

Times in webinar	transcription
0:00-0:11	Thanks for joining us for the Inclusion Works Webinar Panel on Disability Employment. My name is Brita Bergman and I am here to introduce our panelists.
0:11-0:46	Dr. Georgina Peacock is the Director of the Division of Human Development and Disability Services at CDC (Centers for Disease Control and Prevention) in the National Center for Birth Defects and Developmental Disabilities. She is dedicated to giving children and adults with disabilities the opportunity to reach their full potential in life through the Division's work developing programs, increasing surveillance, and conducting research for many types of disabilities. She is also a practicing developmental pediatrician and a member of many national and federal committees for health.
0:46-1:09	Liz Weintraub has spent her life advocating for people with disabilities through state and national organizations. In addition to her current role as an advocacy specialist for the Association of University Centers on Disabilities, she helped to improve the quality of life for people with disabilities through her efforts on the President's Committee on Intellectual Disabilities.
1:13-1:40	Dr. Terry Blum of Georgia Tech's Institute for Leadership and Entrepreneurship that prepares students and organizations for the skills to establish economic growth, responsibility, and environmental sustainability. Terry also founded the Excel Program at Georgia Tech, a four year certificate program for students with mild intellectual disabilities to grow socially, academically, and explore different vocations.
1:40-2:03	Jeremy Norden-Paul comes to us from Tennessee's Department of Intellectual and Developmental Disabilities as State Director of Employment and Day Services. His passion for equal employment opportunity helps him establish partnerships with communities across the state to increase access to jobs for people with disabilities.
2:03-2:42	Finally, Randy Lewis was the Senior Vice President of Walgreen's Logistics Division, where

	<p>he developed a disability employment model within its distribution centers that resulted in hiring over 1000 people with disabilities making up 10% of its workforce. You can read more about his model, sometimes referred to as “the gold standard in disability hiring”, in his book No Greatness Without Goodness. Randy also founded the NOGWOG Disability Initiative, which expanded the hiring of people with disabilities in Fortune 500 companies based on his Walgreens experience.</p>
<p>2:42-3:34</p>	<p>Now let’s start this off with Georgina Peacock. GP: Thank you Rita. Next slide? Thank you for joining us today to honor National Disability Employment Awareness Month. Our work here at CDC focuses on improving health for people with disabilities through research and health improvement programs with an eye to reducing health disparities and promoting inclusion. I will talk today about new research on people with disabilities in our work here at CDC. The other speakers today will be sharing personal experiences and learning, and will highlight the importance of inclusion of people with disabilities across the employment center. I think you will enjoy all the different perspectives of the participants of our panel, and I, for one, am looking forward to this helpful discussion. Next slide?</p>
<p>3:34-4:30</p>	<p>Around 40 million people in the United States live with a disability. When we define a disability, we look at six functional types, including cognition, hearing, vision, mobility, self-care, and independent living. We look at functional types by analyzing national surveys; this data gives us the ability to look at different risk factors in a population for example we know people with disabilities are more likely to be obese, smoke, have high blood pressure, and be inactive than people without disabilities. These behaviors put people with disabilities at three times higher risk than people without disabilities for having heart disease, stroke, diabetes or cancer than adults without disabilities. Next slide?</p>
<p>4:30-6:02</p>	<p>This brings us to the report that we released at the end of September on adults of working age with a disability such as the limitations</p>

	<p>mentioned in the previous slide. We found that about 12% or 22.6 million working in the United States have a disability. The study looked at a percentage of 18-64 year olds of people with disabilities with one, zero or more than one functional limitations. In this age group, the majority of people had a functional limitation in one area. We also looked at differences in demographics and socioeconomic characteristics among working age adults. People with disabilities in this age group are more likely to live in poverty, have less than a high school education, and be looking for work. As the number and types of disabilities and functional limitations increases, so did the likelihood of poverty, low education, and unemployment. The reason we want to look, the reason we want to better understand, the demographics and socioeconomic characteristics is so we can work with our partners on a national and state level to insure that people with disabilities have opportunities for meaningful employment and increased social participation. Next slide?</p>
6:02-7:27	<p>In looking ahead, we will continue improving and collecting data for data collection for people with disabilities. CDC has the only state-level disability and health data system that helps national and state organizations to find opportunities to improve the health of people with disabilities. CDC's State-based Disability and Health Program in 19 states works to make sure individuals with disabilities are included in state-based ongoing disease prevention, health promotion, and emergency response activities. Examples of this (state opportunities) include state health policy and promotion needs within their state to better include, increase access to, and ultimately improve the health of people with disabilities. We also support National Centers on Disability, the Disability Research and Dissemination center, the National Center on Health, Physical Activity, and Disability, and the Special Olympics. Through these partners we support inclusion and improve health within the disability population. And finally, we will continue to work with the goal that all people with disabilities have better health and brighter futures in communities where they</p>

