



California Consortium Disability Inclusive-Diversity smALL Business Initiative Reflections With Case Illustrations of Successes and Challenges

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Introduction

Increasing the employment rates of people with disabilities has been a priority mission for numerous agencies addressing disability discrimination. Title I of the *Americans with Disabilities Act of 1990* offers a challenge and opportunity to U.S. employers to engage with this community in helping to ameliorate employment discrimination against this marginalized population as well as to take advantage of the skills and commitment of a population of highly motivated, well-qualified, yet continually marginalized workers.

Efforts to improve the high unemployment rate for this population (persisting at around 70% unemployment) obviously provides the potential for their improved economic standing. Exclusion from employment has kept this population in poverty, unnecessarily dependent upon welfare, and unable to contribute tax dollars. Benefits of employment for this population include integration in the community which enhances the ability to gain access to resources such as networking and mentoring which have heretofore been unavailable.

Multiple factors contribute to this situation. Discriminatory attitudes are typically cited as the main reason for the high unemployment rates of people with disabilities. Cook and Burke (2002) noted that the business community continues to harbor assumptions that provision of work accommodations will be prohibitive, and that productivity will be decreased, particularly for individuals with psychiatric and intellectual disabilities. More current studies indicate these assumptions have changed little in recent decades even though there is evidence to the contrary. This population has been shown to be uniquely loyal, capable workers with the full range of skills and positive qualities that benefit individual employers and the overall workforce.

But other issues intervene. A broader set of complex social and economic factors including our troubled economy emerge. These include the need for accessible transportation to work, adequate personal assistance in the home, and the persistence of disability-benefits-related work disincentives which discourage people with disabilities from risking losing their safety net benefits if they seek employment. Loss of benefits resulting from income from gainful employment could potentially disqualify recipients from health care coverage, costs of durable medical equipment (not typically covered by employment-based insurance) and payment for the personal assistance they would



need for survival as well as readiness for their workday. Policy change enabling people with disabilities to work and still maintain needed benefits is slowly evolving, but yet not in every state.

The purpose of this paper is to describe and discuss key findings with illustrative case examples (at conclusion of this document) of a five-year demonstration project which tested a model of employment readiness. This program was designed to increase the employment potential for young adults of college age and veterans with disabilities through internships in small businesses.

Program Model

The CA Consortium model “Disability Inclusive - Diversity smALL Business Initiative” focused on placing and providing stipends for college students, recent graduates and veterans with disabilities into eight-week internships with small businesses. Small business is considered the engine of U.S. economic growth, and the data on minority business growth clearly shows that minority-owned and operated firms are a significant contributor to the long-term health of the United States economy (Fairlie & Robb, 2010).

Over the past 10 years, minority-owned businesses have grown at approximately double the rate of all firms in the U.S. economy. If one considers the growth of additional targeted businesses such as those owned and operated by women, lesbian, gay, bisexual and transgender (LGBT) or individuals with disabilities, then the influence of these businesses is even greater. These LGBT-owned small businesses were located throughout California and were affiliated with the National Gay & Lesbian Chamber of Commerce (NGLCC), the Consortium’s business partner.

Both the LGBT community and the disability community are considered minority groups who sustain judgment, prejudice, and stereotypes on a daily basis. The NGLCC uniquely understood the challenges faced by the disability community where it intersects with the business community and that understanding was vital to securing commitments from NGLCC’s affiliate chambers and members. By breaking down LGBT stereotypes in the business community, the NGLCC was uniquely positioned to have an impact on the hiring of people with disabilities, and recognize the hard work and spirit that people with disabilities bring to the workplace.

This unique understanding and track record of success in fighting through stereotypes was the premise for designing and testing the model. This was demonstrated by the majority of NGLCC businesses that participated in the project committed to mentoring and inclusion.

