

Proceedings Report  
Of the 3<sup>rd</sup> Annual  
Canadian Association for Community Living  
& People First Of Canada

## Federal Policy Forum on Inclusion

“Advancing the Employment of People with Intellectual  
Disabilities”

November 28<sup>th</sup>, 2012

Ottawa, ON



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Canadian Association  
for Community Living

Association canadienne pour  
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# Thoughts on the 3<sup>rd</sup> Annual Federal Policy Forum



I would like to thank everyone who attended the 3<sup>rd</sup> Annual Federal Policy Forum. This event, co-hosted by People First of Canada and the Canadian Association for Community Living, has become more important to me each year that I have attended.

The presentations given by self-advocates on their lives and experiences in school, work and employment were very meaningful and real. They gave a genuine idea of what it is like for people who have been labelled with an intellectual disability as it relates to work and trying to get work. The panels provided good information and research that we can use in our work towards real work for real pay for people with intellectual disabilities. The table discussions and the information from different people gave me a good idea about what is working and not working across the country in employment.

There was also the very powerful presentation by Mark Wafer and Clint Sparling. In this real-life example, it seemed like all the parts needed to make employment possible for people with disabilities came together. The combination of people who are willing and wanting to work and an employer open to hiring people with disabilities was only part of it. The success and increase in production and profits using this business model was another part of it. For me, the biggest part was that Clint had a job and that let him get married, own his own home and car, and support his wife. For me, as a labelled person and as a parent, that freedom, independence, and choice that often comes with having a job is the most important and powerful part of the forum. This is what I will keep in mind as we work towards inclusion in the workforce – freedom, independence, and choice.

**Shane Haddad,  
President, People First of Canada**

On behalf of CACL, I would like to thank the many people who made the 3<sup>rd</sup> Annual Federal Policy Forum a reality – staff, volunteers, presenters and of course the many people from across this country who attended and participated. So much time, effort and thought went into creating our best Policy Forum yet! It is so important to have this chance to get together and have the opportunity to discuss issues of importance to people with intellectual disabilities and this year's theme of "Advancing Employment of Persons with Intellectual Disabilities" was indeed important and very timely.



People with intellectually disabilities have historically been denied the chance to have real work for real pay. It is a situation that needs our attention and focus and the discussions and presentations throughout the day were most encouraging. There were so many examples from across the country of people who are successfully being supported to work, included in regular workplaces. What stood out the most for me from the day's presentations was Clint Sparling's story and how having a job and an income of your own can lead to so many other good things. It is the foundation that a good life can be built upon.

There was an energy and optimism that could be felt throughout the day and I feel confident that there was also a commitment from those present to continue to devote ourselves to ensuring that all individuals with intellectual disabilities in Canada have the opportunity and supports to successfully participate in the labour market.

**Laurie Larson,  
President, Canadian Association for Community Living**

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# Acknowledgements

On November 27<sup>th</sup>, 2012 the **Canadian Association for Community Living** (CACL) and **People First of Canada** (PFC) welcomed more than 70 participants to our 3rd Annual Federal Policy Forum at the National Hotel and Suites in Ottawa, Ontario. The theme for the forum was “**Advancing Employment of Persons with Intellectual Disabilities.**” Participants included representatives of the Canadian Association for Community Living, People First of Canada and the Government of Canada as well as individuals, families, community leaders, policy makers, employers and employees from throughout the country.

This proceedings report contains summaries of the presentations, panels, and discussions that took place throughout the day. Copies of the presentations can be found in the Appendix following this report.

The organizing partners would like to thank all presenters and panelists for taking time out of their busy schedules to join us in Ottawa for this exciting day of discussions. We are grateful to **Lorraine Silliphant** for skillfully facilitating our discussions throughout the day.

We wish to extend a special thanks to **BMO** for its generous sponsorship of this exciting event. We would also like to thank Human Resources and Skills Development Canada’s **Office for Disability Issues** for its contributions and support in planning and coordinating this one-day event.

This report was prepared by Tyler Hnatuk, Policy and Programs Officer, Canadian Association for Community Living.

# Opening Remarks from Canadian Association for Community Living, People First of Canada and Government of Canada

Following welcoming remarks from **Shane Haddad**, President of People First of Canada, **Laurie Larson**, President of the Canadian Association for Community Living, and **Lorraine Silliphant**, Chair of the Law Reform and Public Policy Advisory Committee (CACL), the Government of Canada provided opening remarks on current priorities and context with regards to Canadians with disabilities, employment and emerging ideas in the area of social finance and innovative partnerships.

**Jacques Paquette**, Senior Assistant Deputy Minister, Income Security and Social Development Branch, Human Resources Skills Development Canada (HRSDC) provided opening remarks outlining the current fiscal situation, federal priorities in relation to employment and social partnerships and how these priorities fit with the Government of Canada's approach to disability issues. Key initiatives and priorities announced in Economic Action Plan 2012 included increases to the Opportunities Fund for Persons with Disabilities and the creation of a Panel on Labour Market Opportunities for Persons with Disabilities which would report to the Minister of Human Resources and Skills Development Canada and Minister of Finance in December 2012.

Mr. Paquette also shared information about emerging ideas related to partnerships to pursue social innovation. Last year, a Voluntary Advisory Panel on Social Partnerships was established composed of leaders and innovators from the social finance, not-for-profit and finance communities and will provide the Minister of HRSDC, the Honourable Diane Finley, with advice on a wide range of topics surrounding new approaches to social challenges. The Minister also launched a call for concepts on social finance opportunities. This call for concepts focuses on bringing ideas forward from organizations and individuals from across the country to unlock new sources of capital and put forward new ways of thinking to improve social and economic outcomes for Canadians.

Mr. Paquette reiterated the importance of this annual event for the Government of Canada as an opportunity to engage in less formal dialogue about key issues affecting persons with disabilities in Canada and the importance of spaces such as the federal policy forum where there is the opportunity to share information about the environment and context in which we work.

**Nancy Milroy-Swainson**, Director General, Office for Disability Issues, Income Security and Social Development Branch, HRSDC provided opening remarks addressing key priority areas of employment and social partnership. Ms. Milroy-Swainson began by thanking the organizations for bringing together a diverse and knowledgeable group for dialogue on policy and acknowledged that these themes are a priority that is shared by the federal government.

With respect to education and employment of youth with disabilities, Ms. Milroy-Swainson drew attention to educational patterns that affect students' social development. Data shows that this education gap between students with and without disabilities appears to be closing, but that, for youth with disabilities, education and the transition from education to employment is vital and sets the stage for important aspects of quality of life such as employment and health.

With respect to employment, youth with disabilities face a number of barriers in obtaining the right skills and work experience in preparation for the job market, as well as having employers who recognize the contribution employees with disabilities can make to the workplace and economy. The federal government administers two primary programs focused on employment for people with disabilities: Labour Market Agreements for Persons with Disabilities and the Opportunities Fund for Persons with Disabilities.

Ms. Milroy-Swainson also outlined a number of steps being taken by the federal government to pilot new methods in social finance and partnerships. One approach that is being explored is encouraging the leveraging of resources from non-federal sources such as the private sector, other governments and organizations. This is aimed at securing greater participation from the private sector in social issues—participation that goes beyond money to true partnerships. A further mechanism being explored is the piloting of pay-for-performance agreements that would link funding to measurable outcomes and create incentives for achieving or exceeding targets.

In closing, Ms. Milroy-Swainson affirmed the importance of challenging existing programs and policies to ensure they are as effective as possible. The current policy forum provides an opportunity to explore these challenges and to build on past experience.

## Status of Employment of Persons with Intellectual Disabilities in Canada

**Cameron Crawford**, Director of Research, Institute for Research and Development on Inclusion and Society provided an overview of the employment situation for youth with learning difficulties and significant other disabilities. The full presentation is available in the Appendix of this report.

Mr. Crawford provided information on the general employment context for working age persons with intellectual disabilities (age 15-64) and then provided a focused analysis of the situation facing youth. Low levels of employment and labour market participation have been persistent for persons with intellectual disabilities. Research and analysis has uncovered a number of the common barriers, and sources and kinds of employment discrimination faced by people with intellectual disabilities.

With regards to youth, there has been a mixed picture of employment prospects for youth without disabilities overall, but for youth with disabilities research has shown a clear downward trend. Youth with more significant disabilities (see presentation for detailed explanation of research

sample) are less likely to be in postsecondary education and training and more likely to be in special education schools. They are much less likely to be employed than either youth with any disabilities, or youth without disabilities.

Recent literature (Carter, Austin and Trainor, 2012) has shown that the single greatest predictor of youth (age 23-26) having a paying job at or above minimum wage two years after leaving high school is having a job for pay while attending high school. Canadian data shows that for a comparable group in this country, youth with more severe disabilities are less likely to have a job while attending high school. Other data shows that post-secondary education has a strong bearing on employment outcomes for youth with disabilities and data shows that those with more severe disabilities are less likely to attend post-secondary education. The most common needs for employment supports among this group are job redesign, modified hours/days/duties and human support. These supports are shown to be difficult to obtain but, where these needs for support are met, employment prospects are higher.

In summary, Mr. Crawford's research showed that in order to attend to the issues facing youth, we need to learn about what works well and continue to build on successes with upcoming cohorts of young people. This involves:

- Facilitating access to post-secondary education and training and to the supports needed to succeed;
- Facilitating transitions from school to work and ensuring necessary supports are available to individuals and employers;
- Implementing individualized, client focused, well-coordinated approaches in school/training, at work and in transitions from school to work.

## Panel: Employment and Youth Transitions – Policy, Practice and Lived Experience

**John Atherton**, Director General of Employment Programs and Partnerships, Skills and Employment Branch, HRSDC provided an overview of the current labour market context for youth with disabilities as well as a review of federal programming including the Opportunities Fund for Persons with Disabilities, Labour Market Agreements for Persons with Disabilities, Youth Employment Strategy and Labour Market Agreements / Labour Market Development Agreements. Mr. Atherton's full presentation is available in the Appendix of this document.

Mr. Atherton stressed that significant labour market challenges mean that participation of underrepresented groups is critical. This includes persons with disabilities. Transition points are critical to labour market participation rates. Unsuccessful labour market transitions can lead to skills atrophy, underemployment, lower entry wages and eventually lack of independence for adults.

It was noted that programs are working well and make a difference in the lives of persons with disabilities but that there is a need for continual assessment and ensuring that these programs are effective in responding to current labour market realities and specific challenges faced by persons with disabilities. It is critical that the federal government works together with community partners by engaging stakeholders, employers, persons with disabilities, provinces and territories to understand better targeting of programming. It is also important to engage employers to identify gaps and there is a need for increased levels of employer sponsored training.

**Joe Dale**, Executive Director of the Ontario Disability Employment Network shared information about the current policy and practice context for employment and employment supports by reviewing the current situation in the province of Ontario (See Appendix for full presentation). In Ontario, there are four different funding pots all with different mandates, regulations, policies and structures which has resulted in a system that is fragmented and inefficient. Service providing agencies access resources across these streams and programs.

Mr. Dale noted that a “pay for outcomes” model was introduced in Ontario and is open to both private and not-for-profit service agencies. This model is seen to have resulted in deterioration in service quality as service providers are cautious about accepting people who may require more significant support. People are generally not obtaining good jobs and there is very little focus on career development. There has been debate in Ontario about wage subsidies and their effectiveness. Mr. Dale noted that the Ontario Disability Employment Network has taken a position against the use of wage subsidies recognizing that they get in the way of work to encourage employer investment.

In summary, in Ontario there is a lack of an overriding policy framework for employment supports. There is need for a framework for understanding, “what makes sense and what is needed to get people with disabilities into the labour market.” Mr. Dale noted that there is very little focus on youth with disabilities throughout these programming frameworks and that this is an area where there is great opportunity. The re-emergence of sheltered services and segregated day programs is a very real threat in the current environment in Ontario.

**Dewlyn Lobo** grew up in Bombay, India. She went to a separate school when she was younger, although she always wanted to go to a regular school and had a dream of going to college. In 2006, she and her family moved to Rankin Inlet, Nunavut. One of her life-long dreams came true when she moved to Nunavut as she was finally able to go to a regular school. Also while living in Nunavut, she became involved in People First and was elected President. Part of this role is being a Board member of People First of Canada.

In 2008, Ms. Lobo worked full time at a restaurant for 2 years. She has also worked as a Helper and Assistant Teacher for a Kindergarten class at St. Anne’s School. She has done a course in Beauty Training and volunteer commitments are a big part of her life. With a family move to Ottawa, she is going to college and thinking about what is next for her. She would like to pursue working in a restaurant, daycare or as a receptionist. She would also like to work at a beauty clinic, or as a page on Parliament Hill.

Ms. Lobo has developed many skills and lots of work experience through her employment and volunteering in the community and by sitting as an elected member of local and national organizations. In this role, she helps to raise awareness and to educate people about inclusion and the value of being involved. She will continue to work towards the goals of full inclusion and to be a force for the People First movement.

**Sherry Gambin-Walsh** is a Registered Nurse and works as the Executive Director for the Newfoundland and Labrador Association for Community Living. She has a sixteen year old son who has autism. Sherry is a member of the Autism Society of Newfoundland and Labrador and a member of the Provincial Advisory Council to the Minister of Disabilities.

Sherry shared a parent's perspective on youth with disabilities who are planning for a life after school. She spoke about the expectations that people have of younger adults with intellectual disabilities, how these expectations shape who we are and the opportunities that are available to us. These favourable or unfavorable expectations guide our future.

## Table Discussions: Key Issues in Advancing Employment of Persons with Intellectual Disabilities

Participants were asked to discuss two questions at their tables and report back to the forum. Below is a summary of these discussions as reported back:

1. **What's working?** From your experience in your province or territory, and in your community, what policies and practices are enabling of employment of people with intellectual disabilities in the mainstream labour market?
  - Supports available through Canadian Pension Plan – Disability and Employment Insurance were reported to be working well in the experience of some. In some cases, these supports allow for greater opportunities for career development and mobility as opposed to only entry level jobs.
  - It is critical to focus on skills and abilities rather than limitations. There are some good examples of programs that incorporate this focus and a program from PEI was cited as an example that focuses on skills development leading to employment.
  - Individualized, client-centered services should focus on what the person wants to do.
  - There have been strong outcomes in jurisdictions (NFLD for e.g.) where there are not time limitations on the length of time that employment supports can be provided to a person on the job.
  - In Alberta, inclusive post-secondary education has demonstrated strong employment outcomes.

- An emerging area is an employment focus for family managed supports; this has required work to build families' capacity for managing supports for employment.
  - There was confirmation that the transition point from high school to work and careers is critical.
  - In Saskatchewan, Employment Transitions program resulted in 98 young people getting jobs in 2012.
  - Encouraging employers to think broadly about what people can do, and addressing preconceptions about disability is critical. Employers need to know that they can count on the supports to be available for a reliable employee.
  - Employment income exemptions have been increased in some jurisdictions reducing the disincentive to employment in social assistance systems. In BC the exemption was increased and will be annualized.
  - Cross-ministerial transition planning protocols have been in effect in BC but have not been implemented as well as they could be.
  - Family groups meeting and discussing employment has helped to raise expectations.
  - Mentoring programs operating in the education system have worked well in some cases to facilitate transitions from high school to work, careers and post-secondary.
  - Self-employment grants are available in some areas to entrepreneurs with disabilities. There are also supports for entrepreneurship that are available generically that are underutilized.
  - Recognizing employers and champions of employment through awards is a way of building awareness in the community.
  - Employer to employer connections and partnerships work well to raise awareness of the business case for employment of persons with intellectual disabilities.
  - Funding available to employers for workplace accommodations and to remove barriers is reported to make a positive impact.
  - Relationship building in the community and identifying stakeholders who can build the case for social return on investment.
  - One parent reported that she would keep a list of employers who were willing to hire and take that list to the school guidance counsellor. With right supports, and supporting champions of employment, expectations are raised, capacities are built and communities can become employment focused.
2. **What gets in the way?** Are there policies or practices in your community and in your province/territory that are getting in the way? How can these be changed to better support employment outcomes?
- Time limitations for on-the-job supports get in the way and mean that people with greater needs for support do not make it into the labour market.
  - Physical accessibility remains an issue. "If you can't get in the building, you can't work there."
  - Claw backs on income earned through employment are cited as a significant barrier. One person reported that there have been cases where employers have been encouraged to pay employees with gift certificates because of claw backs on income.
  - There are often effective and good examples of supports but they do not have a broad reach and are inconsistently available.

- There are some cases where fear of losing benefits is not based on good information. This has been addressed by having persons who are self-advocates speak to other persons with disabilities about the facts about employment and how it would actually affect social assistance benefits.
- There is still a pervasive attitude throughout many governments, service agencies and employers that see people with intellectual disabilities as unemployable. Slowly beginning to change that perception with employers, but sometimes not doing enough with service providers and governments in their policy and practice.
- Many people are being encouraged into a life of volunteering that comes at the expense of pursuing employment.
- Governments are still heavily invested in sheltered work and segregated day programming coming through labour market agreements. There is a huge shift that is needed in this area and a very real risk that these services will re-emerge as a dominant service model.
- There is not enough capacity being built at provincial and territorial level to sustain and scale up best practices of supported employment. Investments are being diverted to training programs, wage subsidies, segregated services.
- Disincentives in social assistance systems are a major barrier. Requires cross-ministerial tables and conversations, and community conversations to address these.
- The focus of many employment services is on quick turnarounds for job placements. Career development is lacking.
- There is need for greater coordination between agencies and employers and community capacity to respond to employer demand. It is reported that in some cases employer demand exceeds community capacity and reach to respond to the demand.
- Need to focus on employment earlier and focus on adequate transition planning.
- Better training and best practices for job coaches is needed in some jurisdictions.
- There is evidence that people with intellectual disabilities are not being well served through generic employment gateways. There is need for better coordination of employment programs and labour market transfers.
- Summer employment opportunities programs achieve strong outcomes for youth, but this model has not yet been widely used.
- It is reported that there have been challenges presented by unions in pursuing jobs for people with disabilities.
- There are different needs and different opportunities for rural and urban localities.
- Wage subsidies get in the way of the work that community organizations are doing with employers. It was suggested that money spent on wage subsidies would be better used if it was allocated towards job supports for opportunities for more people to go to work.
- Measurements and metrics for employment outcomes and success, and funding formulas for the same, vary and can present barriers because they can mean that service providers only accept clients who will be profitable to them. In some other cases, sheltered and ineffective life skills training programs are included as employment outcomes in reporting mechanisms.

