



President's Committee  
For People with Intellectual Disabilities (PCPID)

Committee Conference Call  
December 12, 2018  
**Draft Minutes**

*Citizen Members*

Mr. Christopher Glenn Neeley, Chair  
Dr. Vijayalakshmi Appareddy  
Mr. Olegario Cantos  
Ms. Emily Colson  
Ms. Claudia Horn  
Ms. Stephanie Hubach  
Ms. Annette Liike  
Ms. Karen Moderow

*Ex-officio Members and Representatives*

Bo Tayloe on behalf of Clarette Yen  
Representing the Honorable Matthew Whitaker  
Acting Attorney General, U.S. Department of Justice

Patrick Manning on behalf of Jennifer Sheehy  
Representing the Honorable Alexander Acosta  
Secretary, U.S. Department of Labor

Brian Parsons  
Representing the Honorable Kirstjen Nielsen  
Secretary, U.S. Department of Homeland Security

***Ex-officio Members and Representatives – continued***

Elisa Walker

Representing the Honorable Nancy A. Berryhill  
Acting Commissioner, U.S. Social Security Administration

Leola Brooks

Representing the Honorable Nancy A. Berryhill  
Acting Commissioner, U.S. Social Security Administration

***Administration for Community Living (ACL)***

Julie Hocker, Commissioner on Disabilities, ACL  
Mary Lazare, Principal Deputy Administrator, ACL

***Others***

Lisa Grubb, National Council on Disability

## The PCPID Conference Call Proceedings

### *Welcome and Roll Call*

Julie Hocker, ACL Commissioner on Disabilities  
Christopher Glenn Neeley, PCPID Chair

Call host Julie Hocker, Administration for Community Living's commissioner on administration on disabilities, welcomed everyone to the December 12, 2018 call, noting that the call represented the second meeting of the PCPID. She then turned the meeting over to Mr. Neeley, who conducted roll call.

### *Opening Remarks*

Christopher Glenn Neeley, PCPID Chair  
Julie Hocker, ACL

Mr. Neeley referenced the open and good discussion that took place at the committee's last meeting in Washington about issues surrounding employment of people with intellectual (ID). He pointed out that despite today's strong economy, 80% of people with intellectual disabilities still do not have opportunities for meaningful and inclusive work.

He noted the purpose of today's meeting is to:

1. Have further discussion about employment issues for people with ID and determine the top three issues the committee should focus on for next year's report to the president
2. Form three breakout groups, which will hone-in on these three issues
3. Discuss a timeline

He then turned the meeting back to Ms. Hocker, who reiterated ACL's support of the group, including providing the necessary staffing. She also said she is working with the White House leads at the U.S. Department of Health and Human Services to identify new committee members. She requested that if anyone had recommendations to send names directly to her. She then turned the meeting back to Mr. Neeley.

Mr. Neeley called on ex-officio members to provide agency updates.

### *Ex-officio Updates*

#### **Bo Tayloe, covering for Clarette Yen, U.S. Department of Justice**

Mr. Tayloe provided two examples of programs he said have made a difference in the lives of people with ID in the workplace.

In Providence, Rhode Island, youth with intellectual disabilities who were not participating in school were removed to work in "kind of a road assembly project." The projects were intended to serve as a training program designed to advance youth with ID from basic, rudimentary tasks to more sophisticated work. The program, however, was not successful, so DOJ reached an agreement with the state and the city to restructure the program, allowing youth to continue to get an education and develop meaningful opportunities for work. The result is that many youth are now employed, working 40 hours a week, paying taxes, and are more engaged.

In another example, DOJ has an agreement with the Commonwealth of Virginia that covers a variety of topics related to individuals with ID, including employment. Data shows the Commonwealth is making “phenomenal progress” in increasing the number of people of all ages who are in supportive employment. He noted that Virginia has discovered there’s a lot that can be done to move people with ID from day programming, where they don’t have the opportunity to work and earn money, into supportive employment where they are in the community and making money. The Commonwealth is in the process of developing benchmarks and goals.

Mr. Neeley requested that Mr. Tayloe provide the committee with data and reports for both programs, to which Mr. Tayloe agreed.

There was also discussion around wages. Mr. Tayloe said that based on his understanding the agreement with Rhode Island sets out benchmarks for a certain number of hours at minimum wage or higher. The Virginia agreement, because it is a broader agreement, is less clear about wages. While the goal is to employ people at minimum wage, his understanding is that the goal is not being met.

Mr. Neeley opened the floor to questions from the committee.

Karen Moderow asked what the motivator was for states that are implementing more progressive policies.

Mr. Tayloe said he can only speak based on hearsay, noting he’s heard from state officials that the Workforce Innovation and Opportunity Act (WIOA) has been a real motivator. There’s also the recognition it is possible — when done correctly — to achieve employment for many people with ID. He also acknowledged economic factors likely are involved, pointing out that when you move people into supportive employment, while they may still need state services, they need fewer services.

Mr. Manning said he is a native of Rhode Island and thinks the motivator was a DOJ settlement. Because of that settlement, he believes many organizations have become more proactive and progressive.