	are included and can fully participate where they work, live and play. Next slide.
7:27-8:08	At the September, 2016, according to the Office of Disability Employment Policy, there were double the number of people with disabilities unemployed compared to the number of people without disabilities. This is truly a striking difference. We know that being unemployed can lead to negative health effects, so we need to promote the same opportunities for employment. We know more can be done to bridge this gap, and many of our national, local and federal partners are making great strides in encouraging and providing opportunity for people with disabilities. And now I am pleased to turn it over to Liz Weintraub. Thank you.
8:08-8:49	Thank you. And I'm really excited to be here today to talk about employment and my story because I really enjoy talking about employment as well, I think it's so important that people with a disability to have a job and be part of society in that way. The next slide?
8:49-10:18	I wanted to talk about enhancing and then move on to the task slide to support outside-work tasks such as moving to a new apartment, and I know that part of that work is work is a task where you can make a lot of choices. In work, some of my best friends are people they have met through time at work, and for example move to this area not knowing anyone and she depended on her college throughout her work to help her with moving to a new apartment. Because there's a few people that she knew; comfort in a time of loss, personally I have had a loss this year and people this year were a huge comfort to me.
10:18-11:20	But during the day, as well as turn out after the half hour for people to share accomplishments when my friends asked a big award, and she asked come to support her with that award. Other than that, that's necessary although it's because it's after hours and people have other things to do but it's what people do—I can tell you that AUCD is my second family. The next slide?
11:20-14:05	The Importance of Work! The personal, mental, and physical health helped one of my friends was telling me this story, he, during the shooting at

	<p>the nightclub this summer, um, he just had a hard time getting out of bed. And his work environment was such that he could work from home. Because he just could not get out of bed. Another friend of mine, there were days you just have to, there are days where it's just hard for her to come into a work environment so she works from home. And that's going to technology and she communicates and she's part of a meeting even when she's not home. Through that technology that we're doing right now. When I was threatened with half-times, or part-times, my husband would get up and go to work with a tie, with just his work clothes, and when I went to work, I got up and went to the gym. Although I liked going to the gym, it didn't make me feel good. Because that's not what people do. I had to say bye to my husband in the suits and tie, or I went to the gym in my gym clothes. That didn't make me feel good. Next slide?</p>
14:05-16:43	<p>I really enjoy doing Tuesdays with Liz, I have to say that AUCD has high expectations for me, they want me to produce a quality show, on Tuesdays with Liz. And I don't think so as organizations that support people with disabilities often encourage people to do that. When people will work in a day shelter or a work center or whatever they say, well, you can hang out. And you don't have to do your best work. Well, AUCD makes me, encourages me, to do the best work I can do. And yes, I am a person with a disability, but that's not how my work has to show. And I'm here doing more than my story, I can do much more than telling my story and help people with disabilities speak up for themselves. As you've heard, I do much more than just telling my story. And just a quick story about high expectations—I feel very lucky. My parents sat down with me around the typical age where you're looking for jobs, and I was a senior in high school, and my parents said, "Well, what do I want to do?"</p>
16:43-17:10	<p>I wanted to, I said, that I wanted to be a policy analyst. Or a policy person. And my parents said, "Oh my gosh! You can never do that! How—be realistic! You just can't do that!"</p>
17:10-17:41	<p>Well, all they thought about was a library job! And yes, I got a library job, for seven years, and then I really enjoyed it, but I can do much more</p>