# Special Video Presentation: Scott Klassen – What Home Means to Me

Scott Klassen grew up in Winnipeg, Manitoba. Scott spent the first 21 years of his life at the St. Amant Centre, an institution for people with intellectual disabilities in Manitoba. When Scott was a young man, he left the institution and began his life in the community. Scott became involved with People First in the 1990s and has been part of the movement ever since. Scott is a firm believer that all people can live in the community.

With People First of Canada, Scott has recently released a short biographical film following him through a day in the life – at work, with friends and in his community. For more information on the video that was screened contact People First of Canada at [www.peoplefirstofcanada.ca](http://www.peoplefirstofcanada.ca).

# Keynote Presentation: Mark Wafer and Clint Sparling

Mark Wafer is the owner of several Tim Hortons restaurants in Toronto. Mark and his wife Valarie have employed 82 people who have disabilities and currently have 33 employees with disabilities in all areas of their business, from entry-level positions to logistics, production and management.

Clint Sparling was one of the first employees with a disability that Mark Wafer hired. Clint has been speaking about the value of employment together with Mark and they have been making presentations to raise awareness about employment and people with disabilities.

Through a dynamic and interactive interview-style keynote, they shared stories from an employer and employee perspective about their journey together that began in the 1990s. Mark hired Clint to work in one of his restaurants after a local high school teacher responded to an employment ad that he had placed. Mark enlisted the assistance of Community Living Toronto and a job coach who helped with training. Clint has become one of the business's best employees and has worked in four of the restaurants.

Mark stressed that the nature of their employer-employee relationship is not 'charity'. Charity positions are detrimental to employment—as soon as there is a downturn, the first position to be let go will be a 'charity' position. Clint is paid a competitive wage. And if he can't come to work, he has to be replaced.

Mark recognized tremendous benefits to his company by hiring people with disabilities. The average tenure for an employee without a disability in this business is 1 year and 4 months. However, average tenure for an employee who has a disability is 7 years. The average turnover for other Toronto Tim Horton's restaurants is about 75%. For Mark's stores, it is 35%. He noted that this is not only because of the longer tenure of people with disabilities, but that his other hundreds employees who do not have a disability also have a lower turnover rate than the average. This is because of a shift in the workplace culture that is part of working in an inclusive environment. He stresses that hiring people with disabilities changes the culture of your workforce.

Clint has been able to have his own condo and in 2006 married Katy, his high-school sweetheart. Clint spoke about the possibilities that have been opened for him through employment. He talked of the process learning the position and the strong work ethic that he has developed. Clint considers Mark "like a brother" and places immense value on his job.

Mark emphasizes that employing people with disabilities is much more than "doing the right thing." He asks business leaders to consider costs of employee turnover—interviewing, training, uniforms, and lower productivity of new employees. As Mark said, "it's quite clear that by hiring people with disabilities, I make more money. That's the language business owners understand and that's the message we have to get across."

## Questions and Discussion:

Mark and Clint were asked several questions related to: helping employers recognize the business case for employing people with disabilities, what made their employment relationship work, and what is most needed for an employment strategy for people with disabilities.

- We know that addressing youth unemployment early is important. We need to get young people into jobs early—afterschool and summer jobs are key.
- Awareness and education are critical, but the most gains can be made in moving money that is currently used for wage subsidies to employment training and job-coaching. Wage subsidies have been abused by the community and can be a waste of money for government. They may have a place in overall solutions, but need to be used sparingly and have to be used properly—where a person’s training may take longer, or there are accommodations that are necessary. But these costs may be addressed through something framed as training subsidies. If an employer sees cheap labour, subsidized placements, or training that goes on for years, they will be lost as an employer that recognizes value in hiring people with disabilities.
- Skilled job coaches and community organizations that understand how to work with employers are critical.
- A “free volunteer labour” mentality is dangerous and there are community organizations that are promoting it. Once an employer gets a mentality of “free labour,” you can never win them back. They will say, “why would I pay when I can get it for free?”

## Panel: Strategic Partnerships – Governments, not-for-profits and the private sector working together

**Andrew Staples** is Director of Social Innovation Strategic Policy and Research branch in HRSDC. Mr. Staples provided information on the federal government’s plans to assist in the development of social partnerships and social finance to bring private capital to public good. As mentioned earlier in the Forum, Minister Finley has been very public in support for social finance initiatives.

HRSDC is the lead department on social issues and flagship social programs such as Employment Insurance, Canadian Pension Plan/Canadian Pension Plan-Disability, Old Age Security, Guaranteed Income Supplement, and the Registered Disability Savings Plan. As the Department responsible for the Not-for-Profit and Charitable Sectors, HRSDC works with partners to ensure a strong, vibrant and innovative sector.

Mr. Staples noted that some groups continue to face complex and persistent social challenges. The Government of Canada cannot tackle these challenges on its own and there is a desire to find new ways to address social challenges that have been resistant to existing interventions. The

federal government can play an important leadership role to support the development of social partnerships that are, by their very nature, innovative in addressing our complex social challenges.

Mr. Staples made clear that government is not “getting out of the business” of social policy but is working toward finding new ways of doing things and working together with various partners. There are numerous challenges involved in developing social partnerships. Social Impact Bonds are one model that has been used. These are not yet a reality in Canada but there are models elsewhere in the world. Two main examples of these bonds are in England—where social impact bonds have been used to fund services for offender rehabilitation—and at New York City’s Riker’s Island jail where services to prevent reoffending have been funded through social impact bonds.

Mr. Staples closed by noting that social finance is not the only solution to the challenges that we face. Social programs will continue to be necessary, but partnerships will improve these efforts. They can change the way that non-profits interact—with business and with government—to find innovative ways of working together. Funding applications and reporting requirements can be simplified so that charities are able to focus on achieving their mission. Better measurements of impact can be developed so that we know what works and what doesn’t. The Government of Canada is committed to assisting all partners to find new and innovative ways of working together.

**Keenan Wellar** BA, BEd, MA is co-founder and co-leader of Ottawa-based charitable organization LiveWorkPlay.ca, which helps the community welcome people with intellectual disabilities to live, work, and play as valued citizens. Keenan is Focus Area Champion for United Way Ottawa, and was recognized in 2010 with a United Way Community Builder Award.

Employers are frequently underestimated by social service agencies in terms of their willingness to be creative and take risks. An asset-based presentation that focuses on the business case for hiring people with disabilities is critical. In a time of economic scarcity, government continues to support expenditures that are misdirected and counter-productive to inclusive communities and paid employment. This includes federal and provincial policies that make sub-minimum-wage employment situations possible through labor code exemptions, as well as funding programs such as the Opportunities Fund for Persons with Disabilities that require the use of practices such as wage subsidies. This continues despite the objections of employment supports experts who believe that subsidies - when used in ways that only apply to people with disabilities - create stigma and devalue workers. At the provincial level, failure to differentiate the needs of different disability populations often means people with intellectual disabilities are forced into support systems that are based in a rehabilitation model that is ill-suited to those with lifelong cognitive disabilities.

Formally and informally organized non-profit organizations that are beyond the scope of disability services are often overlooked as important allies. This includes service clubs, such as Rotary, which are partnering with community-focused agencies in several provinces to achieve employment outcomes. At the local level, LiveWorkPlay has achieved an intimate partnership with United Way Ottawa, with messaging that is closely aligned and work that goes beyond the scope of a funder and recipient. Many agencies that work with people with intellectual disabilities

struggle to advance an inclusive agenda because they often speak only to an internal audience, usually persons with intellectual disabilities and their family members. Real social change will only occur when the audience is vastly expanded to those who are also co-workers and neighbors.

Schools in many provinces have been cited by the United Nations as falling far short of the directives of the Convention on the Rights of the Child and the Declaration on the Rights of Persons with Disabilities through their continue use of segregated schools and classrooms. In Ottawa, for example, there are three "disability-only" schools and no plans to phase out their use despite a clear worldwide trend towards better educational practices that do not send a systemic message of discrimination to other students. In many cases, best practices are being established with particular teachers and/or principles that are taking risks within the system in order to engage in more inclusive practices.

The community is a place of possibilities, and this is often overlooked. For most citizens, a critical aspect of career development is "who do I know" that can help me make connections and make the right moves to get the jobs we want and move ahead in our careers. There is a tremendous deficit of social capital in the lives of most individuals with intellectual disabilities. Facilitating connections to other community members, including formal and informal social organizing such as church groups, service clubs, sports teams, etc., may seem to lack a connection with employment outcomes but are in fact tremendously important assets in seeking to open doors for employment opportunities.

Concluding remarks included a call to action to share employment success stories to help change the assumed norms around people with intellectual disabilities. Many of the systemic messages currently transmitted to average citizens is that "those people" have "places to go" such as sheltered workshops or day programs. Those assumptions will only change when a new narrative takes the spotlight and people with intellectual disabilities are seen as employees - people who want to work and who are proving as a group that they are an asset to workplaces.

**Wendy McDonald** is an accomplished trainer and adult educator with over 25 years of experience in staff training and leadership development. She is currently Development Director for the Alberta Association for Community Living (AACL). She and her husband Blaine have two sons. Aaron is 30 and their youngest son Kyle is 18 years old attends MacEwan University. Kyle has always been fully included in school and this is his first year in Inclusive Post-Secondary education. Ms. McDonald is the immediate Past-President of the Alberta Association for Community Living; she currently sits on the Inclusive Education Working Group with Edmonton Public Schools and is a member of Edmonton Family Voices. As a board member for AACL, Wendy was successful in starting and helping to expand a project to create employment opportunities for individuals with disabilities by creating a partnership between the association, Rotary clubs, and PDD (Persons with Developmental Disabilities).

Ms. McDonald shared information about how the AACL works with families to learn about career development early in life. If we don't support families to think about work and careers and the bigger vision when their children are little, then career outcomes are minimized. She shared two initiatives that demonstrate partnership between government, community resources (universities),

Rotary, the business community and families. Community partnerships need to create community advocacy and community ownership over the issue. This has been achieved in many ways through the AACL initiatives. Alberta has partnered with 18 post secondary institutions to offer post-secondary opportunities to adults with developmental disabilities. Unemployment rates for this group are 70%. But for students who complete their studies, this trend is reversed—80% went on to secure jobs in their field of study. This includes people with multiple severe and complex disabilities.

The Rotary Employment Partnership has created over 210 jobs. There are five partnerships throughout the province with more than 35 clubs engaged. All of these jobs are real jobs, for real pay—average wage throughout the partnership is \$14/hr. Most of these employees are supported naturally in the workplace using the social capital that already exists. In both of these initiatives, AACL has worked the art form of putting energy into communities being assisted to take ownership and responsibility for the work. This has led to a greater sustainability as clubs taken over the responsibility for creating jobs. We need the business community, not the disability community, to speak to the benefits of hiring people with disabilities. We can support this work to happen in more service clubs and business organizations throughout the country.

**Mark Wafer** joined the panel to provide his experience and engagements at the community level and insights on what is needed in terms of community relationships and partnerships. He shared with participants a number of partnerships and employer-to-employer initiatives that are making good progress in Ontario.

Sarnia Mayor Mike Bradley has issued a “Mayor’s Challenge” to employ people with disabilities in municipal government and services and to encourage Ontario Mayors to put a focus on employment of persons with disabilities throughout their communities by working with chambers of commerce and other employer groups. The Ontario Disability Employment Network Champion’s League recognizes employers that have demonstrated a strong commitment to hiring people with disabilities and raising the profile of this issue. The Rotary at Work initiative has been successful in Ontario. Through this program, Rotarians are encouraged to create employment opportunities for individuals who have a disability. The coordination role is to connect employers to local employment agencies if needed. These agencies can help employers with locating potential candidates who have a disability, pre-screening job candidates, providing on-the-job training, assisting with workplace accommodations and providing information and other resources to ensure recruitment and retention is as smooth as possible.

London police Chief Bradley Duncan has issued a call to action for all police departments including RCMP and OPP to employ a diverse workforce and experience the benefits that have been gained. Other police services have responded to this call including Peterborough, Durham Region and Woodstock.

# Concluding Remarks and Discussion

**Nancy Milroy-Swainson**, Director General, Office for Disability Issues, Income Security and Social Development Branch, HRSDC provided closing remarks that focused on the need to place greater focus and attention to the transition point between high school and work for students with disabilities. This may involve many innovative partnerships with schools, employers and community organizations. It is critical to recognize that no one partner holds all of the answers in how to make progress on this issue—nor do perfect mechanisms currently exist that would enable these changes to take place. The stories and examples shared during the day were powerful ones. It was recognized that People First of Canada and Canadian Association for Community Living communicate these stories powerfully through videos and other tools. An important part of the process of working together on these issues will be to remain at the table and continuing discussions.

**Michael Bach**, Executive Vice-President of the Canadian Association for Community Living remarked that local communities are the place that these solutions will be worked out. We need to encourage the levers and instruments that need to be available to drive this change. This involves bringing several community actors together to discover how this change can take place in Cornerbrook or in urban Toronto, on a community by community basis. But there are a number of consistent innovations and examples that we know are working well to advance labour market inclusion. The mechanisms are now needed to scale up this change so that we can move from fabulous examples, to making an impact on the 75% of people who are outside of the labour force. Finally, it was excellent to close the day knowing, that as a result of recent decisions and much hard work, that People First of Canada would continue as a viable organization and force for change.

**Lorraine Silliphant**, Chair of the Law Reform and Public Policy Advisory Committee (CACL) thanked all participants for attending and for the engaging discussions and welcomed everyone to attend next year's Federal Policy Forum.



# The employment of youth with learning difficulties and significant other disabilities

2012 Federal Policy Forum: “Advancing Employment of People with Intellectual Disabilities”

November 28, 2012

Cameron Crawford

Director of Research, IRIS

# IRIS – Institute for Research & Development on Inclusion & Society

- Began in 1969 – as National Institute on Mental Retardation – human resources training, service development and program evaluation based on ‘Principles of Normalization’
- 1986 – The Roeher Institute – Policy research, information & training – cross-disability
- 2008 – IRIS – focus on research and social development to advance inclusion – links between disability, gender, ethno-racial-cultural status

# This presentation

- Provides brief context on the general employment situation of people 15 to 64 years with intellectual disabilities
- Then focuses on youth 15 to 29 years
  - With learning difficulties and significant (moderate, severe or very severe) levels disability as measured by Statistics Canada's 'global severity' scale
  - Compared with any disability
  - Where feasible, compared with no disability

## The research draws from

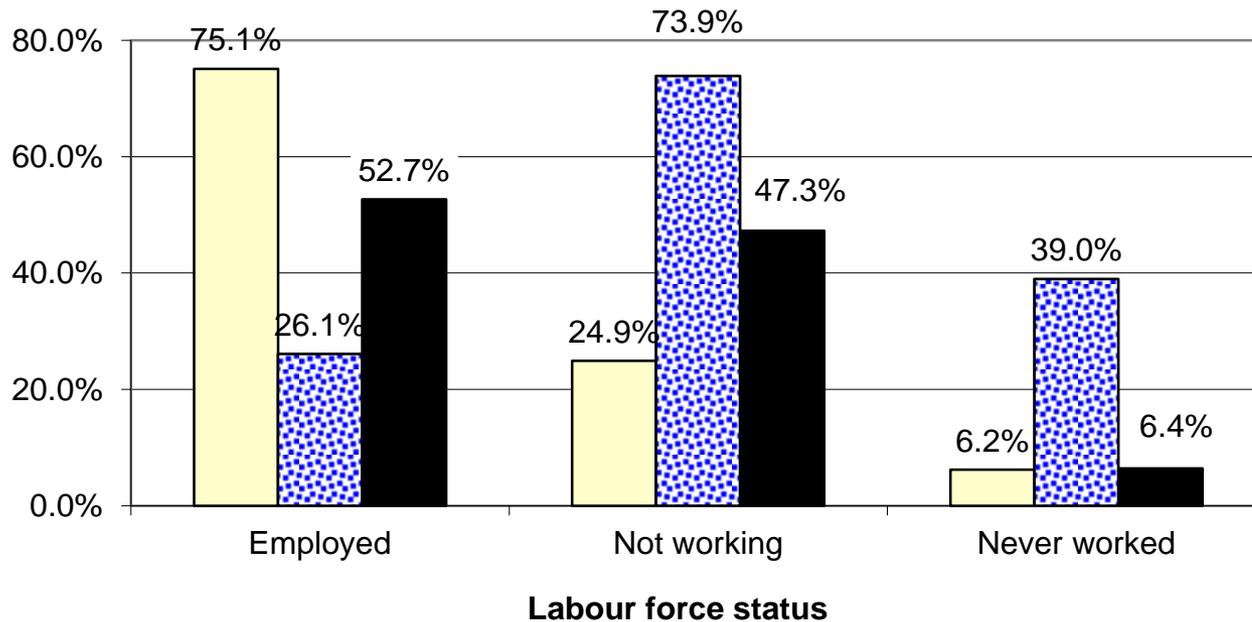
- Participation and Activity Limitation Survey (PALS)
- Survey of Labour and Income Dynamics (SLID)
- A review of scholarly and other literature (e.g., program documents)
- Interviews with government officials