Business Outreach



The California Consortium engaged with businesses throughout the outreach program. NGLCC affiliated chambers and certified businesses were invited to attend an orientation presentation “Sharpen Your Competitive Edge: Disability Inclusion Business Imperative,” as a prerequisite to participating in the Consortium’s model. The orientation session presented the Department of Labor’s Office of Disability Employment Policy’s Add Us In initiative which was designed to identify and develop strategies to increase employment opportunities within the small business community for individuals with disabilities, especially from historically-excluded communities. The Consortium marketed its program to interested businesses using the “value proposition” for hiring summer interns and working with the Consortium during the life cycle of the grant. The Value Proposition posed these questions:

- Do you have plenty of spare time to find high quality talent?
- When looking for an intern, is it hard to find right skill sets?
- If you had an exceptional intern candidate, would you work to add them to your team as a part-time or full-time employee?
- Is talent retention important to your company?
- How important is it to grow your own talent?
- Are there projects in your company that will benefit from interns?
- Do you want to staff up with less risk, lower costs and better results?

Three compelling features for employers to consider participating included, a.) the offer of “360-degree structural support” under the “organizational readiness concept” (commonly referred to as technical assistance) but renamed intentionally as part of the Consortium’s business messaging strategy “360-degree structural support” was provided to prepare the employer and the workplace to welcome an intern or full time employee with a disability into the organization; b.) Consortium-paid stipends for the interns; and, c.) Small business owners were committed to the idea of diversity inclusion and willing to mentor students with disabilities in gaining work experience.

Recruiting Talent

Recruitment strategies worked with a network of existing disability employment agencies. Talented college students and recent graduates with disabilities were recruited from California colleges and universities’ WorkAbility Coordinators, the Consortium’s youth partner California Foundation for Independent Living Centers (CFILC): Youth Organizing! (YO!) Disabled & Proud and communications partner EIN SOF Communications Inc.



The WorkAbility program is a co-operative program between California universities and colleges and the California Department of Rehabilitation (DOR), the Consortium's disability partner. The coordinators work closely with the campuses' Career Services and Disability Services.

Using a coordinated team from the World Institute on Disability (WID), WorkAbility candidates and YO! candidates were fully screened and technical assistance was provided to prepare the candidates for the interview. WID's team was the liaison with the business entity and the candidate.

Findings

Over the five-years program, testing this model, the Consortium gained crucial insights into program assumptions. Case examples illustrate key findings.

Youth: What Students with Disabilities Want and Need for Employability

As all young adults, youth with disabilities need guidance and support in seeking and gaining employment. In the program, attitudes and reactions of young people with disabilities about using internships as readiness for longer-term employment and career development were observed. Commonly, job seekers are more likely to get jobs through networks and relationships. Due to relative social isolation of disabled people, students with disabilities may be new to networking and are thus potentially disadvantaged when it comes to building relationships that may lead to a job.

The Consortium's program offered many presentations to youth in various venues. Clearly the positive response of students exposed to those events revealed that they were excited to learn about what YO! and Add Us In (AUI) offered, but revealed important challenges to their readiness for the process.

For example, a presentation was made to nine youth who applied to attend the CA Youth Leadership Forum for Students with Disabilities. Many of the high school students who attended the presentations were receiving Supplemental Security Income (SSI) and were not aware of changing laws and new programs enabling their employment without immediately losing needed benefits. Only one of the nine students was aware that she could have a future in the workplace. The presenters were people with disabilities. The combination of the presenters having disabilities and knowing that employment was an option appeared to be very empowering. This made it clear that educating youth (as well as their educators and parents) about their options early on, and through various channels is key to all other efforts. Disabled students generally expressed wanting jobs more closely aligned with their career goals, rather than simply



seeking general employment as a way to build their resumes. Thus, they may miss the opportunity to learn soft-skills in jobs not aligned with their career trajectories.

Another example, one student was very specific about his interest to be placed in a business that focused on technology. This was not surprising, since functional limitations of students with some mobility disabilities may prevent them from working in a more typical campus or city job suited for the general population of students. These would include for example, food service, childcare or gardening which offer students an opportunity to develop soft skills. Of course, this varies widely upon the specific disability accommodation needs of this widely diverse population. Disability in some instances, does indeed limit options for part-time, “resume building” jobs. Students typically indicated that they were interested in summer internships given that they are busy studying during the school year.

Not surprisingly, geographic location and public transportation options for the internships were revealed to be significant factors. For example, convenient public transportation in Los Angeles and San Diego is virtually unavailable. YO! made a presentation with AUI internship opportunities that included forty students with disabilities. Most students were from Disabled Student Services & Program offices at community colleges around the state. One young man was interested in applying for an AUI position but used public transit. Unfortunately, the Consortium didn't have opportunities to offer him in his area.