	<p>than being in that library, being a library assistant, and my opinion being a TV host for a show called Tuesdays with Liz and you see that on the screen.</p>
<p>17:41-18:11</p>	<p>And thirdly, we need to believe in the possibility of people. We, AUCD, selects and saw something in me. And they saw—they saw—they took a risk. About what I can do. And they saw what I could and do and they believed in me. Thank you.</p>
<p>18:11-19:01</p>	<p>Thanks! I often start classes at Georgia Tech by asking students to introduce themselves, by telling their life in general in six words. My story today inspires my six words: mindsets collides, change happens, inclusion matters. Georgia Tech is a nationally ranked, public research university. It's ranked seventh by US News and World Reports. All of our engineering and computer programs are within the top six, and the business school, where I am located, is rated in the top ten for business majors by Money magazine and on return on investment by US News and Report.</p>
<p>19:01-19:50</p>	<p>So, why would a technological university open its doors to students with intellectual and developmental disabilities by creating a program like Excel? The short answer is because Georgia Tech is an entrepreneurial university that is truly committed to improving the human condition. Our motto is progress and service. I'd like to reframe my remarks today around three topics: first, why inclusive post-secondary education matters, and a preview of vocational and post-secondary programs more generally, and the Excel program specifically, including why it exists at Georgia Tech, and then third conclude about the importance of inclusion.</p>
<p>19:50-21:12</p>	<p>As we heard, in earlier presentations, people with disabilities are more likely to be socially and economically marginalized. Despite the Americans with Disabilities Act, people with disabilities are less likely to be employed even in part-time. Despite the higher education opportunity act, people with disabilities still experience greater barriers to higher education than people without disabilities. And these disparities are even greater for those who live with intellectual or cognitive disabilities. Consensus is lacking about what contributes to experiencing a quality life, but I think we can all</p>

	<p>agree that being healthy, having opportunities for living and earning, developing life skills, social skills, positive relationships and meaningful employment will all contribute to a sense of well-being. Why would this be different for people with disabilities? Meaningful employment and quality inclusive educations, for those who want it, contribute to our self-esteem and our self-worth, our identity, essentially our mental health. And this is true for all of us.</p>
<p>21:12-22:42</p>	<p>There are about 245 inclusive post-secondary options that vary their inclusiveness that are listed on the Think College! website. While degree seeking students have about 5400 colleges and universities to choose from, opportunities for secondary education, followed by meaningful employment, can interrupt a vicious downward spiral of health status and lack of employment. Closing the gap will help create a virtuous cycle of employment and well-being. There are social and financial benefits to employment and education as we evolve from medical models to mindsets that will help people realize that people with disabilities can indeed live, vote and have healthy lives. The reality is that educational and economic institutions do not always act as though people with disabilities can pursue dreams, learn and be valued and be productive members of our society. These institutions just need to catch up. While universities deal with the supply side by preparing and creating a pipeline for employers, the demand, or employer side, has to be explicitly considered when developing inclusive post-secondary programs. Because doing the same things we have always done, and hoping for a different outcome, is insanity, as Einstein reminds us.</p>
<p>22:42-22:59</p>	<p>The benefits of competitive employment require change. University-based programs need to partner with agencies, enlighten hiring managers, and business leaders to mutually serve business and humanitarian goals.</p>
<p>22:59-24:24</p>	<p>To make the case for Georgia Tech to initiate an inclusive program required us to think outside the box and convince decision-makers along the way. The Excel Program just welcomed its second cohort this past August after planning and</p>

	<p>preparing for more than two years before our first cohort arrived on campus. Excel students participated in a personalized four year program. All but one of our students currently live in student housing. Like our program, other programs focus on self-determination and social skills development, career development, college course audit access, and independent living skills. To attain the quality and excellence needed to move the employment needle, inclusive programs need adequate resources to provide excellent services. They tend to be very labor-intensive and could be quite expensive and they often charge premium tuition. The Excel program at Georgia Tech is a comprehensive transition program which means our students are eligible for Pell grants; significantly, many of our students receive needs-based financial assistance from the Georgia vocational rehabilitation services agency because the leadership is quite innovative and forward thinking. The students at the Excel program complete four types of courses.</p>
<p>24:24-25:47</p>	<p>First, fundamentals which are academic skills classes which reverse inclusion with Georgia Tech students, who attend the classes with them; and life skills, which are practiced in inclusive student housing and full involvement in co-curricular activities; career activities, which are classes and experiential learning, based on person centered exploration, preparation, and planning activities; apprenticeships and paid internships, and of course, courses that students select from the Georgia Tech catalog and they audit alongside Georgia Tech traditional degree-seeking students. It's important to note that the benefit of Excel is not only in one direction to the students who are enrolled in it, other students at Georgia Tech benefit as well. Great universities like Georgia Tech first understand that diverse learners require and inspire pedagogical innovation, two that they know innovation benefits all students, third they value experiences and perspectives of others, fourth they respect all forms of learning, and fifth provide opportunities for all students to their fullest potential.</p>
<p>25:47-30:14</p>	<p>Further, our Georgia Tech student mentors and supports are future hiring managers and leaders. They report that their experience with Excel</p>