# The employment of people with intellectual disabilities

## **GENERAL CONTEXT**

# Low level of employment for people with intellectual disabilities

**Labour force status and work history by intellectual disability status, working-age people (Source: PALS 2006)**

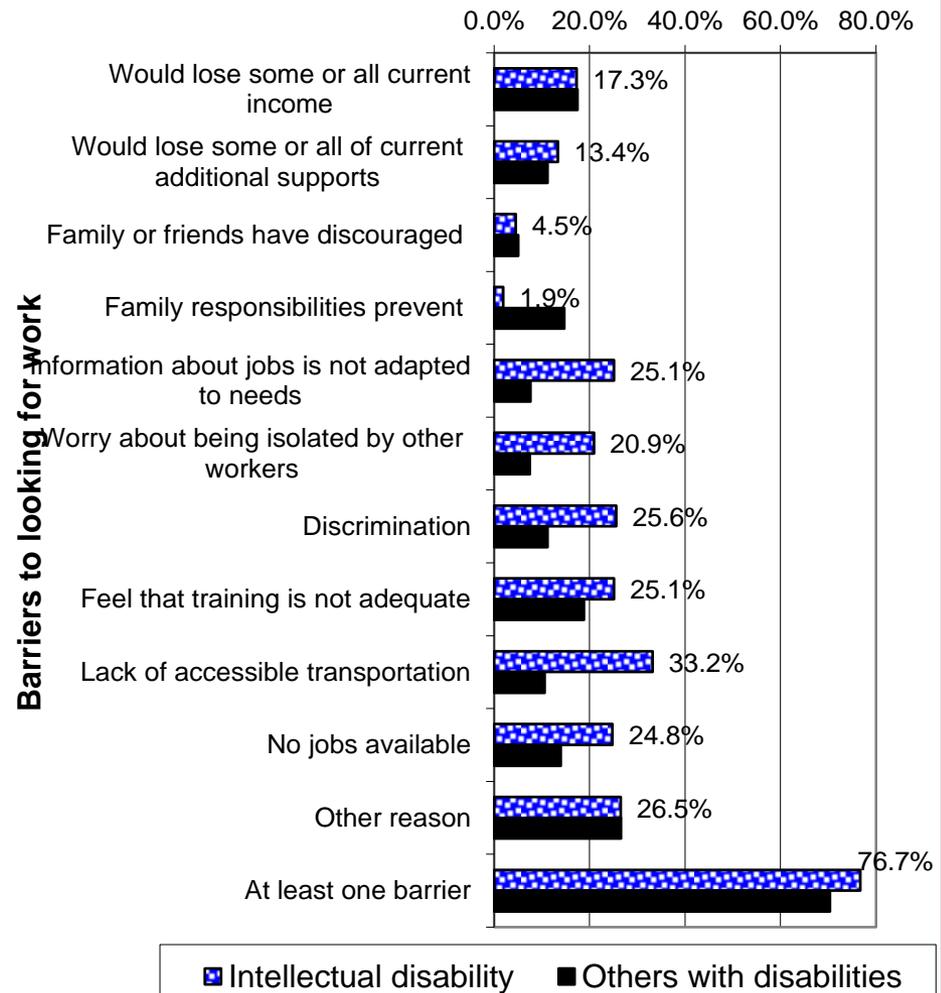


No disability
  Intellectual disability
  Others with disabilities

# Barriers to looking for work

- Lack of accessible transportation
- Inadequate training
- Discrimination
- Information about jobs not adapted to needs
- Concern about being isolated on the job
- Concerns about losing income security
- Concerns about losing disability benefits such as drug plan and subsidized housing

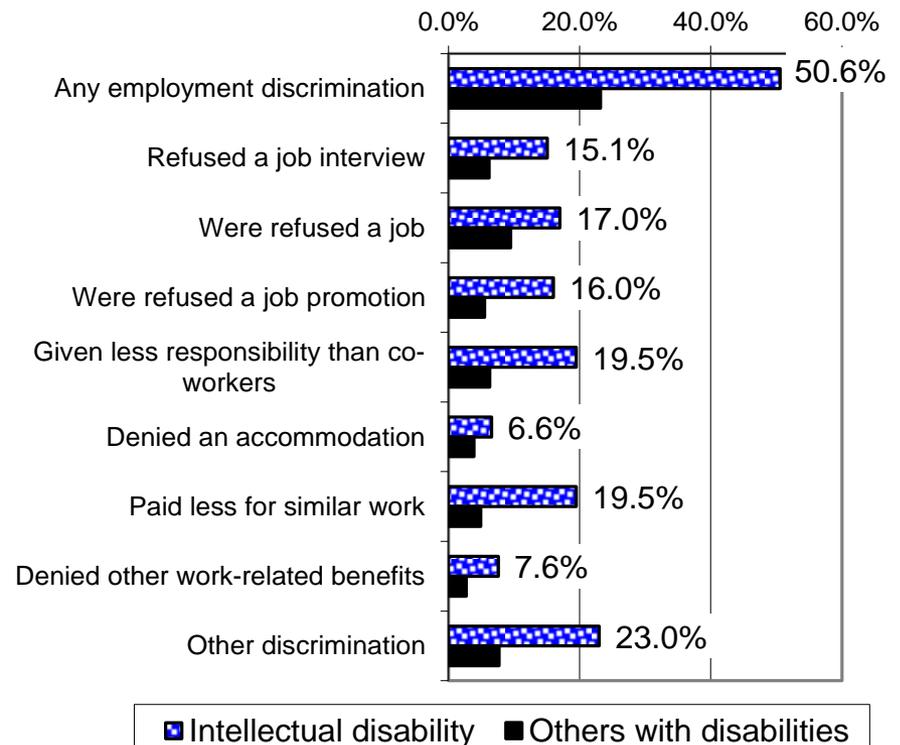
**Barriers to looking for work, by intellectual disability status, working-age people not in the labour force but active in within it sometime from 2001 to 2006 (Source: PALS 2006)**



## Kinds of employment discrimination

- Half have experienced one or more, including
  - Less pay for similar work
  - Less responsibility
  - Refused a job
  - Refused a job interview

**Figure 7. Discrimination in employment (people active in the labour force sometime from 2001 to 2006) by intellectual disability status, working-age people (Source: PALS 2006)**

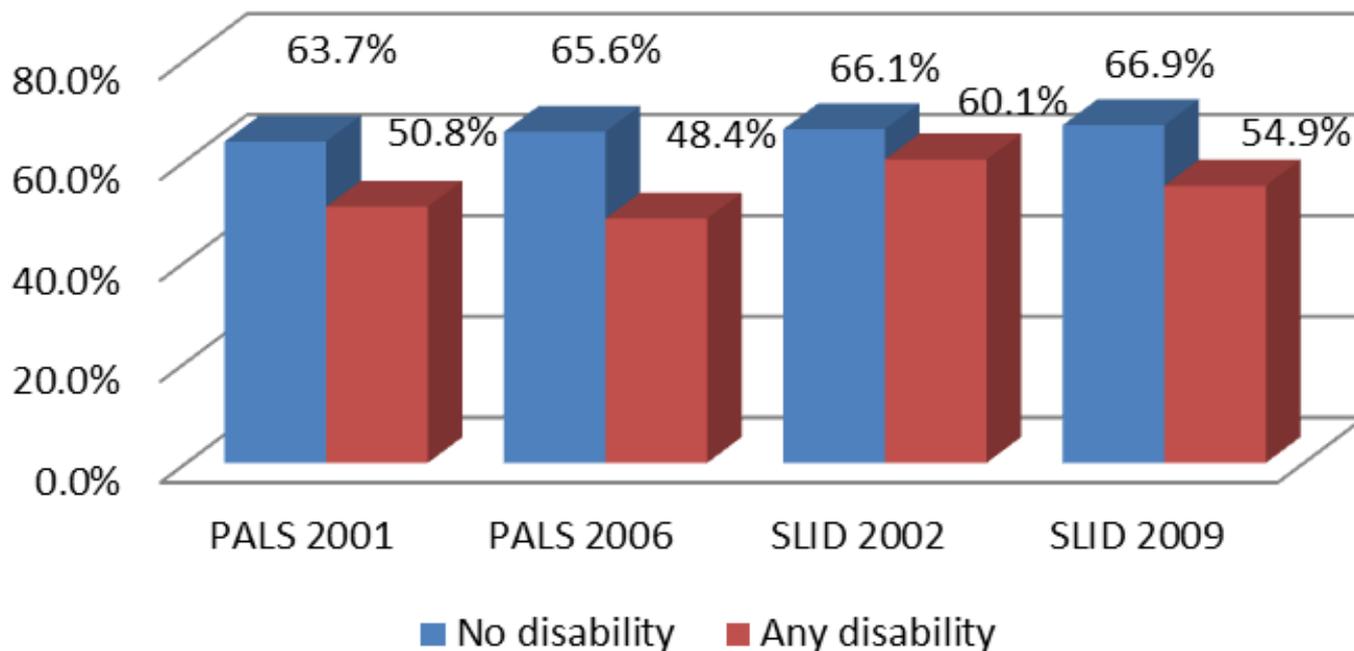


# The employment of youth with and without disabilities in recent years

## **MORE GENERAL CONTEXT**

## Mixed picture in the employment prospects of youth without disabilities, but not so much for youth with disabilities: a downward tack overall

**% employed, youth 15 to 29 years, 2001, 2006 & 2009, by disability status**

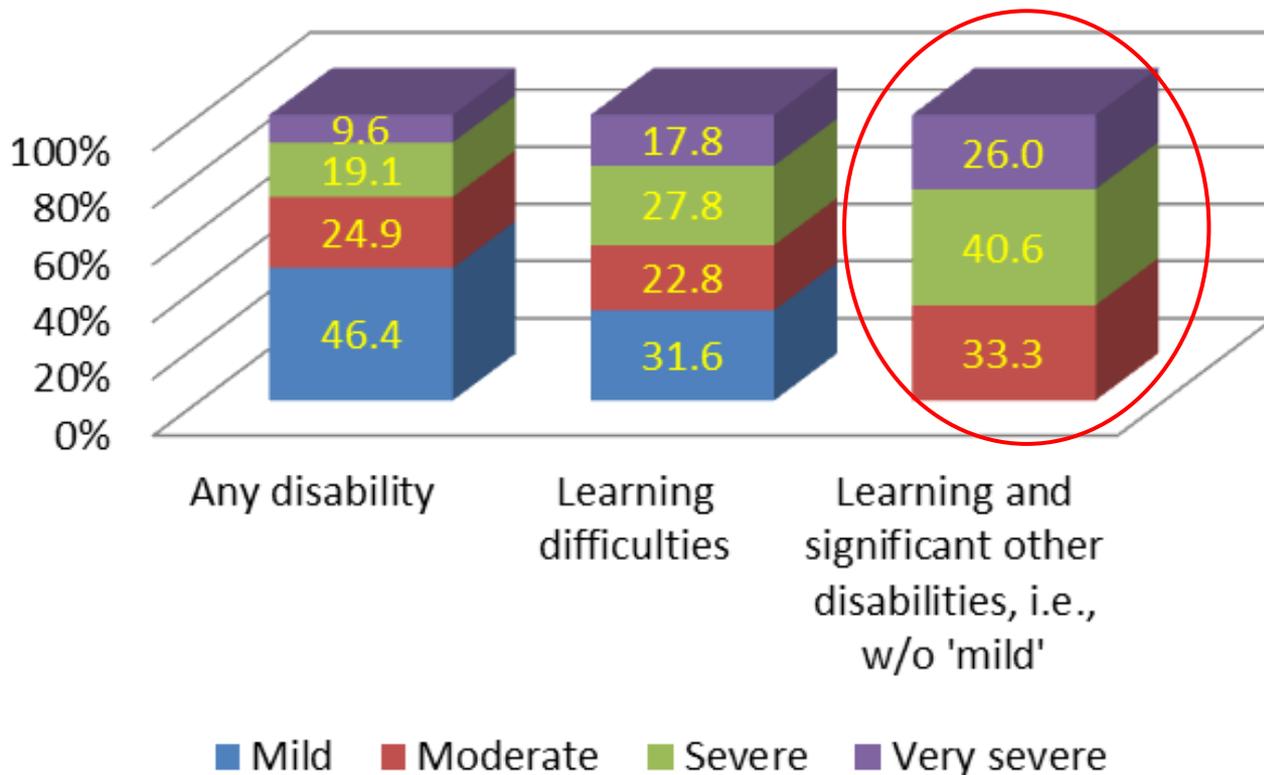


Youth at the focus of this  
presentation

**WHO ARE WE TALKING  
ABOUT?**

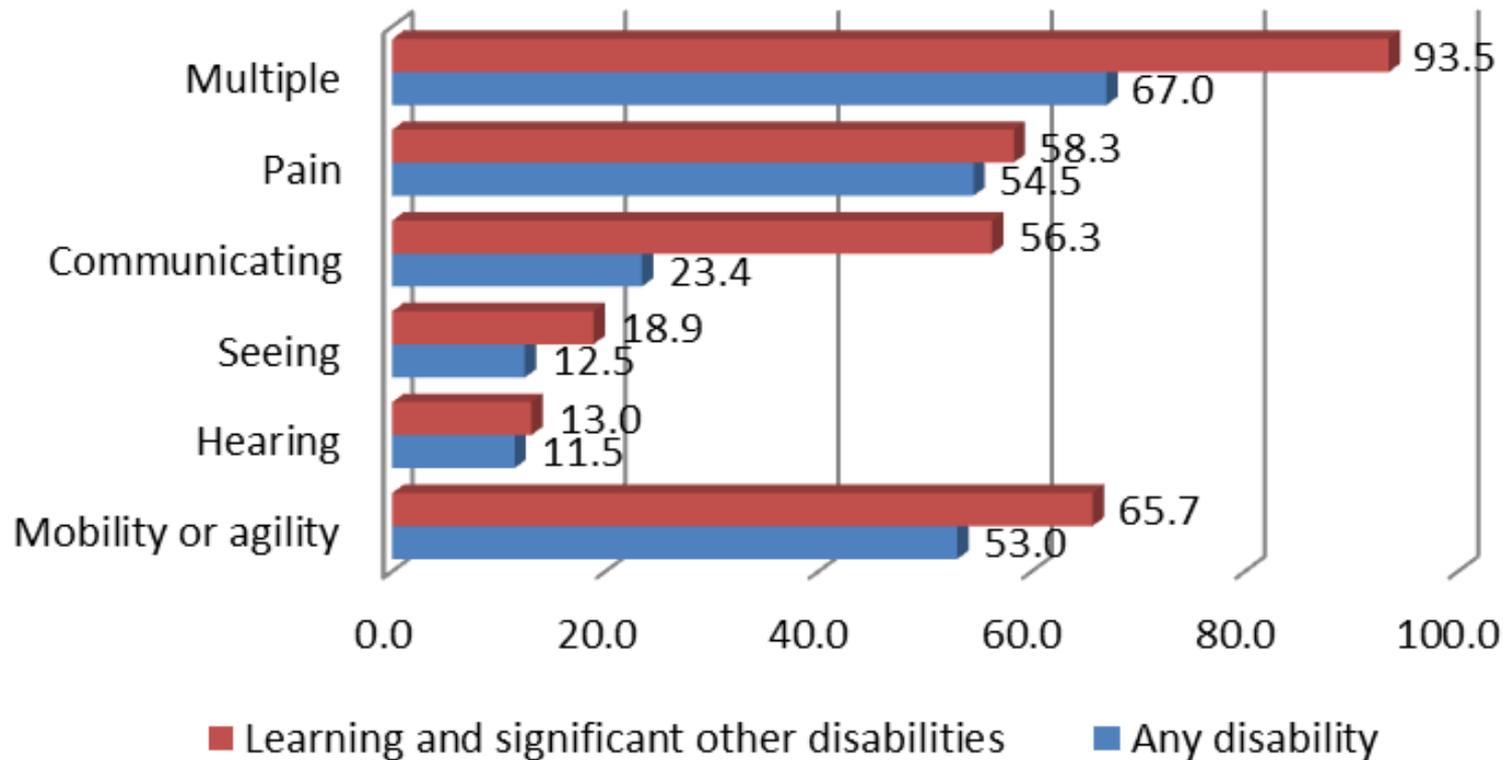
# They are more severely disabled in comparative terms