Mr. Tayloe said it was a combined effort. He said DOL had concerns around some of the sheltered workshops and wanted to take enforcement action. DOJ was able to come up with an agreement that would ensure people had an alternative if the workshop was fined and no longer in operation.

Ms. Horn wanted to know what percentage of those individuals who are in facility-based programs transition into supportive employment.

Mr. Tayloe said those numbers exist, but that he does not have them. He will share with the group whatever information is out there in the public domain regarding Rhode Island.

**Patrick Manning, U.S. Department of Labor**

Much of the work DOL does for people with ID, he said, is grounded in the “employment first” philosophy, a national grassroots movement centered on the premise that everyone, including people with significant disabilities, is capable of full participation in integrated employment and

community life. He said that the Office of Disability Employment Policy (ODEP) provides technical assistance to 13 states and serves more than 2,600 subscribers from all 50 states through its national employment first community of practice.

He also talked about DOL's LEAD center — the National Center on Leadership for the Employment and Economic Advancement of People with Disabilities — which has tools and strategies to help people with ID. For example, the LEAD center website has information on Guided Group Discovery (GGD), a set of assessments in job matching strategies. GGD can be used in American Job Centers (AJCs), rehabilitation providers, and schools to help youth and adults with disabilities secure and maintain employment.

ODEP also manages the DRIVE website, [drivedisabilityemployment.org](http://drivedisabilityemployment.org), which stands for Data and Resources to Inspire a Vision of Employment. The website is a resource for national and state data points and initiatives.

He said they work with the Employment and Training Administration at DOL to support AJCs to become more physically and programmatically accessible for people with disabilities.

He spoke about work on issues facing youth with disabilities, including exploring inclusive community colleges and apprenticeships, noting they approach all of their youth-related work through a policy framework known as “Guide Posts for Success.”

JAN, the Job Accommodation Network, is leading source for guidance on workplace accommodations for all people with disabilities, not just those with ID. He pointed out that it's not just a website — [www.askjan.org](http://www.askjan.org) — but it's an organization DOL funds that helps people nationwide. It provides guidance to employers, individuals, and service providers. He said it is a great resource to help figure out what accommodations someone might need to be successful in their current job as well as to grow professionally.

### **Brian Parsons, U.S. Department of Homeland Security**

He said the department is mindful of federal incentives, executive orders, and the various policies focused on increasing the number of people with disabilities in the federal workforce. He said his agency is committed to looking at creative opportunities for employing people with ID, which includes looking at “nontraditional or nonhistorical” categorization where people with ID could be productive contributors to the department's mission.

### **Elisa Walker, U.S. Social Security Administration**

She said people with ID make up about 14% of all working age recipients of SSA's disability programs. SSA provides a variety of different work incentives and employment supports designed specifically to encourage and support work, noting the best incentive is the ticket to work program. SSA also has other payments to vocational rehabilitation agencies when they serve as beneficiaries. She also talked about resources available to the public, such as the Red Book, which is a comprehensive guide to employment supports, and the Choose Work website for the ticket to work program.

She acknowledged that most beneficiaries are not aware of the ticket to work or other incentives. Despite this, a recent study of SSA's payment to VR agencies found that even though few

beneficiaries use SSA's employment supports providing these supports can still be cost effective given the cumulative value of cash benefits that can be foregone for work for those people who are able to work with supports.

She also talked about the "cash cliff" beneficiaries face when they work. SSA is looking at what can be done to offset that. One is called BOND. She said that a webinar on the results of that demonstration is taking place later today and she would send around the link to anyone who is interested.

SSA is also committed to supporting youth transitions and is partnering with the Department of Education on PROMISE, a project that tests ways to improve outcomes for youth receiving SSI and their families. Referencing the earlier discussion around motivating factors, she said that sometimes the motivating factor can be federal grants that encourage testing or developing new programs.

### *Open-Forum Discussion*

Being that there were no more ex-officio updates, Mr. Neeley opened up the floor for committee discussion about what specific issues should be included in the committee's report to the president.

Ms. Liike felt education should be an area of focus, specifically as it relates to improving the outcomes, training, and support for people with IDD, so they are successful in their work environment.

Ms. Hubach asked whether the group was going to take a broad view of education or focus on a particular age group. She said based on personal experience with her son that a paid work experience prior to graduation is a key indicator of success in post-graduation employment.

Ms. Horn inquired about whether it would be helpful to look at the role of post-secondary opportunities for students with ID and their effectiveness in helping those individuals to obtain gainful employment. She said she was in favor of making apprenticeship programs more widely available and asked how that fits in with the post-secondary scheme of things.

Mr. Neeley noted that the apprenticeship concept could be part of the job training opportunities. He pointed out that Goodwill organizations around the country are looking at creating charter schools for adults who are no longer covered under IDEA. Mr. Neeley asked whether the committee wants job training/apprenticeships to fall under education or whether it should be a second issue.

Ms. Lazare said one of the issues discussed at the first meeting was that companies are fearful of hiring and being able to accommodate people with disabilities, particularly those with ID. She wanted to know if any ex-officio members have programs to educate the workforce in terms of helping them understand people with intellectual disabilities.