program and our students—helping them in their job interviews—and in attaining job offers. Employers care about this experience. But they might need a nudge or support in hiring people with disabilities. So, why is Excel at Georgia Tech? Well, the strategic plan says “We will explore new ways to express the human heart, mind, and soul by emphasizing creative intersection of art, science, and technology.” Georgia Tech is uniquely positioned to accommodate technology-oriented students and create the technology for individuals with needs to be more independent, productive citizens. We believe we can make a difference. And we seized an opportunity. Where there is injustice and unmet needs, as we’ve seen from the health and employment data, there is opportunity. Evidence shows that when organizations are authentically imbued with higher purpose elevated performances ensue. If not us, who? What Georgia Tech does, we do well. And all others follow. We help raise the bar for all. In fact, one of our donors recently suggested that the Georgia Tech Excel program could be a game changer. So, you might be wondering, was their concern concerning this venture at Georgia Tech? You bet there was. But there was also the will to make it happen. When the lawyers, administrative students, alumni and employers get beyond their fear, and ask what they can do to help, everyone wins. Change happens. In addition to what we’ll hear about from Randy Louis about the business case for disability inclusion, we can look at the effects of other kinds of diversity for guidance. According to Bane and Company, a one percent change in gender and ethnicity diversity correlates with a three percent and nine percent gain in revenue for those companies. I expect that as the data continues to come in, the case will be even stronger for diversity of cognitive ability. More diverse organizations are more likely to benefit from the things that lead to increased performance. They attract and retain more talent, strengthen customer orientation, improve decision-making, have higher levels of innovation, and have a better company and image reputation. At the individual level, people in diverse organizations are more likely to go

	<p>above and beyond to deliver discretionary effort. Yet, as my students tell me, diversity is just so twentieth century. Inclusion, which is about mindsets and behavior, is really what matters. The personal and professional yield from inclusion is exponential. To me, the level of inclusive excellence is indicated by responses to whether people feel like they belong. Do they feel respected and valued—for who they are? The good news is that we can all exercise inclusive leadership. Sure, top leaders set the tone in an organization, they can open doors, they can even knock down walls. But it's up to us to build the bridges to enhance a true environment for inclusion and feelings of belonging. In the end, it is about how we treat each other. We might not be able to control how others treat us, but we can influence them. And collectively it can be transformational. We can drive a trajectory by our own inclusive behaviors toward people with disability. And together we can co-create a world in which we want to live. So now that I've covered the why of why we need programs like Excel, what Excel is, and why it exists at Georgia Tech and the importance of inclusion, I end with a question. Why not?</p>
30:14-33:06	<p>Why not default to inclusionary practices and behavior, at school, and at work, and in the community. Thank you very much.</p> <p>Jeremy: Thank you Terry for that amazing presentation, and thank you to everyone for allowing me to share for a few minutes today, you know, I heard Terry mention the question "Why?" a lot, and that's one of my favorite questions. And we'll get into that in a second. As I said before, my name is Jeremy Norden-Paul, I'm the state director for employment and day services for Tennessee Department of Developmental and Intellectual Disabilities, we call it DDID for short, and I'm very happy to be here today to share with you for a few minutes, and I will go ahead and move this slide. You've probably seen this diagram before, the golden circle, you've probably heard Simon Sinek in his famous Ted talk, and really it's a very simple idea. But it often gets overlooked. We know one of the great ways of sparking conversation and inspiring</p>