**Severity of disability, youth 15 to 29 years**



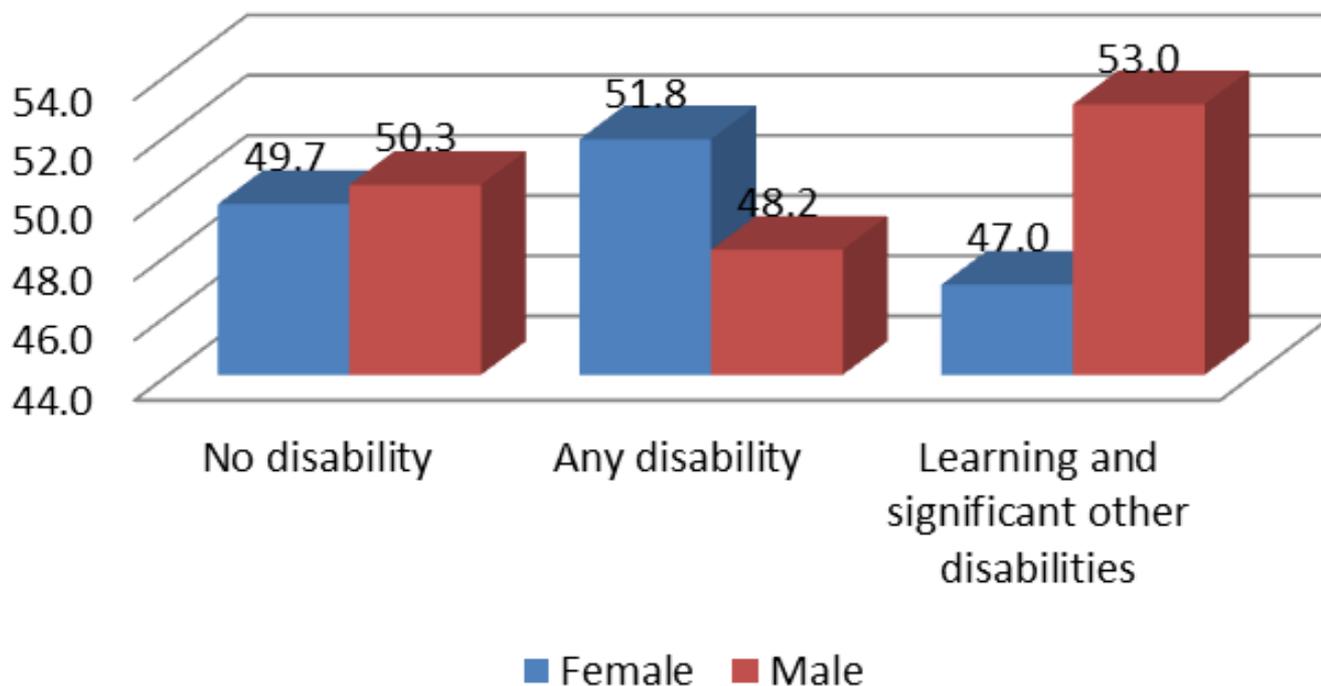
# Most have more than one disability

**Multiple disability status, youth 15 to 29 years**



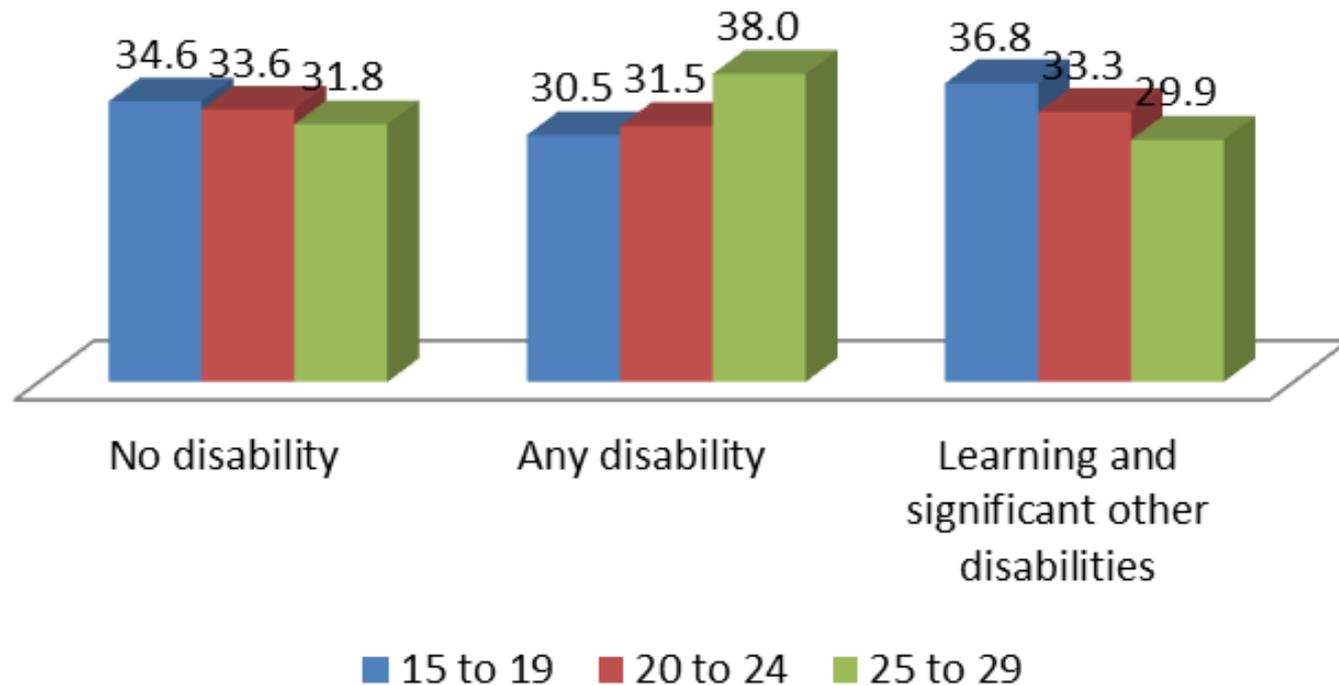
# They are more likely to be young men

**Disability status and gender,  
youth 15 to 29 years**



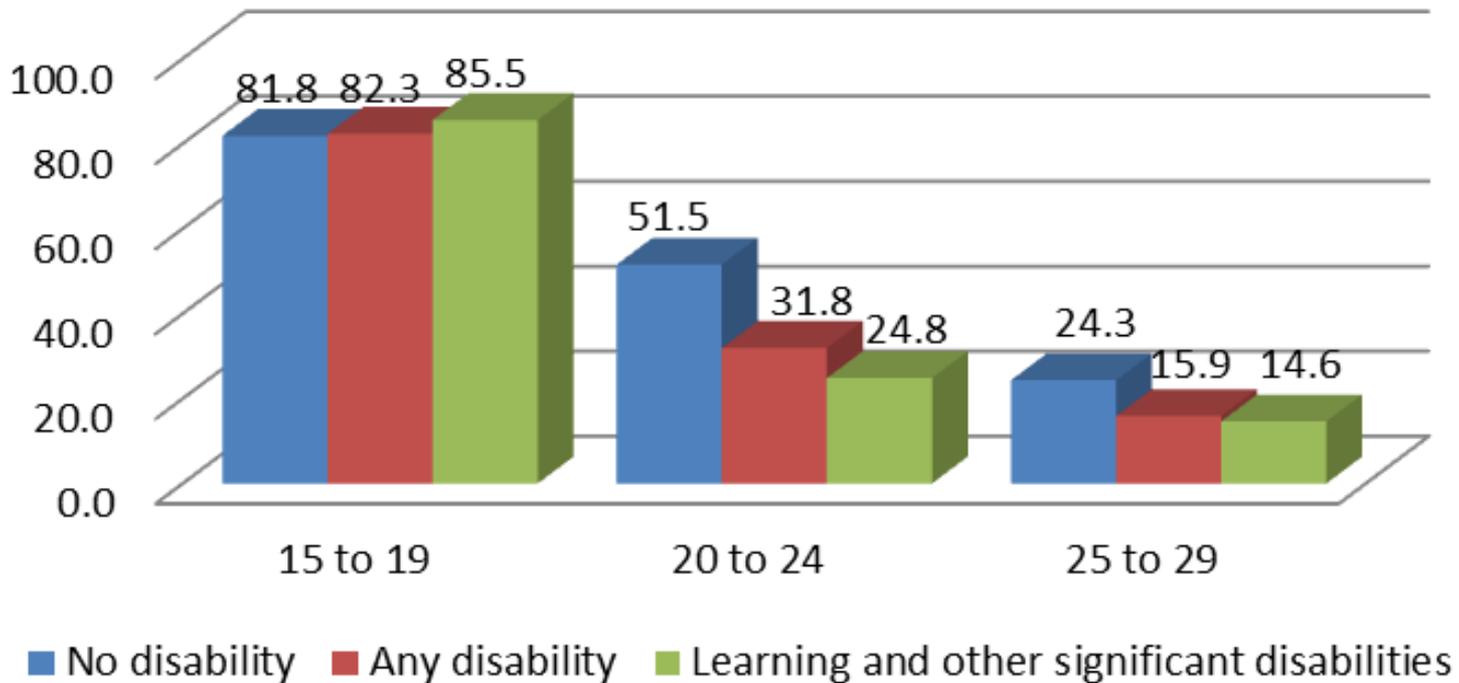
# They are about the same age as their counterparts without disabilities

**Age groups, youth 15 to 29 years**



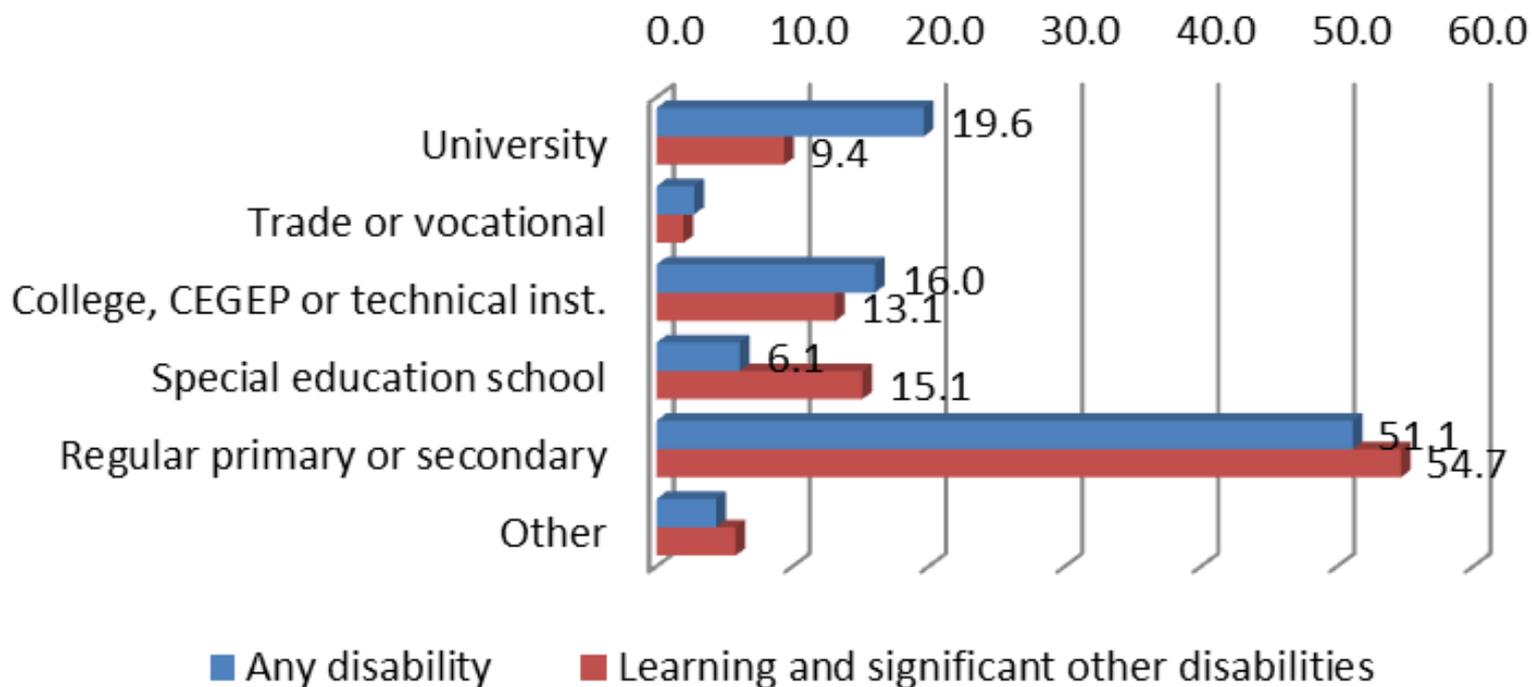
They are much less likely than their counterparts with any and without disabilities to be at school after age 20

**School attendance by age and disability status, youth 15 to 29 years**



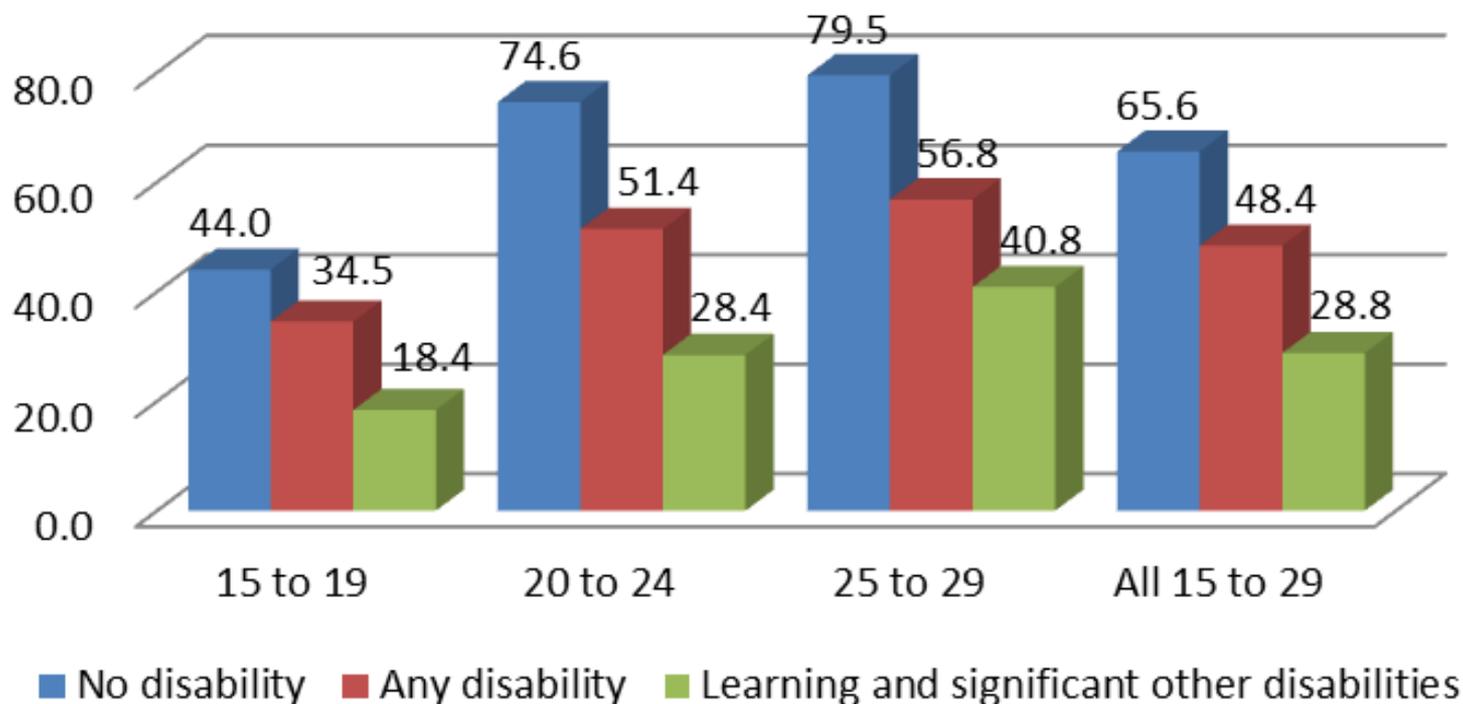
# They are less likely to be in post-secondary and more likely in special education schools

**Types of schools attended, by disability status, youth 15 to 29 years**



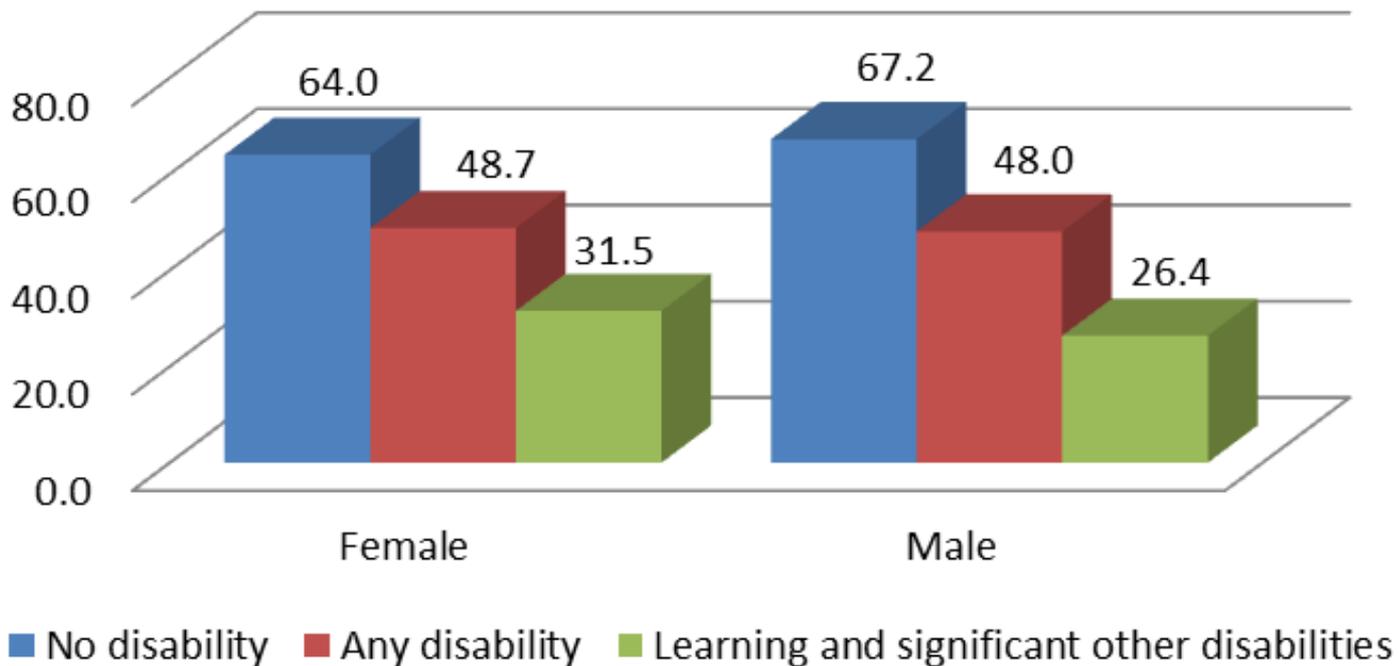
# They are much less likely to be employed, regardless of age

**% of youth employed by disability status and age group**



## Young women with learning and significant other disabilities are slightly more likely than their male counterparts to have jobs

