1</sup> Past members include individuals who served on the Commission on Rehabilitation Services after implementation of the Employment First Act, but whose terms have since expired. Current members are individuals appointed as of September 11, 2020.

## Appendix B: Data Summary

**Indiana Bureau of Vocational Rehabilitation Services:** provides a myriad of assistance and support to anyone with a qualifying disability to obtain or retain employment.

- Total applicants: 13,130
- Total eligible individuals: 12,259
- Exited as applicants (ineligible or did not complete process): 1,191
- Total of those eligible who received services: 6,820 (59.4%)
- Total number who received services that exited with employment: 3,754 (55%)
- Percent with competitive employment outcomes: 3,619 (96.4%)

**Indiana Department of Workforce Development:** The Department of Workforce Development (DWD) has programs that enable Indiana's workforce to be the finest in the nation along with the payment of unemployment and with the collection of unemployment insurance from employers. Core programs include: Employment and training services for adults, dislocated workers, and youth programs; Labor exchange services; Adult education and literacy programs; and Vocational Rehabilitation

- Approximately 60,000 individuals served
- Around 7.4% of those served have a disability, an estimated 4,440 in 2017
- Outcome data is not readily available for those with disabilities

**Indiana Bureau of Developmental Disabilities Services:** The Bureau provides support to adults and children with Intellectual and Developmental Disabilities across the Lifespan. This includes supported employment that provides ongoing help for individuals to maintain competitive, integrated jobs in the community.

- The Institute on Community Inclusion reports that only 10% of individuals were served in integrated employment services in 2016. Also, less than 3% of funding was provided to support integrated employment versus 13% average across the country.
- Data from other sources indicate that Indiana does a great job of promoting individual job placement with almost all job placements in individual integrated employment
- According to BDDS 17% of Waiver recipients receive supported employment services.
- There is no aggregate data on employment outcomes for individuals served. BDDS does not collect that information across all services. For example, individuals living in group homes do not have to report types of services to a centralized data collection system
- According to the National Core Indicator Survey for Indiana (2017) 40% of respondents want to work in competitive, integrated jobs. This survey consisted of a random sample of individuals served under the Home and Community Based Waiver in the state. There were 742 responses. Only 21% reported having a goal to secure competitive employment and only 12% work involved in any job-related classes or remediation.
- Day and Employment Service Outcomes System (DESOS) a data collection system implemented by the Indiana Institute on Disability and Community. This system is voluntary and is self-reported by employment providers. The following summarizes most recent data:
  - There are 13,317 served by the 63 programs reporting, 65% of the agencies that could have reported.
  - Fewer than 30% of those served spend the majority of their day working in competitive jobs; while 69% are in facility-based programs.

- The report shows an increasing use of non-work programs over the years.
- 19% of those served receive follow along, most at 4 hours or less per month. 26% received no ongoing support services.
- There has been no change in employment outcomes for the past 10 years.

**Social Security Administration Ticket to Work:** This voluntary program is designed to help individuals receiving Social Security Disability Insurance (SSDI) benefits under Title II of the Social Security Act and/or Supplemental Security Income (SSI) payments find good jobs, good careers, and better self-supporting futures. The Ticket program provides beneficiaries with choices for receiving employment and other support services to reach their work goal.

- According to Indiana Vocational Rehabilitation Services, there are 2,041 tickets “in-use” and 8,300 tickets assigned to the agency.
- According to the Social Security Administration,
  - There is a total of 323,648 Hoosiers with tickets
  - The rate of use is 22%
  - Usage varies by disability
    - Hearing Impairments 30% (928)
    - Visual Impairments 27% (1,701)
    - Mental Impairments 20% (22,565)
    - Other Impairments 23% (46,463)

**Indiana Department of Education, Division on Special Education:** The Department of Education oversees public education services statewide. This includes services to those children receiving special education through the transition period.

- In 2016, Indiana DOE reported there were 156,910 children receiving special education services in the state.
- For the annual follow up study on the 2014–15 Graduates to collect data for Federal reporting on Indicator 14, there were 780 students randomly selected. Of that number 205 responded – a 26% response rate. This is an extremely small sample given the number of students receiving special education services in the state exiting annually.
  - 88% of the respondent group received a regular High School Diploma
  - About 9% received a Certificate of Completion (e.g., General Education Diploma—GED)
  - About 2% indicated they Dropped Out
  - 1% Reached Maximum Age for school
  - For those who reported receiving a Certificate of Completion,
    - About half indicated they either attended a vocational, trade, or technical school (30%) or a short-term training program (20%).
  - Of all respondents:
    - 62.81% - Enrolled in *higher education* or competitively employed within one year of leaving high school
      - 35.68% - Enrolled in *higher education* within one year of leaving high school
      - 27.13% - Competitively employed within one year of leaving high school (included military)
    - 14% enrolled in some other post-secondary education or training program
    - 2% indicated a job through supported employment (defined as having both wage and service support)
    - 2% in sheltered employment

- 8% are not earning minimum wage

**Indiana Division on Mental Health and Addictions:** DMHA provides services and supports through a system of local behavioral health centers to individuals with mental illness. This includes individuals with serious mental illness and may incorporate employment services in the milieu of customized services.

- As of 2016, DMHA served 82,183 individuals of working age with 20,817 or 25.3% employed. Information is not available on the severity of disability and the services provided to each.