	<p>action is to start with the simple question that's in the middle of the circle and you heard Terry say a lot. Which is why. And then we work our way out from there. So I'll start from this. Why do we care so much about employment? Why do we talk about so often, and why is it so important that we talk about it? Figure it out. Well, from a personal standpoint, anyone who's ever experienced even a brief period of un- or underemployment knows the value, the tremendous value of the workplace in our lives. I for that can speak to that from a personal perspective. If from a community perspective, we know employment is a key determinant of public health, simply put people who are employed are healthier than people who are not employed. Especially when they're able to exercise choice over their employment situation. And something else we know is that when our unemployment rate in our country reaches eight percent, it becomes a national crisis. And it's all we talk about and it's all the news covers and for good reason. Jobs are important. It's important for people to be working. So really, we can't be complacent, and we have to be very highly motivated to address the fact that this figure, the unemployment rate, can be much, much higher for people with disabilities, in fact it can be as high as 80% for people with intellectual and developmental disabilities. So these are just a few of the reasons why I feel compelled to be a part of this work, and why I think it's so important we continue talking about it and innovating solutions. And when we do talk about employment for people with disabilities, there is something that I challenge each of us to do. I think we should always start with "can", and then replace it with "how", in our vocabularies.</p>
33:06-37:08	<p>I'll tell you what I mean. It's important to approach this with the assumption that people with disabilities <i>can</i> work, and <i>can</i> contribute significantly to a business, and in their community. There are so many examples of this being successful, across the country. And across the world in fact. Then, instead of asking if someone with a disability can work, we must assume they can, and we frame the question to then figuring out how a person with a disability</p>

can work, and how we can help empower them to be successful. And I believe it's incumbent upon us collectively, especially us in the disability service community, to help figure out how to address the barriers. After hearing this you might be wondering why it matters so much, what words we use to talk about employment for people with disabilities. Because after all, right, they're just words. But honestly, it isn't just semantic. Because speaking and thinking intentionally about employment for people with disabilities is a significant paradigm shift. Because how we think and talk ultimately will play out in how we act and create public policy. And we're reminded of that in this famous quote by Mahatma Gandhi, about over time our beliefs can ultimately become our actions which over time can ultimately become our destiny. One of the realities of modern world's workforce system is simply that it was designed by people without disabilities. So really, it's probably not that surprising to hear that it's not a very conducive system in general to people with disabilities. So, if we really want to improve in employment outcomes for people with disabilities, including those with the most significant access needs, it will require a fundamental shift starting with the job shift process. And there are different ways of going about this, and honestly I like talking about because I love it so much. But since I've only got a few more minutes, I'll share with you three quick, researched, highly effective practices in this area. Number one is discovery, and sometimes it's referred to as discovering personal genius; the crux of the discovery process is that we always start with the person. And not the job. And during this process we ask questions like who is this person, what are their strengths, what are their values. What are their aspirations. In short we want to know who is this person and how can they contribute significantly to a business in their community. Number two is supportive employment, and as you may know that's a model that provides ongoing support services for a person with a disability to find a job, to keep a job, to grow in the job over time, and when the time comes to change jobs because let's be real, how many of us want to stay in the same job for

	<p>the rest of our lives? Now how it looks in practice varies by individual and by a case by case situation, but examples could include things like having a job coach, establishing a strong relationship with the employer, advocating for accommodations, things like that. The third one I want to cover today is customized employment, and this one is my favorite, and this approach is particularly important for individuals with the most significant support needs. It relies, first of all, on a strong understanding of who a person is, so that goes back to discovery, and also a strong relationship, which goes back to supportive employment. And once you have these two ingredients, customized employment is a creative approach where you can carve out space for specific job tasks. To literally create a job. And what results, it's amazing. Win-win situation, that not only benefit's the business's bottom line financially, because we know that's the main prerogative of a business is to think about their bottom line, but it also provides a customized job where a person can truly be successful.</p>
37:08-38:40	<p>You've probably heard this popular maxim used before. It's one of my favorites. What gets measured gets done. Data is one of those four-letter words that sometimes we don't like to talk about very often, or avoid sometimes, because it gets thrown around frankly, and sometimes it even gets misused. But the truth is we know that collecting good data is extremely important, to promoting and improving, and improvement for employment outcomes for people with disabilities. We know that strategically collecting data allows us to do things like establish a baseline to know where we are, or we know where to go, monitor progress as we grow and change, to identify specifically channel resources to that area of need, and something we don't do a lot of--enough of, anyway—is to identify success areas and celebrate them, and figure out what about those success areas is so positive, and how would we figure out if we can replicate those success areas, in other areas. And this part of why in Tennessee I'm working on a new tool to effectively—key word there is effectively—collect, manage, and analyze data in such a way that accomplishes the objectives I talked about,</p>