**% employed by disability status and gender, youth 15 - 29 years**



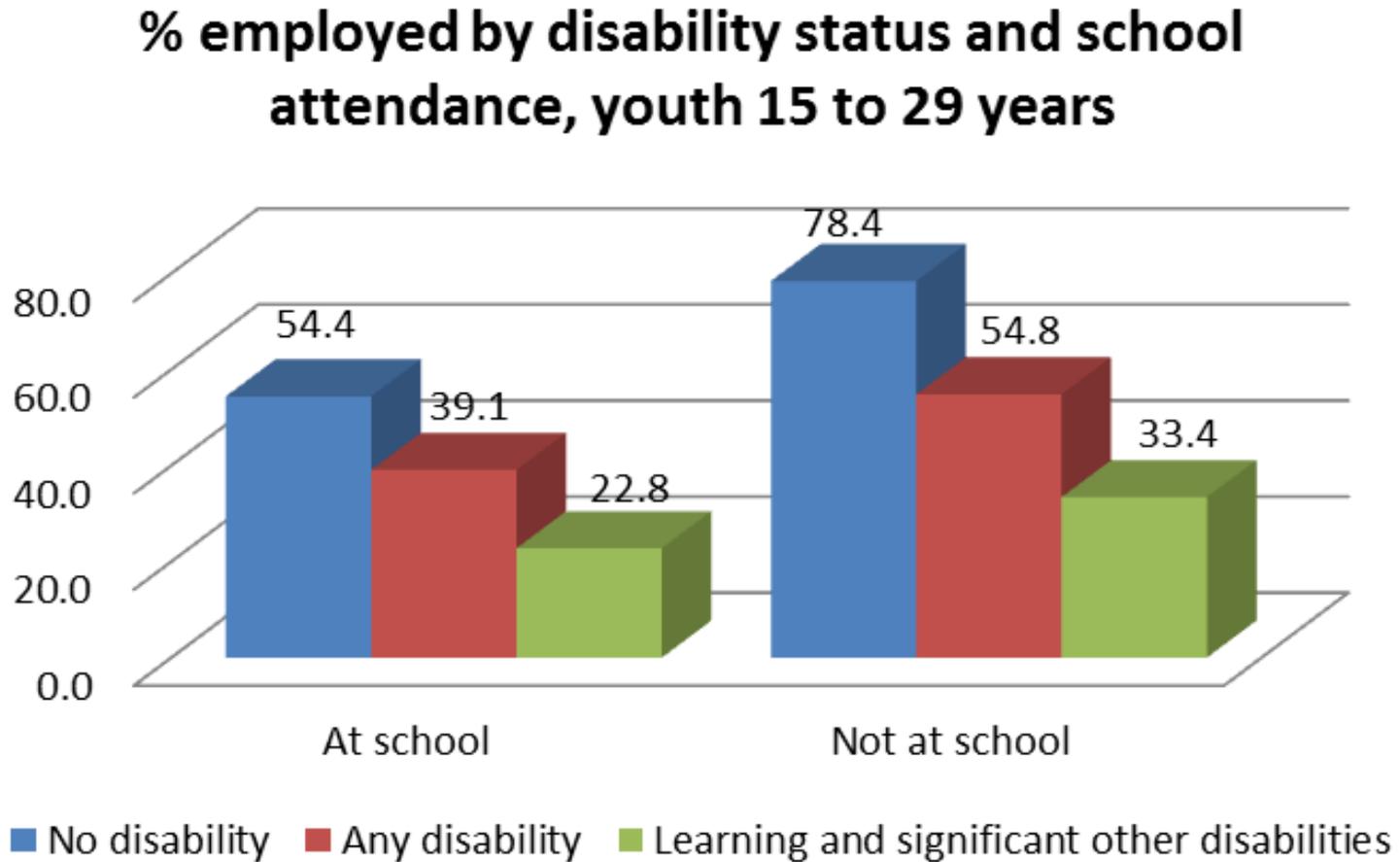
## In a recent study by Carter, Austin & Trainor (2012)...

- The single strongest predictor youth (23 to 26 years) with severe disability having a paying job at or above the minimum wage two years after leaving high school is...
  - Having a job for pay while attending high school

## 'Severe disability' in Carter, Austin & Trainor (2012)

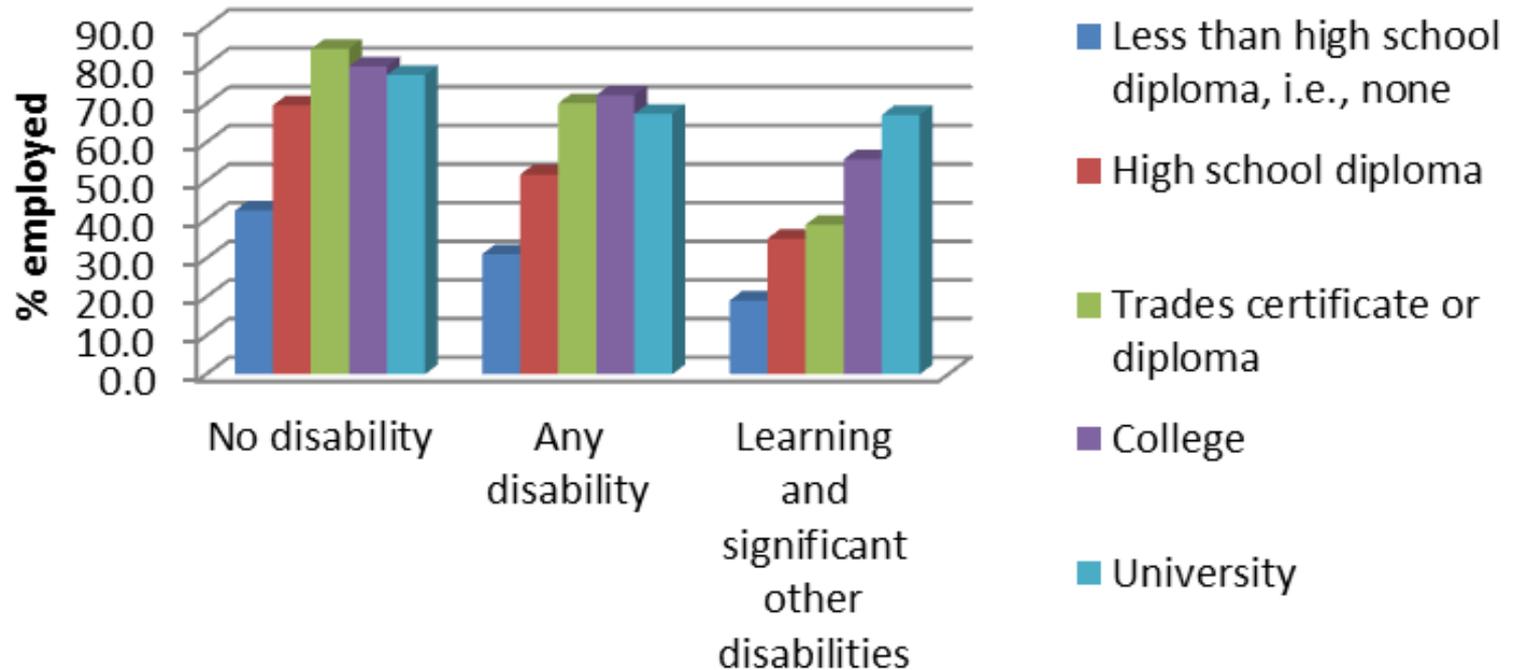
- 450 youth with intellectual disability, autism or multiple disability who, at the beginning of a six-year research cycle in the National Longitudinal Transition Survey (US), were either
  - Not in school or
  - In school but exempted from mandated standardized testing or
  - (Two of) not well able to read and understand common signs, tell time on a hand clock, count change, look up telephone numbers or use a telephone

## Youth with learning and significant other disabilities are less likely to be employed while attending school



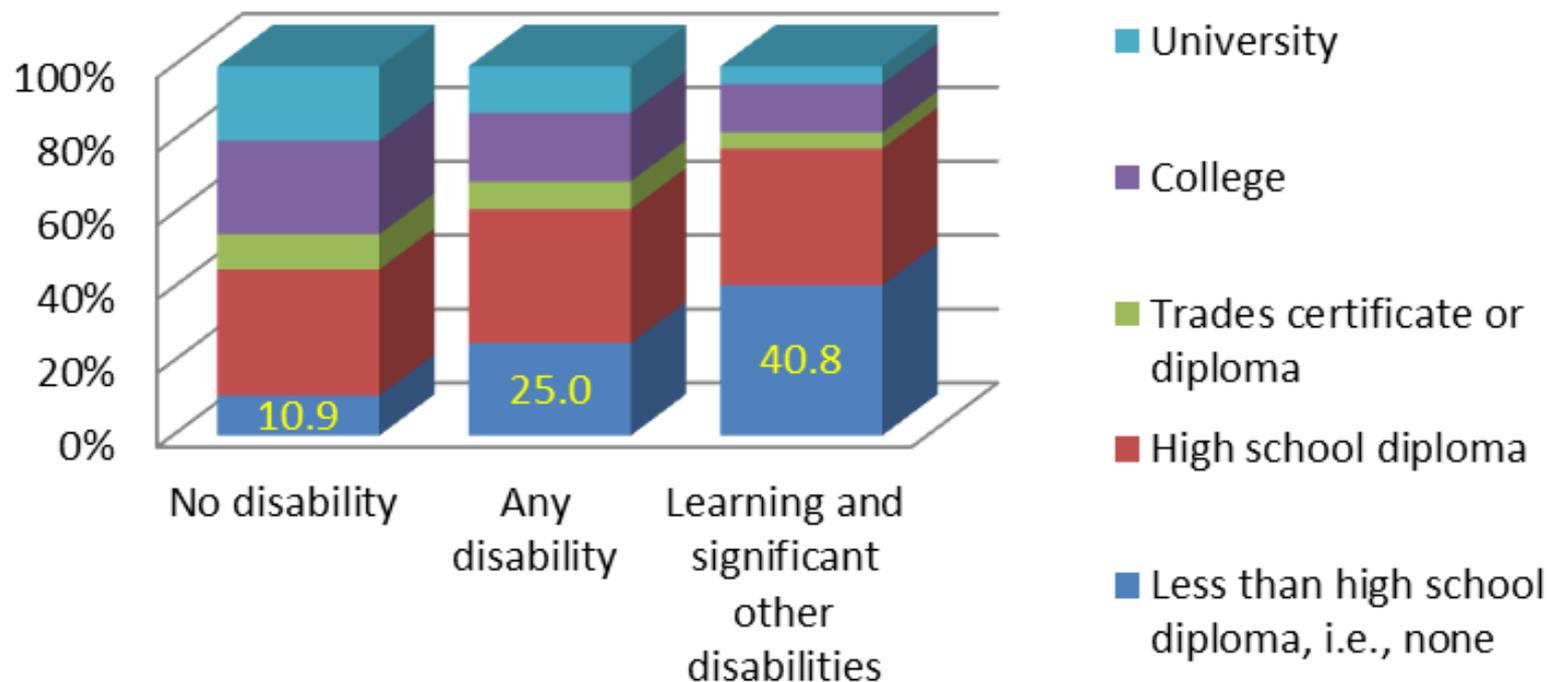
## Post-secondary education, esp. college and university, is associated with positive employment outcomes

**% of youth 15 to 29 years employed, by highest educational certificate and disability status**



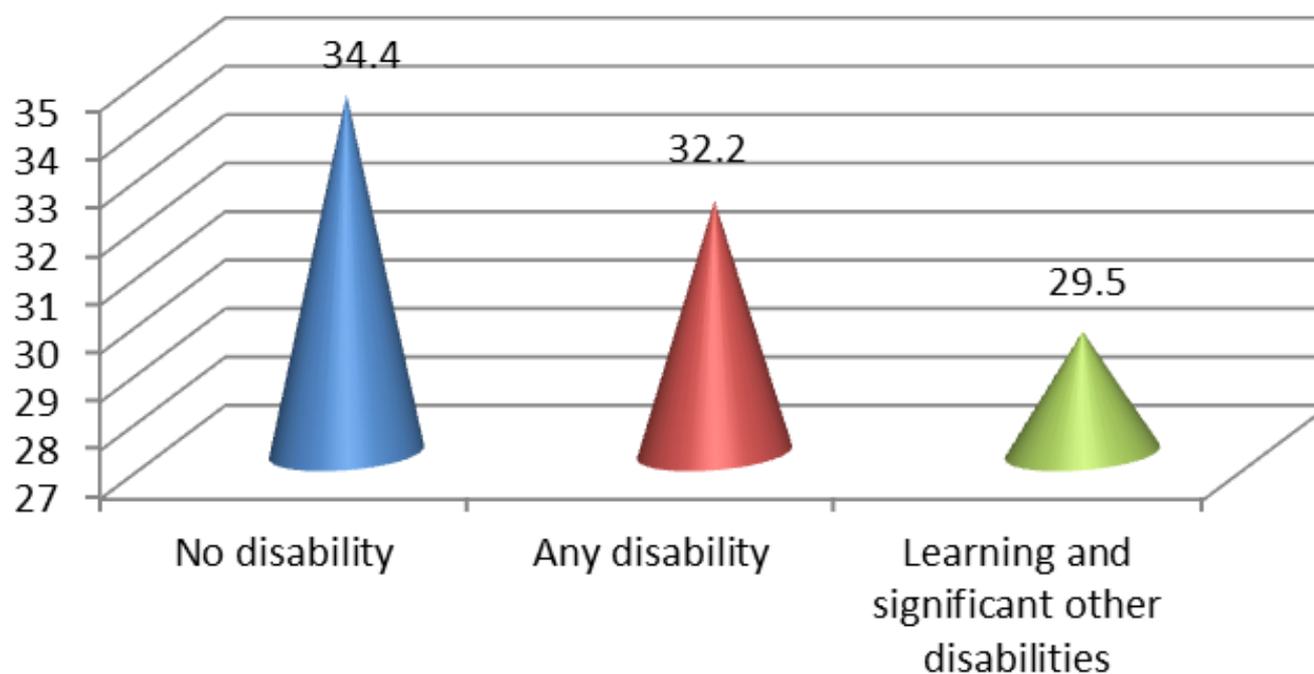
## But youth with learning and significant other disabilities have lower formal educational certification and are more likely to have none

**Highest level of educational certification, by disability status, youth 20 to 29 years**



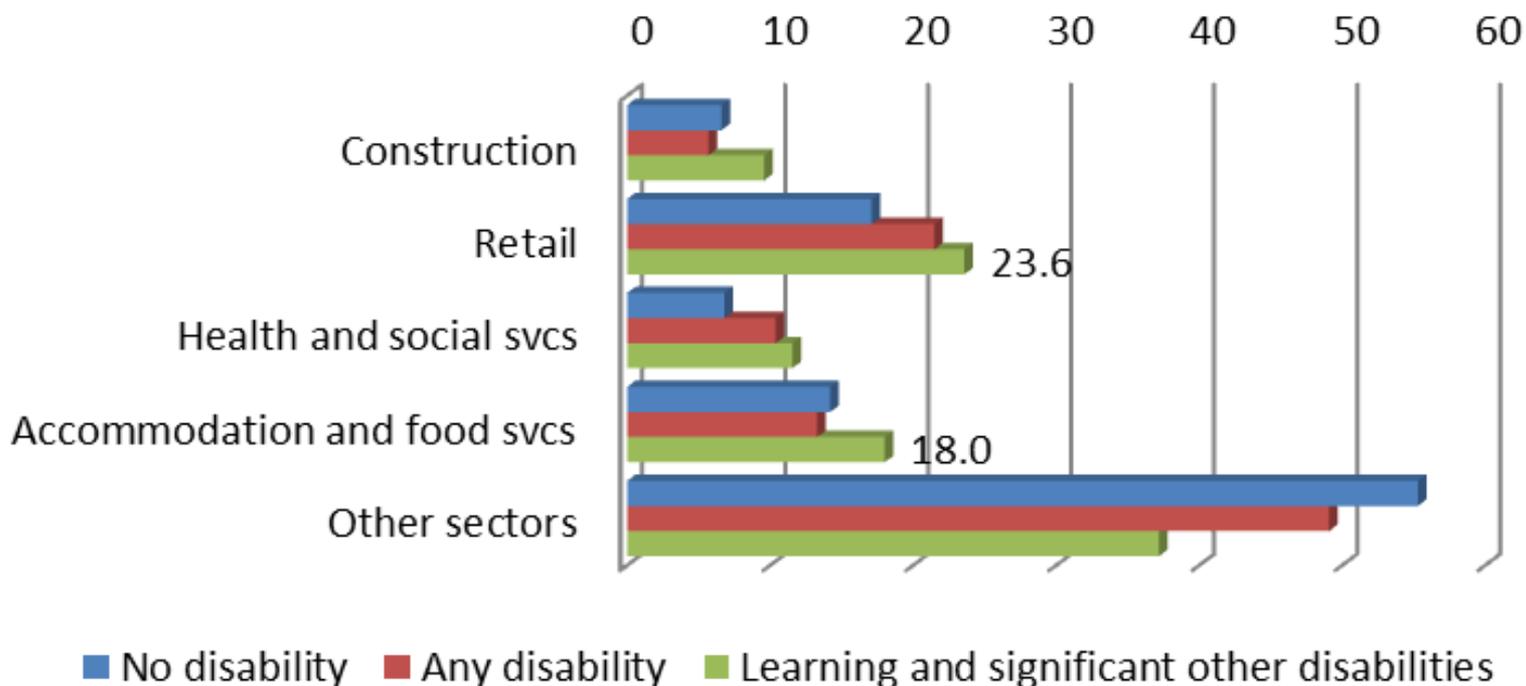
# Employed youth with learning and significant other disabilities work a few hours less per week than others on average