Regarding apprenticeships and training programs, she said ACL is part of a task force comprised of several federal agencies. She said that when an executive order that focused on apprenticeships and training programs was signed in 2017, ACL reached out to the committee

that was being stood up to ask them to include people with disabilities. She said the task force is connecting with the American Workforce committee and will be focusing on people with both physical and intellectual disabilities.

Ms. Moderow said she would like to see the group focus on connecting with employers because she felt that was the one issue that was not being addressed in a significant way, saying that if there are not jobs for people with ID, there's nothing to be training for.

Mr. Neeley summed up the group discussion: the need for education – K through 12 and post IDEA – and the need to educate employers and employees who are working with people who have ID.

Ms. Colson agreed the need is twofold. She talked about a required training program Massachusetts General Hospital has that teaches every employee about dealing with people who have autism. She said it opens people's eyes of who someone is, what their potential is, and how this is good for business. When it comes to the content of the committee's report, she said the group should keep in mind how to capture the attention of our current president who she said understands the value of apprenticeships.

Ms. Hubach asked the group: What if we focused on apprenticeships as a vehicle to improve employment outcomes for people with ID? She talked about the supply and demand sides of the market and what she termed the "soft skill intersection" between the two, noting that what we're trying to do is bridge these societal and relational barriers and perception barriers that have existed for generations. In other words, how do you help people with ID develop the soft skills they need to succeed at work and how do you help businesses develop the soft skills to be more welcoming to people with disabilities and better understand of this segment of the population.

Mr. Neeley said that Ollie was on the call but unable to chime in so he was passing along Ollie's input. Ollie thinks there are four components: 1) an education piece for people with ID and the transition that comes with that; 2) internship/apprenticeship/job training; 3) the employer piece; and 4) transportation, which he pointed out falls under all these issues, because without transportation an individual can't get to an apprenticeship or to a job.

Dr. Appareddy cautioned the group to not forget about families who have limited resources, saying that problems start from daycare onward. She also thinks the conversation should be expanded to include an individual's mental and physical health, which has an impact at every stage.

Ms. Horn said it is important to look at the characteristics of people who are getting positive outcomes as well as the characteristics of those who are not doing as well and what can be done to improve their outcomes.

Mr. Neeley requested that ACL help identify some resources within the federal government that can help answer those questions.

Mr. Neeley outlined a timeline for the group:

- January: Teams to meet via conference call; a consultant will work with each team on the research and putting together recommendations
- February: Teams to report to the full committee
- March: In-person meeting to review a report to include the three team reports
- April: Edit report
- May: Finalize report
- June: Submit report to Secretary Azar
- End of summer: Submit report to the White House

Ms. Horn asked what is it that we want to inform the president about. Highlight a particular program? Suggest a strategy for doing something? Propose further research or investigation into another issue?

Mr. Neeley said these questions need to be answered by each team.

Ms. Horn requested agreement from the group about whether the committee is going to be general or specific in its focus.

Ms. Hubach commented, that to be effective, the group needs to be specific because there are already so many areas in the government where things are being done around labor and disabilities.

After some back and forth discussion, the group agreed to focus on apprenticeships/job training and then break out in committees and determine what the one issue should be.

Mr. Tayloe said based on his department's experience if you create a mechanism that is linear — one that says for a person to get from where they are to where they want to be, you must go through certain steps — that it will not be effective. Instead, a more effective model, he said, is to move someone as directly as possible without setting up interim steps. While he said he liked the idea of an apprenticeship, he cautioned that if the model is seen an interim step, people will get stuck in the apprenticeship phase.

Dr. Appareddy asked the group to consider the topic of “supported employment,” which would cover not only apprenticeships but also job coaching, customized employment, and other types of support that could move people directly into employment.

Mr. Manning said the term DOL uses is “competitive integrated employment.” He said it's competitive because it's a real job; it's integrated because it is for everyone, not just those with IDD; and it's an actual job, not an internship, that pays minimum wage or higher. He also seconded Mr. Tayloe's concern about ensuring people don't get stuck in an apprenticeship.

Ms. Hubach suggested the term “entry-level facilitation.” She pointed out that regardless of whether the transition occurs when a teenager graduates from school or an adult is transitioning from a sheltered workshop or apprenticeship, the goal is to move that individual into an entry-level job.



Ms. Liike raised the issue of how we transition people into entry-level work without training and education.

After further discussion, it was decided that “competitive integrated employment opportunities” would be the topic of focus and volunteers will be solicited to serve on topic committees.

***Closing Remarks***

PCPID Chair

ACL

Mr. Neeley asked members to let Ms. Hocker and him know what they would like to focus on so three or four teams can be developed. Mr. Neeley will begin coordinating team calls after the holidays and provide a framework for the group to follow to ensure everyone is on same page.

Mr. Neeley will also share with the committee data and reports he/she receives from the National Council on Disability, DOL, and DOJ.

Ms. Hocker requested that each subcommittee report back on their January calls so the public is kept informed about the work happening at the subcommittee level.

***Meeting Adjourned***

Mr. Neeley thanked everyone for the contributions made today and concluded the call.