	<p>but also minimizes barriers for the provider agencies, who are the users, whom are increasingly busy with the many demands of running organizations with too few resources; we know that often provider agencies are asked to do more and more for the individuals and families they support, and often the resources they have to do that with become fewer and fewer, so it's incredibly important as we're talking about data, talking about systems, that we're doing everything possible to streamline that process and minimize barriers.</p>
<p>38:40-39:05</p>	<p>And I'm extremely excited about our work with data, and my time is up, and before I pass it over to the next speaker, I just wanted to thank you again for letting me share for a few minutes today, and I'm very happy to continue the conversation with you, and continue chatting with you, so feel free to email me, or follow me on Twitter, and we can definitely continue talking about employment outcomes for people with disabilities. Thank you so much.</p>
<p>39:05-43:45</p>	<p>Great. Well, thanks for letting me talk to you today; what I'd like to do is to quickly go over our story, what we did, and what we learned along the way. Our first foray into hiring people with disabilities was enclaves. And we wrote in a new series of buildings so we can outsource some of our work and we did, and we had all of them in most of our buildings in different sizing groups, this is one that happens to be in Dallas, this group. But they were doing non-mission critical work, and they weren't paid as much as our employees and most important they weren't us, people would talk about the enclaves and just say "you're doing great, etc". We realized we could probably do better than that. We decided to give them a chance to do mission-critical work, working alongside our own folks, so that turned out to work out real well. It taught us so much about things, this happened to be a young man named Chuck, he was on the spectrum, one of the things we learned about Chuck is that he has a great smile, but he also likes the color purple he would let out a sound of glee every time he saw a purple-toned item in his area. And he would start dancing, that was something we had never seen, it made us think, "well is this acceptable</p>

	<p>behavior, or appropriate behavior?” and Chuck taught us we would much more prefer dancing than complaining and that was successful, and I think people liked Chuck, and it gave us the confidence to we could go even bigger. And along came the chance to build a new building. And it was located in South Carolina and it had around 600 employees and our experience with Chuck and some of the other enclaves, and talking to people, how many typically abled teammembers could we use as natural supports, for persons with autism? The answer was two, that was our experience, we had two ladies working alongside Chuck, and so two typically abled person for a person with autism which we thought was a difficult disability so we set a goal for one third of the workforce and if we were going to do this and be sustainable we couldn’t do charity, so we did same pay, same job, same performance standards, and we weren’t going to spend extra money. And they were—if we wanted to build this as something we can truly put before our shareholders—and also other companies, it had to be sustainable. And not spending the extra money and doing so we had to realize that we’re not experts on disabilities and we weren’t going to presume what jobs were appropriate for people with disabilities. Most people would start out with, well, it’s a repetitive job. We didn’t do it that way, our experience with the enclave buildings with people on the spectrum, we started out with jobs and leveraged community resources. And we asked them to understand their jobs, we were going to make these many jobs available for them to go out and find people with disabilities, screen them, and that would be our workforce. And another thing we had to realize was we had these invisible walls, our traditional hiring process and procedures we’ve already spent tens of thousands dollars trying to get the right workforce over this fence, this gate of an effective workforce, that we realized that people with disabilities would have difficulty with the barriers, the continuous work history, the interview we had for fit, the internet form we have psychological test on it, et cetera, et cetera.</p>
43:45-46:57	So if we were going to do this we realized we had to create an alternative door, side door so to

speaking. We're—instead of our traditional screening—with people who could perform the normal job interview to demonstrate competence in the job, so it's called, we called it our transitional work room. The alternative vetting, it's a side door, and that's how we would go forward. And so we did. And what happened is the 200 goal was exceeded; we ended up with people not just working in some of the areas we thought were high volume or we could say were guessing what jobs would people with disabilities do—they worked in all areas—and the interesting thing people tended to ask was, was there disabilities they could not accommodate. And, what we learned is, every disability is a spectrum, that if we assumed that one person with one hand would require us to handle what a person before, what one person with one hand would apply, I would say they would be automatically disqualified. And that we learned was an important technology called ATP—Ask The Person. So instead of saying somebody's not qualified, we would ask them how they would do the job. Because in all likelihood they would have a lifetime of trying to figure things out. So it opened this up to our eyes to a different way of looking at it. And people would ask about performance system, in the productive history, the history of our company so what we learned from this process is that we thought it was about automation or job adjustments we made, we realized that the biggest indicator of success that we had was the will to do so. And it's impacted not only productivity but also on the typically abled workforce, well managers will talk about better listeners, better managers, more patience, more creative in having to deal with issues, having to treat each person like an individual, those were things we would say gave us power to be better managers and even better people and so when our other managers saw all of this they said they wanted to do it too so they set up a goal for a thousand people with disabilities for four years and they made that goal and a little bit over four years, we had a recession, the Great Recession along the way that slowed us down but they were able to do that and they set that goal for themselves, and from the very beginning, one