**Number of hours worked in the reference week, employed youth 15 to 29 years, by disability status**



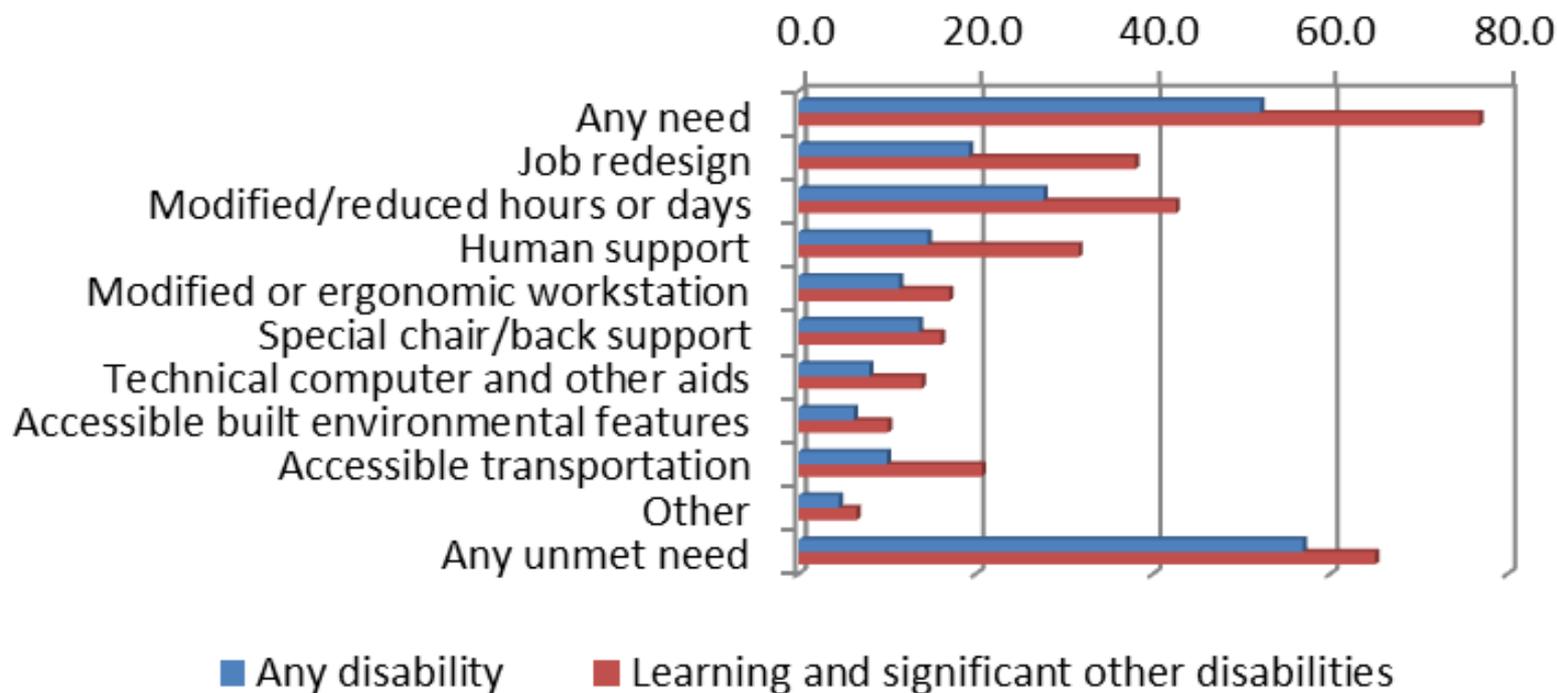
# Many with jobs work in retail and the accommodation/food services sectors

**Industrial sectors of employed youth, 15 to 29 years, by disability status**



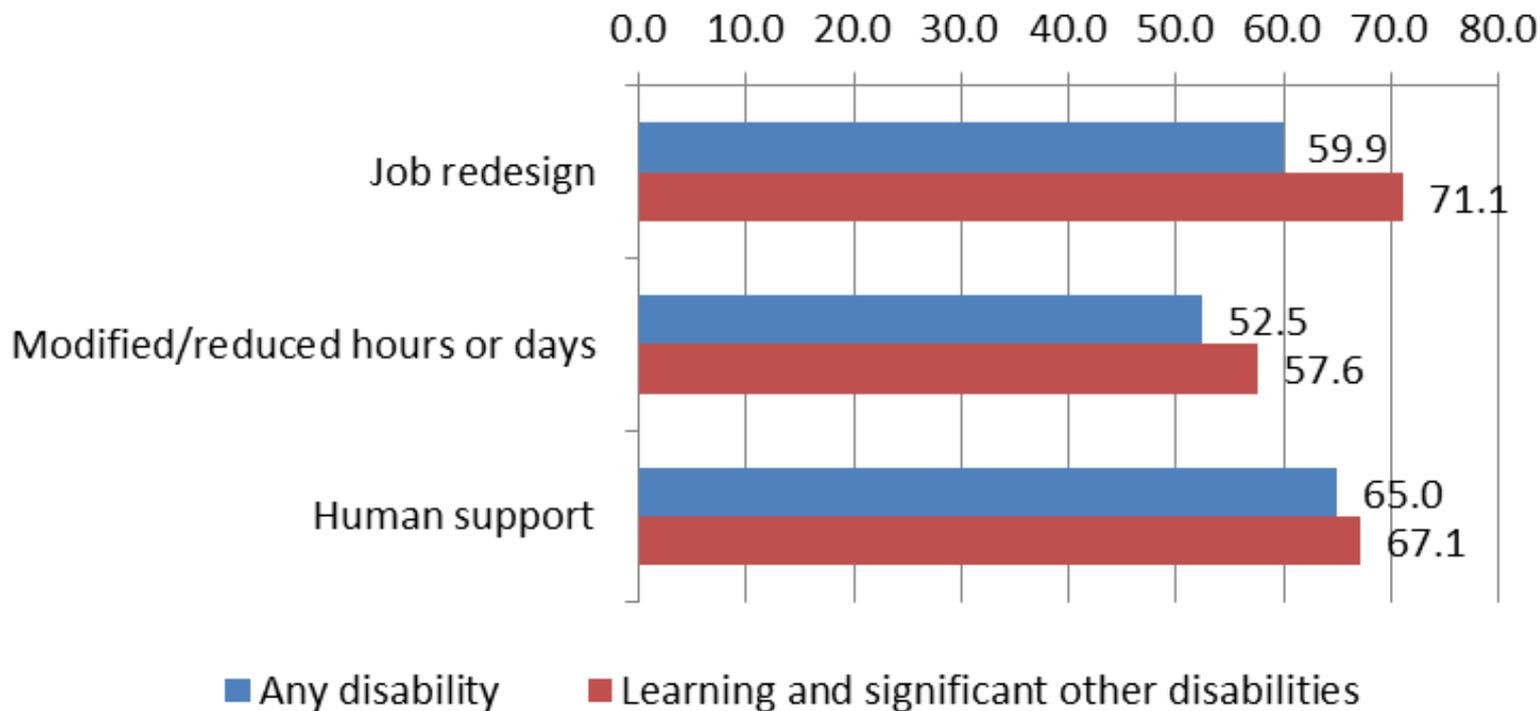
# The most widely needed employment supports are job redesign, modified hours/days/duties and human support

## Types of job supports needed by youth 15 to 29 years, by disability status



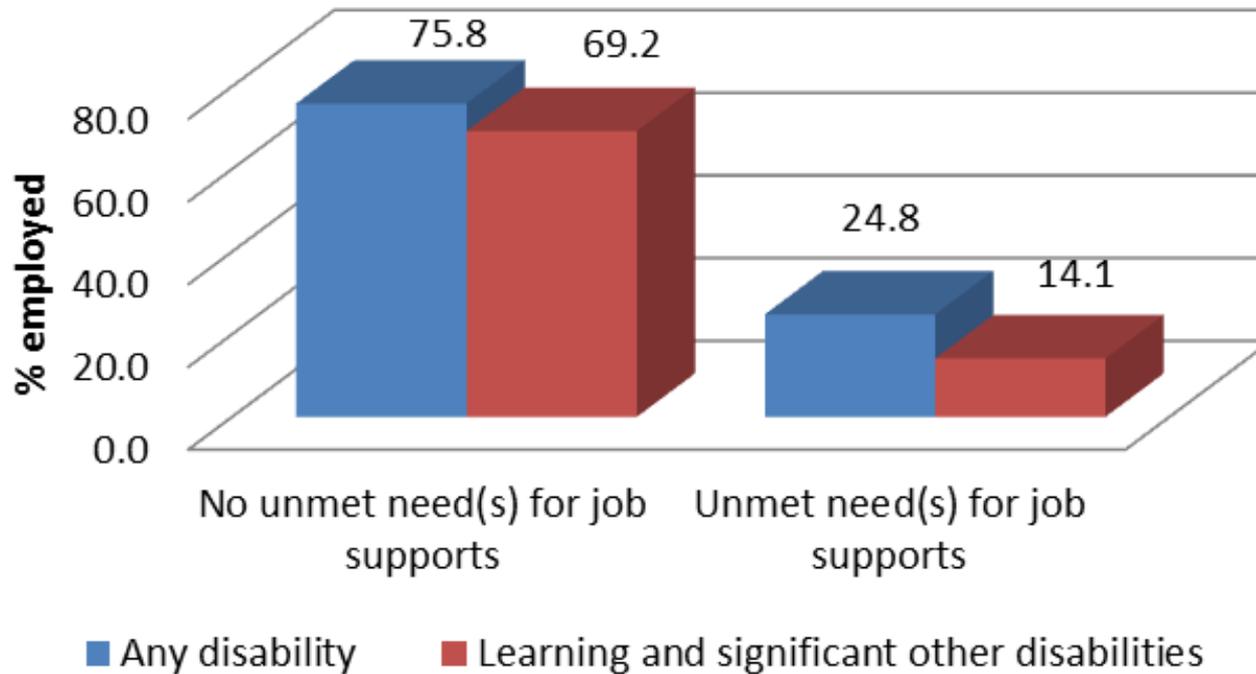
# Widely needed supports can be difficult to obtain (but so can others)

**% of youth 15 to 29 years not receiving job supports that are needed, by disability status**



# Among youth active in the labour force within 5 years up to PALS, employment prospects were much better where needed job supports were available

**% employed among youth 15 to 29 years needing employment supports, by disability status \***



\* Active in the labour force at some point from 2001 through 2006

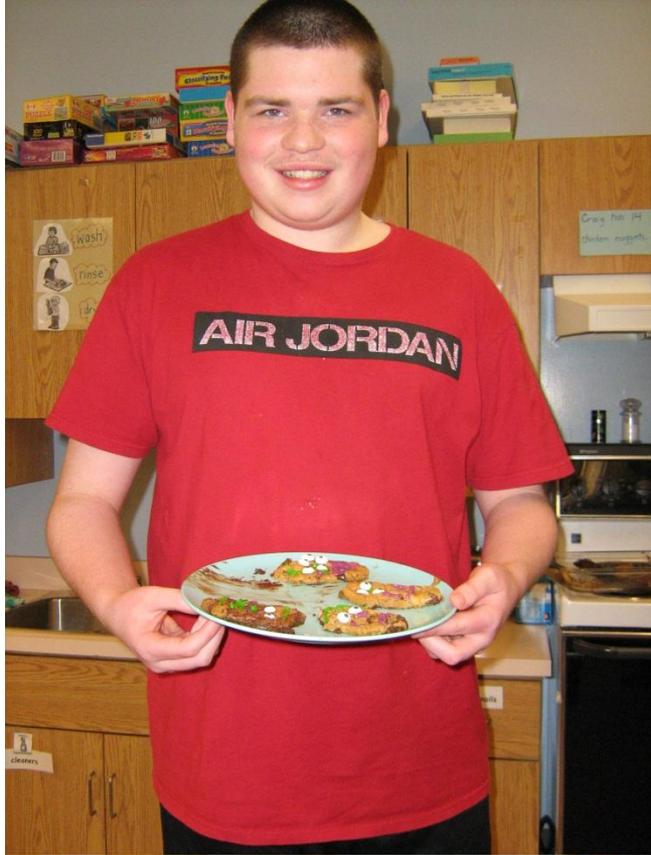
# Overview of effective employment service characteristics

- Skilled staff with positive views about the employment potential of people with disabilities
- Measures to strengthen individuals' self-confidence
- Holistic, individualized, long-range employment planning
- Employment-focused approaches (e.g., place and train)
- Achieve a good fit between individual's interests and aptitudes and employment opportunities / employer needs
- Coordinate approaches across programs and systems (funding, supports, education / training, employment)

# Future directions

- Attend to issues facing youth, learn about what works well and continue to build on successes with upcoming cohorts of young people. This will involve:
  - Facilitating access to post-secondary education and training and to the supports needed to succeed, there
  - Facilitating transitions from school to work, and ensuring necessary supports are available to individuals and employers
  - Implementing individualized, client focused, well-coordinated approaches in school/training, at work and in transitions from school to work

# Expectations



People...develop favorable or unfavorable *expectations* that guide our future...



# Ontario's Policy Framework for People Who Have an Intellectual Disability

CACL  
November, 2012



ROTARY

at

WORK

District 7070





# Employment Service Delivery in Ontario

- 4 Potential Funding Pots
  - Community & Social Services (MCSS)
    - Developmental Services Act
    - Ontario Disability Support Program - ES
  - Training Colleges & Universities (MTCU)
    - Employment Ontario
  - HRSDC
    - Opportunities Fund





# MCSS - DSA

- Day programs service codes
  - Flexible Service Delivery
  - Limited Capacity
  - Supported Employment service codes ambiguous
- Passports Funding
  - Insufficient resources
  - Largely unregulated





# MCSS – ODSP-ES

- Pay for Jobs Model
  - \$7,000 after 13 weeks employment
  - No job = no subsidy
  - Open to all disabilities
  - Tends to screen people out
  - Questionable practices e.g. drop and run
  - Competitive service delivery environment





# MTCU – Employment Ontario

- In Transition
  - Federal-P/T LMA (formerly EAS)
  - Responsible for generic training and employment services
  - Disability services ‘on hold’
  - Assessment, life skills, skills development, job search strategies





# Opportunities Fund

- Pre-employment Preparation
  - Resume writing, interview skills, etc.
  - Getting to know the candidate
  - Teaching work-related life skills
- Case Management
- Wage subsidies
- Employer Engagement





# End Result

- System is fragmented and inefficient
- Service agencies access multiple funders
- Service agencies cautious
- Service quality deteriorating
- People not getting good jobs
- Career development ignored





# In Summary

- No over-riding employment policy framework in government
- Limited, if any 'real' focus on youth employment
- Re-emergence of segregated day programs





# The Opportunity

- Social Assistance spending
  - \$3.8 Billion growing at 6% per year
- Social Assistance Review Commission
  - 108 recommendations
  - Strong focus on employment
- Need to build capacity





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Now and Tomorrow  
Excellence in Everything We Do



# A Government of Canada Policy Perspective

## Panel on Employment and Youth Transitions: Policy, Practice and Lived Experience

November 28, 2012

Skills and Employment Branch  
Human Resources and Skills Development Canada

- Labour market context for youth with disabilities (YWD)
- Federal programming
  - Opportunities Fund (OF)
  - Labour Market Agreements for Persons with Disabilities (LMAPDs)
  - Youth Employment Strategy (Skills Link)
  - LMAs/LMDAs
- Recent federal initiatives
- Moving forward

# *Labour market participation is key*

- Well-trained and highly educated workforce is key in competing and succeeding in the global economy
- Significant labour market challenges ahead require participation of all, including persons with disabilities
  - Aging population: need to ensure full participation of under-represented groups (e.g. youth, persons with disabilities) in labour market
  - Prevailing skills mismatches: ensure effective matching of skills with requirements of jobs and engage private sector, particularly SMEs, to invest in training
  - Growing skills shortages: encourage better alignment of skills to meet demand
- School leavers will make up the majority of new labour market entrants
  - Over 5.6M people predicted to enter labour market over the next decade, more than 4/5 of these will come from the school system
- Critical to focus on successfully transitioning youth into the labour market
  - Get the development and use of skills of youth with disabilities right to ensure they can reach their full potential in the labour market and society

## *Persons with disabilities have made gains...*

- Employment rate for persons with disabilities increased from 48% to 51% between 2001-2010
  - Still almost 28% lower than persons without disabilities
- YWD are less likely to complete high school but the drop out rate is gradually declining
  - From 1999-2009, drop out rates decreased by an average of 0.6% annually
- The post-secondary education completion rate increased by almost 8% between 2001-2010
  - Still remains 9% lower than persons without disabilities

## *...but challenges remain, especially for youth*

- Recession erased some of the advances that had been made
  - Employment rate for persons with disabilities fell from 53.4% in 2006 to 51% in 2010
- YWDs were hit harder by recession than those without disabilities
  - Employment rates declined by 4% for youth with disabilities but only 1% for youth without disabilities
  - Young males with disabilities were more negatively affected than young females with disabilities
    - In 2010, the unemployment rate for males with disabilities aged 16-29 was 23.1% (13.8% for males without disabilities)
    - The unemployment rate for females with disabilities was 13.4% (11.4% for females without disabilities)
  - Those without a high school degree were especially hard hit
- Critical to identify and address key barriers to transitioning into the labour market
  - Unsuccessful labour market transitions can lead to skills atrophy, underemployment, lower entry wages and eventually lack of adult independence

# *Youth with disabilities face specific barriers...*

- Specific barriers to the school-to-work transition of YWD include:
  - Personal
    - lack of education level
    - lack of work experience
    - lack of confidence and feelings of discouragement
  - Environmental
    - attitudinal barriers of employers
    - geographical location and lack of transportation
    - inaccessibility of the built and communication environments
    - lack of access to interpreters and attendants
    - lack of work experience and internship opportunities
    - uncertain futures due to the nature of the disability
  
- Those with a serious mental illness face the greatest barriers to employment\*

\* Based on longitudinal study conducted over 2002-04 period by the Canadian Centre on Disability Studies on the experiences of students with disabilities in Canada

## ...GoC programs help with transitions to work

- Government of Canada provides support for persons with disabilities to enter the labour market through
  - Opportunities Fund for Persons with Disabilities
  - Labour Market Agreements for Persons with Disabilities
  - Youth Employment Strategy (Skills Link)
  - Labour Market Agreements/Labour Market Development Agreements
- Together, these programs assist youth in finding a job at all stages of the employment continuum
  - Assists those who are ready to work as well as those who require skills development or other pre-employment supports
  - Designed to help persons with all types of disabilities (e.g., physical, intellectual, psychological, learning, emotional) and a range of severities

# About the Opportunities Fund...

- **Objective:** increase labour force participation of persons with disabilities with limited labour force attachment by helping them prepare for, obtain and keep employment or become self-employed
- Intended for persons with disabilities who are unemployed and normally not eligible for EI Part II programming
- Annual program budget of \$26.7M—mostly delivered regionally:
  - \$21.8 million for regional projects;
  - \$4.9 million for national projects;
- Funded programs include: job search supports, coaching, counselling, resume writing, interview preparation, job placements, tuition assistance, entrepreneurial training, employer awareness activities and wage subsidies to encourage employers to hire persons with disabilities.