	<p>of their goals was that we wanted to open it up to the world which was to let our competitors come in, to give it all away and we did.</p>
46:57-49:23	<p>And we started out with 200 people with disabilities that looks like that, and all these other companies came in, and probably 200 other companies. If this is only some of those companies, Mark's and Spencer's on the left, in Britain, and Sweden, the largest grocery in Sweden, at the top right one from Brazil, so not only the United States. People have come from other countries and we hope that they're more, this is published with all the data and this is Professional Safety magazine and it's available on the website right here on top right, on nogwog.org, and it's laid out, we got data, we got independent people who look at it, across different centers, 400,000 hours, and same productivity, same cost, less safety, and probably no surprise retention, better retention and said absenteeism. We joke that there's a flu going through this country, the day after the Superbowl and the day before deer season, and this is a workforce that shows up, a wonderful thing to have. We also, a university came in and did an academic study that won an award, not on the impact on people with disabilities, what we knew happened but on what I was talking about impact on management. It took us to a, what we could call, a people-centric place, when managers talk in this building, they not only talk about high performance, but mostly they'll talk about how they made somebody successful. And the creativity it took and the pride they had in doing that, and they had a building where everybody concentrates on making each other successful and pointed towards one common goal, it's like nitroglycerin. In a bottle.</p>
49:23-50:39	<p>So, people ask, especially what I call the supply side of the business, we were the demand side, we were looking to employ people with disabilities, and I thought I would spend most of my time, and I do spend time talking to other employers, that share our story because we can, that's what we're set up to do, but also spent a lot of time dealing with the supply side, we want them to place people, and how do we do this, become more effective and we keep people</p>

	<p>employed, so if I were to ask people what's necessary for success and even as employers we could list these kinds of things. It's interesting that most of the supply side jumps to a cost-benefit study, we need a killer cost-benefit study. My conclusion, after having done this, that the number one indicator of success is the desire. The desire to do so. All these other companies that have been able to do this, the common denominator is the desire.</p>
50:39-52:26	<p>And once they have that do they have an opportunity for hiring people with disabilities and do they have the authority to do it. A lot of times, HR is the lead person when considering this, but when it's within HR they become an advocate, they don't have the actual authority. To do it. So we need to find a person who has the desire, and the opportunity, the desire and opportunity, the way I remember it is DOA, big capital D. To start with the desire. And then, once that happens, what are the key elements for success? My conclusion, my experience, with some of the other companies that do this, if they're going to go big in any level, is to start out with a senior executive operations champion. And by senior executive operations I mean the lead executive of the division or the area where folks with disabilities are going to be hired with specific intent. The executive provides the cover, helps knock down walls, if there's an encounter with a roadblock, and everybody looks up the line. If the senior executive is in align with this, then I mean they know how to get in line. Second piece, is a local senior operations champion. And in our case, it was the distribution center manager. And had to find a manager that had a heart for this and also had the general managerial skills to do it.</p>
52:26-53:34	<p>Because you can talk from the ivory tower but when it's to the shop floor somebody, their day-to-day, is to be the champion to make it happen. Is a key thing too. And then the third piece is an effective community partner. And we'll go out, understand our jobs, find that workforce, screen, provide the job partner and the job coaches in that transitional workgroup period, with people who are trying to demonstrate success with hiring and they all come together on a pilot,</p>

	<p>those are probably the key floor elements. And that's essentially the story. And if anybody has any questions, they can get ahold of me on randy.louis@nogwog.org. I'd be glad to answer any questions.</p>
53:34-53:45	<p>Brita: Thank you for joining us today, thank you to our presenters for a fantastic webinar, this webinar has been recorded and will be archived in the webinar library at aucd.org.</p>