# *How the Opportunities Fund is working...*

- Through OF activities in 2010-11:
  - 5,370 clients served
  - 1,621 obtained employment
  - 306 returned to school
  - 3,827 enhanced employability
  
- OF Summative Evaluation (May 2008) showed that participation in OF activities had positive impact on skills and employability for participants.
  
- Comparing pre- and post-program experiences, there was:
  - Substantial, sustained increase in percentage of those with paid employment;
  - Doubling of the percentage of those with employment in 3 consecutive years;
  - Substantial and sustained increase in earned income; and
  - Modest gain in educational attainment (e.g. in those having some post-secondary education)

# About the LMAPDs...

- **Objective:** Improve the employment situation of persons with disabilities by:
  - Enhancing their employability;
  - Increasing the employment opportunities available to them; and
  - Building on the existing knowledge base (e.g., sharing of best practices)
- Government of Canada transfers \$218M to fund programs and services through LMAPDs which is matched (and for the most part exceeded) by the provinces
- Bilateral cost-shared agreements between the Government of Canada and the ten provinces based on a Multilateral Framework
  - Framework outlines the priority areas to be funded through the agreements, as well as principles, objectives and accountability structures
- Provinces design and deliver programs which include:
  - Employment counselling, career planning, pre-employment preparation, skills development, wage subsidies, and technical aids and other supports

# How the LMAPDs are working...

- Over 300,000 interventions through over 100 programs
- Programs delivered by different departments (1/3 labour market, 1/3 health, 1/3 social)
- Provinces responsible for choosing programs to evaluate and timing of evaluations
- Results of the Canada-Manitoba joint evaluation in 2010 indicated that LMAPDs:
  - Make a positive difference in the lives of persons with disabilities
  - Help address barriers (i.e., low educational attainment; lack of essential workplace skills); and
  - Improve labour market outcomes (earnings/hours worked)

# Skills Link (Youth Employment Strategy)

- **Objective:** to help youth facing barriers to employment obtain the knowledge and develop the broad range of skills and work experience they need to participate in the labour market
- Skills Link is part of the Youth Employment Strategy, a horizontal initiative led by HRSDC with 10 other GoC departments and agencies and a total budget of over \$300M
- Skills Link assists youth in various circumstances, including:
  - Youth with disabilities
  - Single parents;
  - Aboriginal youth;
  - Recent immigrants;
  - Youth living in rural and remote areas; or
  - High school drop-outs
- A client-centered program that assists participants through client assessment and case management, pre-employment skills development, life skills, community service, work experiences, entrepreneurship, and individual skills enhancement

# How Skills Link is working...

- In 2010-2011, through HRSDC Skills Link programs:
  - 17,465 clients served;
  - 6,257 became employed/self-employed;
  - 2,527 returned to school
  
- YES summative evaluation in 2008 found that:
  - Skills Link participants improved their employability and increased their wages;
  - 40% returned to school or training following their participation;
  - Nearly doubled the proportion of time spent working full-time and the proportion of time spent unemployed dropped from 36% to 15%; and
  - More than half of participants indicated that the program had an impact on them getting their current or most recent job
  
- Approximately 17% of Skills Link participants self-identify as a person with a disability

# ***Non-targeted supports: LMAs and LMDAs***

## **Labour Market Agreements (LMAs)**

- Bilateral agreements between Government of Canada and provinces and territories which fund provincial and territorial labour market programs and services for low-skilled workers and unemployed individuals who are not eligible for Employment Insurance (EI) benefits
  - Government of Canada invests \$500 million each year
- Persons with disabilities are a targeted group for support under LMAs
  - Approximately 37,000 LMA clients identify as having a disability (2009-2010)

## **Labour Market Development Agreements (LMDAs)**

- Government of Canada funding enables provinces and territories to design, deliver and manage skills and employment programs for unemployed Canadians, particularly for those who are eligible for EI benefits
  - Government of Canada invests \$1.95 billion annually
- In 2010-2011, persons with disabilities participated in 64,822 Employment Benefit and Support Measures interventions under LMDAs
  - Represents an increase of over 10% from 2009-2010
  - Share of persons with disabilities increased from 4.8% to 5.8% year over year

# *Additional steps have been taken to address barriers*

- Budget 2012 announced an additional \$30M over three years for the Opportunities Fund to encourage small and medium-sized businesses to hire persons with disabilities
  - Goal of helping persons with disabilities obtain work experience with small and medium-sized businesses and make employers aware of the contribution they can make
- Budget 2012 also announced an expert panel on labour market opportunities of persons with disabilities
  - Panel to report its findings in December on private sector successes and best practices
- In 2011-2012, the Opportunities Fund re-focussed its priorities for national projects towards employer awareness initiatives

# Moving forward ...

- By and large, programs are working well and make a difference in the lives of persons with disabilities
- However, have to continuously assess programs to ensure they are effective in responding to current labour market realities and specific challenges for persons with disabilities
- We have to work closely with our partners to make progress
  - Engage stakeholders, employers, individuals with disabilities and provinces and territories to understand how our programs can be better targeted (e.g., stakeholder roundtables)
- Work with provinces who are examining their own supports
  - For example, Ontario's recent social assistance review largely focused on better integrating persons with disabilities into the labour market, including establishment of provincial/corporate partnership to champion their hiring
- Better engage employers as key partners that have to be part of the solutions
  - Employer involvement is critical in identifying skills gaps and designing and delivering responsive solutions
  - At the same time, need increase in employer-sponsored training which is currently low by international standards



**Panel: Strategic  
Partnerships –  
Governments, Not for  
Profits and Private  
Sector working together**



# Career Development

- **Starts in early childhood**
- **Vision and high expectations**
- **Develop and support career aspirations**
- **Embed in normative pathways**
- **Wide range of life experiences**
- **Relationships - central to possibilities**
- **Lifelong learning**



# Approaches

- **Career Development**
- **Peer Supported Youth Employment**
- **Inclusive post-secondary education**
- **Partnerships**
- **Self-Employment**
- **Natural Supports**
- **Business Development**





# **Inclusive Post-Secondary Education**

# Purpose

**Relationships**

**Life-enriching experiences**

**Learning, knowledge and skills**

**Self-esteem**

**Employment**



# Program Description

- **students with moderate to severe and multiple developmental disabilities**
- **typically attend for 3- 5 years** (depending on college or university)
- **register as auditing students**  
(in a college program)
- **individually determined course of studies** (student cohort)
- **courses modified and adapted by professors, teaching assistants, students and/or support staff**



## Program Description cont' d

- complete university work to degree possible
- in-class peer support
- participate in university/college life
- practicums and summer jobs
- career planning
- staff facilitate inclusion
- personal support workers for students with severe, multiple developmental disabilities



# Friendships

- **Almost all students develop friendships at the University**
- **Most develop multiple friendships**
- **About 1/2 the friendships are with students in the same faculty**
- **More than 1/2 of these friendship involve some contact off campus**
- **About 1/3 of friendships involve mutual participatory activities off campus**



## Self-esteem

- **Almost all students report positive or improved self-perceptions**
- **All parents report improved student self-esteem and confidence**
- **Students and parents report positive perceptions from others**
- **Parents and students report positive expectations for the future**





# Partnerships with Rotary Clubs:

## Promoting Employment for People with Development Disabilities

**Rotary Districts 5360 & 5370**

**Alberta Association for  
Community Living**

**Alberta Government**

# Partners

**Rotary is an organization of business and professional leaders united worldwide who provide humanitarian service, encourage high ethical standards in all vocations, and help build goodwill and peace in the world. There are approximately 1.2 million Rotarians, members of more than 33,000 Rotary clubs in 161 countries.**



# Partners

**Alberta government provides the funding to support adults with developmental disabilities**



# Project

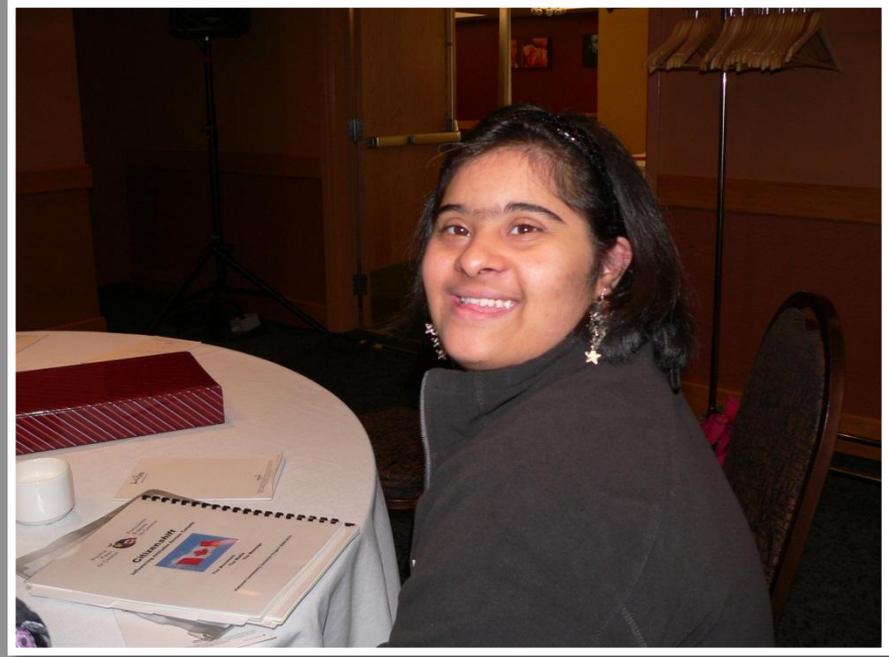
- **Rotary Club members offer to consider employing a person with a developmental disability**
- **AAACL project staff work with employer to develop potential job possibility**
- **AAACL project staff identify potential employee**
- **AAACL project staff support employer and employee**
- **Additional support provided by community agencies, if necessary**



# Project

- **Project staff funded by Persons with Developmental Disabilities & grants**
- **Rotary Club members work with AACL and PDD to promote employment**
- **Developing public education materials - video & TV spots**





# Dewlyn Lobo – WHERE TO NEXT?

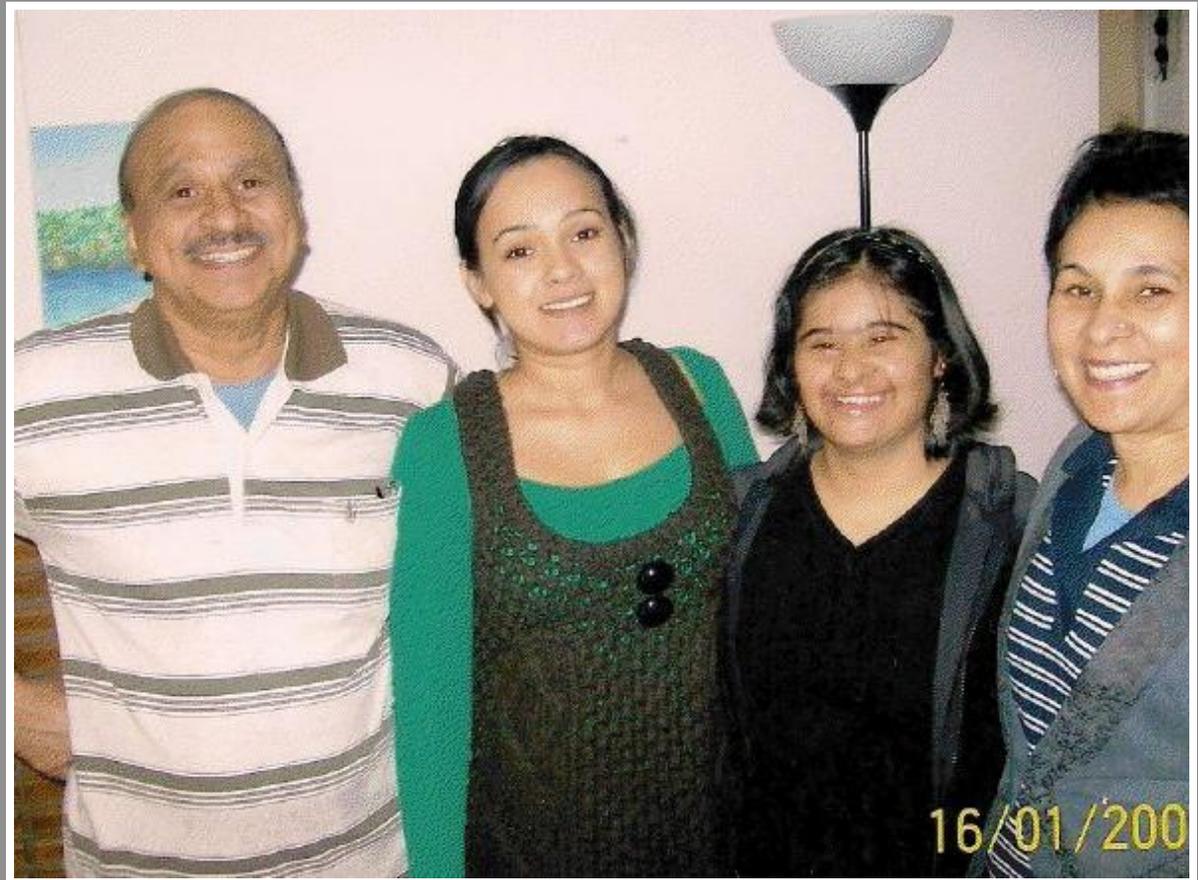
TRANSITIONING FROM EDUCATION TO EMPLOYMENT



My name is Dewlyn Lobo. I am from India.



I grew up in Bombay.



This is my family!





I went to St. Theresa's School.

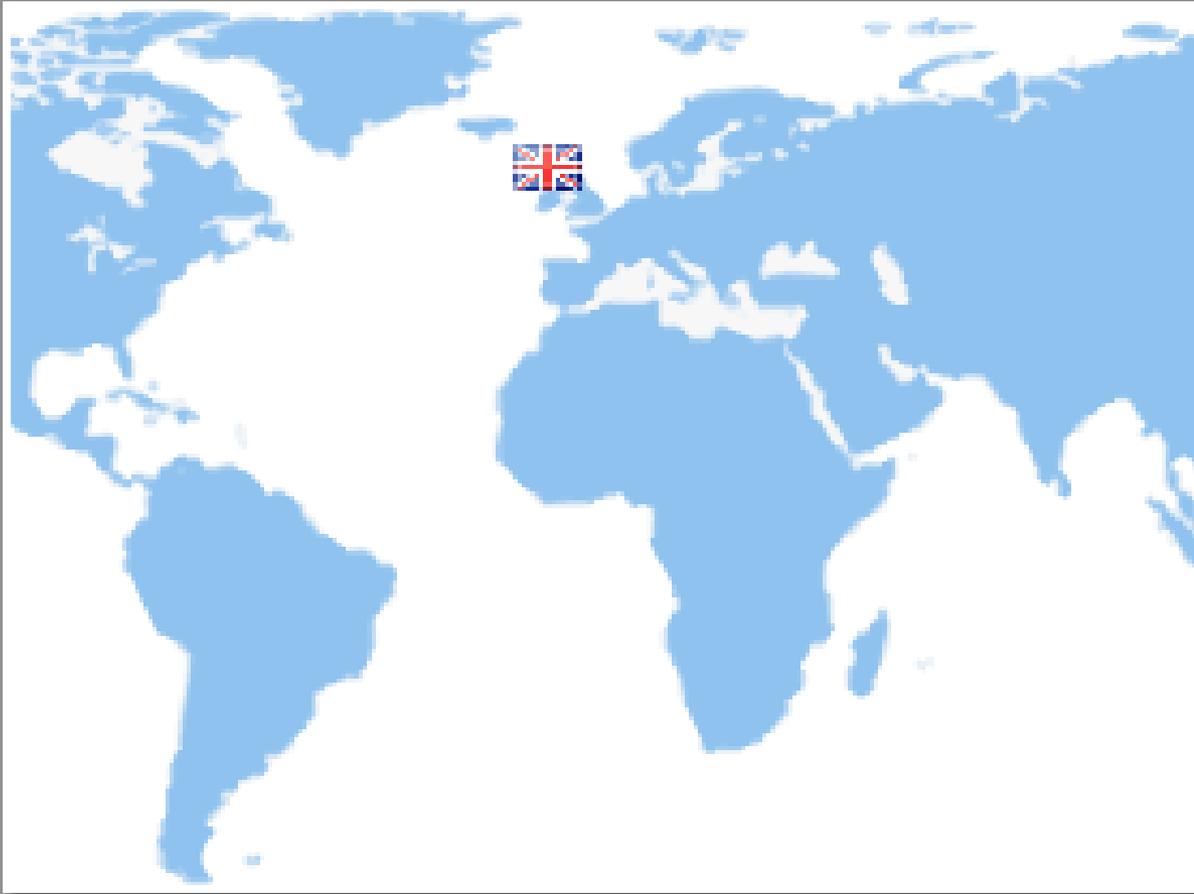
My sister went to the same campus.

But she went to the regular school and I went to the 'special' school.



I wanted to go to regular school.

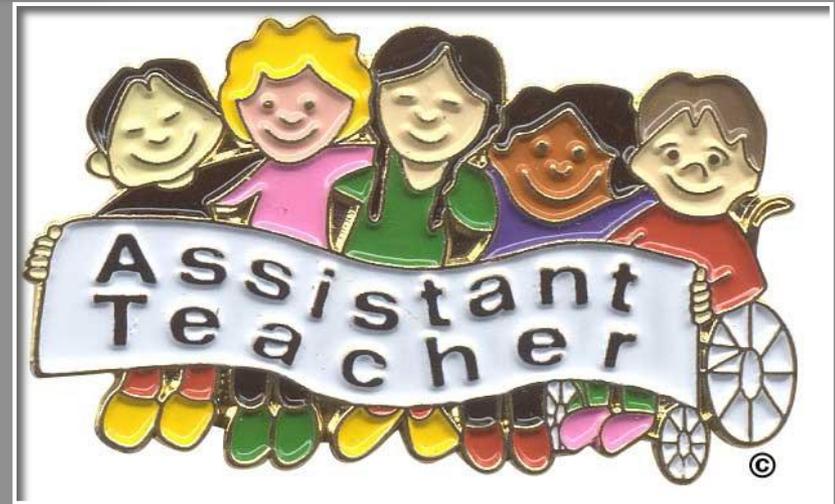
I dreamed of being able to go to college.



My sister went to England to go to University.  
She lives in the United Kingdom now.



I was tired of 'special' school and asked the parish priest if I could help the kindergarten class.



In 2004, I got a job as Helper and Assistant Teacher in a kindergarten class at St. Anne's School.



In 2005, I did a year of Beauty Training and did very well in my classes.

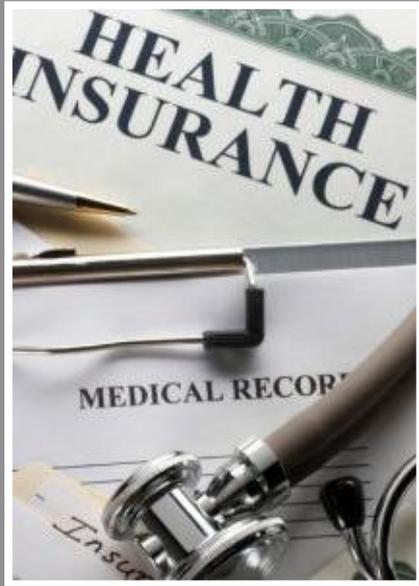


In 2006, my family moved to Rankin Inlet, in Nunavut, Canada.



When I lived in Rankin Inlet, I did lots of volunteering!

I volunteered at a daycare, a health insurance office, the food bank, a group home, and at my church.



Volunteering has given me lots of opportunities and experiences!





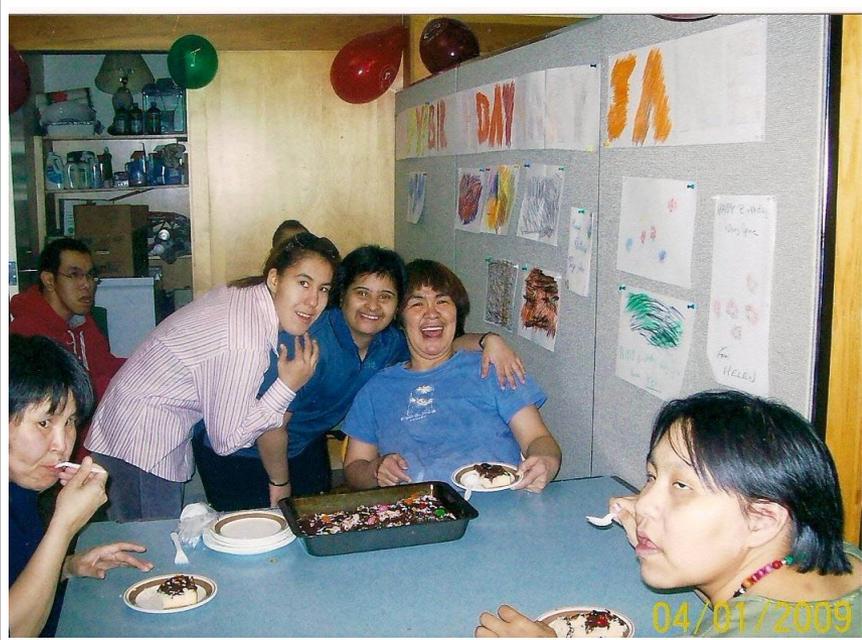
One of my dreams came true when I lived in Rankin Inlet.

I finally got to go to regular school!





In 2008, I got my first job in Canada and worked in a restaurant full-time for 2 ½ years.



I also became involved with  
People First of Nunavut.



I was elected President of the  
Nunavut People First chapter in 2008.

I became a Board Member of the national organization, People First of Canada.





I learned new skills  
in my new role.

I shared with the rest of the group about my life and experiences.





And I had a lot of fun!



And then my family moved again,  
this time to Ottawa!

We settled into our  
new city.





I became involved with another group, the Canadian Down Syndrome Society.

PEOPLE  
FIRST  
OF CANADA



PERSONNES  
D'ABORD  
DU CANADA



Canadian  
**Down Syndrome**  
Society

Société canadienne du  
**syndrome de Down**

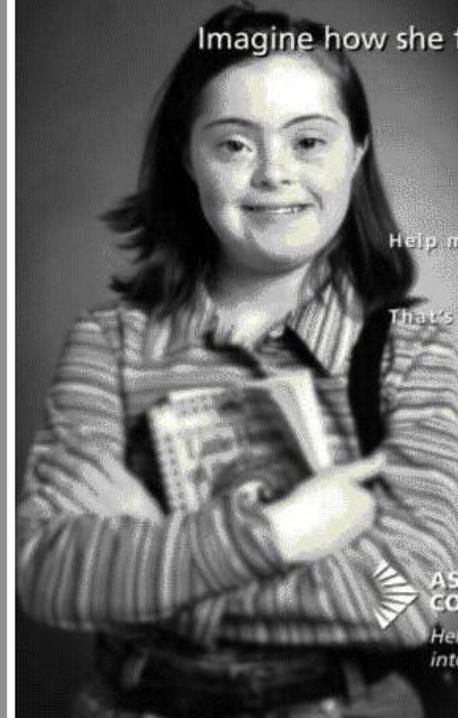
People First of Canada and the Canadian Down Syndrome Society work on many of the same issues, and they often work together.

# The R-Word Campaign



**Jenna finally got  
invited to a school  
friend's birthday party.**

Imagine how she feels.



EDUCATION

Help make a difference.

INCLUSION

That's what we do.

UNDERSTANDING

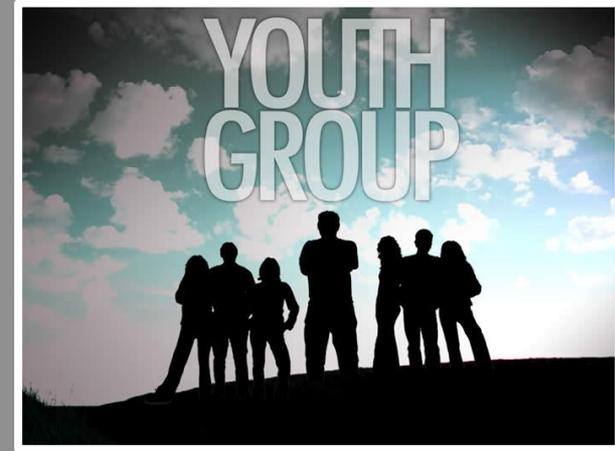


**ASSOCIATION FOR  
COMMUNITY LIVING**

*Helping people with an  
intellectual disability.*

On issues such as language and inclusive education.

I continued with my volunteer work when I moved to Ottawa.



I still find time to have fun and do the things I enjoy, like bowling, sailing, and travelling.





The church is a very important part of my life.

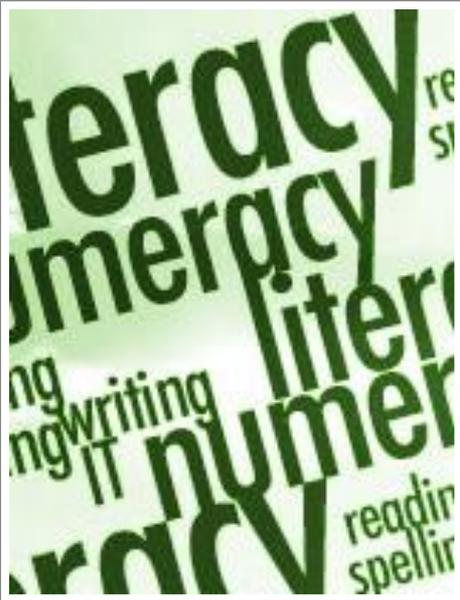
I kept working on my dream of going to college.



There was a lot of applying and waiting.



I was successful and began at Algonquin College in August 2011.



At college, I do courses in literacy and numeracy, in current events, in computer skills, and in job search skills.



When I finish college, I hope I can find a good job.



My courses were adapted to my learning needs through my Individualized Education Program (IEP)

I would like to get a job as a receptionist, or as a daycare worker, or work in a restaurant.





I could also work at a  
beauty clinic...



Or be a page at Parliament Hill!



I have developed lots of skills through my education, my work experience, and my volunteer work.



These skills will help me get a job, and will help me as I do my job.



# Partnerships

- Individual
- Family
- Employers/Employees
- Government
- Other Non-profit
- Schools





Now and Tomorrow  
Excellence in Everything We Do



# Supporting Government-Community Partnerships

presentation to the

**CACL-PFC Federal Forum on Inclusion**

November 28, 2012

draft

- To provide information to stakeholders on the Government's plan to support the development of social partnerships including social finance and social impact bonds.
  
- Outline:
  - HRSDC role
  - Government interest in and objectives of developing social partnerships
  - Social finance
  - Social impact bonds
  - Challenges to developing social partnerships
  - What this means for stakeholders

# Human Resources and Skills Development Canada (HRSDC)

**HRSDC's mission is to build a stronger and more competitive Canada, to support Canadians in making choices to help them live productive and rewarding lives, and to improve Canadian's quality of life.**

- The HRSDC portfolio is one of the largest within the Canadian Government. The Department has responsibility for a wide breadth of programs and initiatives, both economic and social, that support Canadians.
- HRSDC is the lead department on social issues for the Government of Canada and is responsible for a number of flagship social programs including:
  - Universal Child Care Benefit
  - Employment Insurance
  - Canada Pension Plan / Canada Pension Plan Disability
  - Registered Disability Savings Plan / Grant
  - Old Age Security
  - Guaranteed Income Supplement
- As the Department responsible for the Not-for-Profit and Charitable Sectors, HRSDC works in support of the sector to ensure a strong, vibrant and innovative sector.

### **The Government of Canada committed to developing government-community partnership approaches to address social challenges in Budget 2011 and Budget 2012**

- Despite Canada's strong safety net and community-specific programs, some groups continue to face complex and persistent social challenges.
- Recognizing that the Government of Canada cannot tackle these challenges on its own, there is a desire to find new ways to address social challenges that have proven to be resistant to existing interventions.
- The current fiscal environment limits government's ability to direct additional resources to new policy initiatives.
- The federal government can play an important leadership role to support the development of social partnerships that are, by their very nature, innovative in addressing our complex social challenges.

## Objectives of a social partnerships approach

- Encourage citizens, charities, not-for-profit organisations, private sector companies and governments to undertake innovative solutions to complex social challenges.
- Reduce administrative burden and level the playing field for community partners through efficiency and accessibility to grant and contribution programs.
- Support promising results-oriented initiatives that increase the impact of federal spending and encourage participation from all sectors.
- Increase the sustainability and self-sufficiency of community organizations while improving performance measurement and accountability.
- Encourage volunteerism and participation of people and organizations from all sectors.
- Support the development of a social finance in Canada to increase the pool of funding available to charities and not-for-profit organizations.

## Social Finance - an element of social partnerships

**Social finance is about mobilizing capital to achieve a positive social outcome.**

- Social finance creates opportunities both for investors to finance projects that benefit society and for community organizations to access new sources of funds.
- Impact investing is a new approach to social finance which looks to receive a financial return, as well as a social return, from the investment.
- Not-for-profit organizations such as Causeway in Ottawa, which operates a number of social enterprises to support people with barriers to employment, could benefit from social finance as a means to develop new enterprises and grow existing ones.

### **The 2012 Economic Action Plan**

“...the government will continue to support the momentum building around social finance initiatives and will explore social finance instruments. For example, social impact bonds hold promise as a tool to further encourage the development of government-community partnerships.”

### HRSDC is working to support the Government's announcement on social finance.

- Elements of a social impact bond will be tested to build knowledge and capacity to support the potential for a full scale social impact bond in the future.
- To help build social finance in Canada, HRSDC launched a Call for Concepts for Social Finance which closes on December 31, 2012.
- The Call for Concepts will support the development of social finance by:
  - Building momentum around social innovation and social finance by facilitating the sharing of ideas and creating opportunities for people across sectors to connect and to start exploring potential projects.

**The Government of Canada recognizes that social finance is not a solution for all social challenges. National social programs will continue to operate, but community based partnerships can complement our existing efforts.**

# Social Finance in action

## J. W. McConnell Foundation



- A Social Innovation Fund that support organizations at different stages of developing innovative ideas as well as collaboration for system change.

## RBC Social Finance Initiative



- \$10-million pool of capital committed to impact investing that will provide financing to social enterprises;

## Community Forward Fund



- Makes loans and arranges financing for Canadian non-profits and charities for a variety of reasons (including expansion, revenue generation, development of new business lines, bridge financing, capital investment, etc.)

## Canadian Alternative Investment Co-op

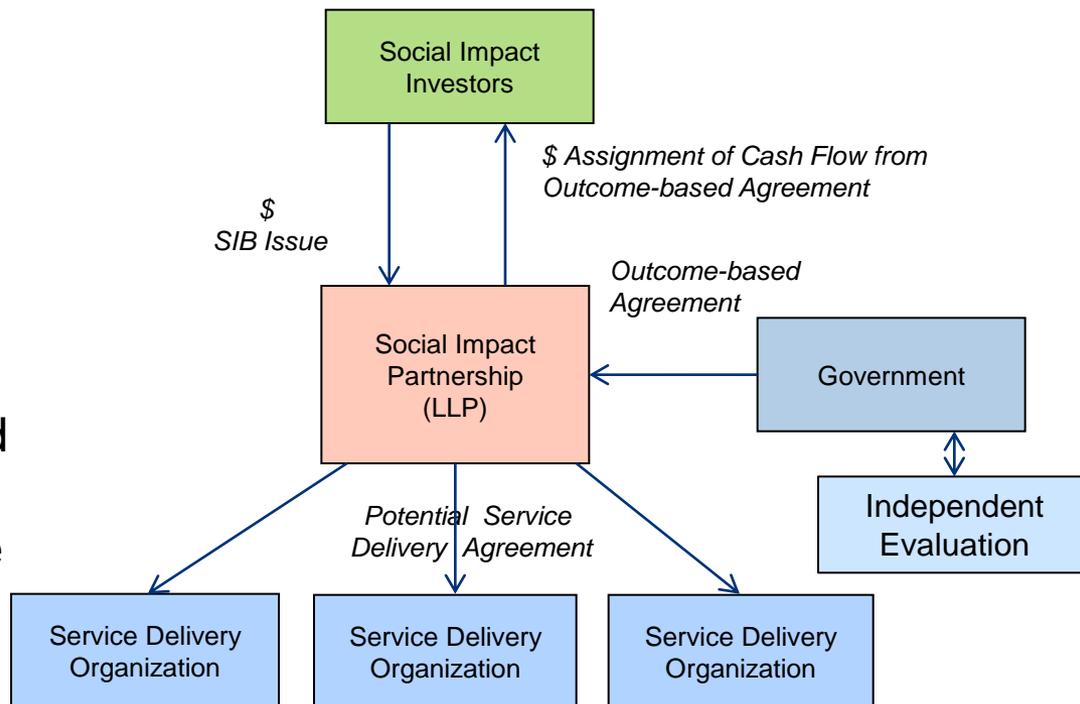


- Makes mortgages, loans, and equity investments available to non-profits or charitable organizations working to provide social services in their communities (including social enterprises and social housing initiatives)

# Social Impact Bonds (SIBs) as an Example of Social Finance Instrument

- **Government** identifies a social problem for which it is seeking a quantifiable, measurable result.
- **Contractual agreements** establish outcome targets, payment scheme and method, and evaluation process.
- **Private investors** finance interventions, generally delivered by **NFP organizations**. An **intermediary** (“broker”) could be contracting agent with government.
- If the **outcome targets** are met, the SIB contract holders receive payments from the government.

**The Initial SIB Model:  
The Peterborough Project in the United Kingdom**



## Challenges within the federal government to support social partnerships

- HRSDC is the federal lead department for the development of social partnerships, but the Department's mandate does not extend to all areas of federal responsibility where the development of partnerships may be beneficial such as Aboriginals, immigration, health, public safety or the environment.
- Given the broad reach of programming that could be encompassed by partnerships, federal departments will be required to work horizontally in many areas.
- The modernization of the grants and contributions system within the Government of Canada is guided by an overarching framework, however each department is implementing changes to their systems to support their particular needs as well as the clients they serve.
- Many of the social challenges that could be effectively targeted through social finance instruments, such as SIBs, lie in either shared Federal-Provincial/Territorial (F-P/T) or wholly P/T jurisdiction.

## HRSDC initiatives to support the objectives of social partnerships

- HRSDC is working to streamline grant and contribution practices to make processing and delivery faster and easier for Canadians to access funding for programs, while also reducing red-tape, cutting costs and delivering results.
- Grant and contribution programs are being tested to determine the overall benefit of leveraging money and expertise from the private sector.
- Pilots are being developed to test elements of a SIB which assess pay-for-performance; private sector up-front investment; and return on investment.
- The Prime Minister's Volunteer Award was developed to recognize the exceptional contributions of volunteers, local businesses and innovative not-for-profit organizations in improving the well-being of families and their communities.
- In 2011, the Minister of HRSDC created a Voluntary Advisory Council to advise her on various social partnership issues, including social finance.

## What does this mean for our stakeholders?

Social partnerships require that we work differently to address social challenges.

- Social partnerships and social finance are not the only solution to social our challenges. National social programs will continue to operate, but community-based partnerships can complement our existing efforts.
- Social partnerships will have a positive impact on the way charities and not-for-profit organizations interact with each other, with private businesses as well as with government to find innovative ways to address our most complex social challenges.
- Funding applications and reporting requirements will be simplified, leaving charities and not-for-profit organizations more time to focus on achieving their mission.
- Better measurements of impact will be developed, helping charities and not-for-profits to clearly identify what works and what doesn't.
- The social finance marketplace in Canada will grow and mature, supporting social organizations at all stages of development.