As observed by one of our agency partners¹ students tend to spend no more than two or three seconds per email they receive which limits their willingness to thoughtfully weigh the value of a \$12-\$15 per hour internship versus the benefits they receive, thus missing opportunities. This helped explain the lack of response for the job postings the Consortium sent to University of California, Berkeley.

Seeking, Training and Preparation of Candidates

In working with local California disability employment agencies, such as the California (DOR) and WorkAbility, the Consortium encountered some systemic barriers to reaching out to qualified candidates. Unfortunately, some of these agencies have not been effective in serving their clients with disabilities in employment readiness and placement into jobs. (Balcazar, et al 2014). One obvious difficulty reinforced in the research, is that small businesses require an intern who is prepared to "roll up their

¹ Paul Hippolitus, Retired Director, Disabled Students' Program, University of California, Berkeley



sleeves" and tackle any and all assignments. We found that many employer needs and expectations - including the duties outlined in the job descriptions - may be beyond the capability of many WorkAbility clients, due to these clients' lack of experience and preparedness.

There appears to be too much lag time between sending the job announcements and receiving resumes. (It is important to realize while working with DOR, that it is a large complex system with personnel of varying skills and knowledge.).

Applicants may often look at the job title and get immediately discouraged due to lack of experience in comparing their skills to the job described. One WorkAbility Coordinator suggested that clients need training in the "six-second test," "Can you tell me whether this job fits you?"

Additionally, the need was observed for:

- a.) soft skills training for candidates to address the lack of essential and highly sought-after professional social skills with regard to interviewing and positive professional interaction, and
- b.) employment skills training emphasizing technical proficiency in the areas of search engine optimization, Website maintenance and expansion via Word Press and graphic design layout using Adobe Photoshop.

In-Person Versus Remote Internship Placements

An important factor that emerged in the placement process was the question of in-person versus remote location. One example of this is a small business owner in San Diego had limited office space and with assistance from the Consortium, designed a remote position to support the organization's social media operation.

Some disabled students may indicate a preference for remote positions for disability-related reasons, such as transportation difficulties, and the need for certain job accommodations which may be readily available in the intern's home, (ergonomic furniture, for example) but not in the employer's office without expense beyond the employer's means. Some employers may prefer a remote intern for various reasons, including that the employer's home is the location of the business and not set up for staff, disabled or not. Thus in some instances, a remote position may be mutually beneficial for both the employer and the intern.



When reflecting on exit interviews from both participating students and employers, the data shows that in-person internships were generally much more mutually beneficial than those who participated from remote positions. The students placed at in-person internships needed less assistance (“productivity tools”) from WID and expressed more growth and satisfaction from their experience. The employers that hosted in-person interns also required less technical assistance from WID and expressed greater satisfaction with the work product and experience in general. Socialization potential may also be a factor. Personal connections are key factors to employment success and independent living skill development. These factors may have contributed to the program where more intern placement offers were given to in-person interns than were given to remote placements.

In addition, remote jobs don't provide a “disability awareness” impact for the employer community, which benefit potential interns as well as their co-workers who learn from real-world interaction with a colleague with a disability. In-person internships offer an opportunity to creatively and collaboratively resolve real-world “workplace accommodations” and “productivity tools.”

Veterans with Disabilities

Included in assigned categories of people with disabilities was veterans with disabilities. In the five years of the project, only one disabled veteran intern engaged with the program. Fortunately, this placement was successful for the business, opening a new market in that target business area. However, this was unique to this fortuitous match between the veteran intern’s skills and networks and the nature of the business. We came to realize that this example was not to become representative of veteran placements in internships.

Based on the observably low interest of veterans, EIN SOF Communications recruited a cadre of representatives of CA veteran service organizations for additional research. These agencies included VET Success Counselors located on seven California college campuses; Paralyzed Veterans of American; Blinded Veterans of America; Student Veterans of America; Department of Labor's Veterans' Employment and Training Service (VETS) national and CA representatives; and Department of Veterans Affairs (VA) representative with VetSuccess on Campus (VSOC) program. This program provides a VA Vocational Rehabilitation Counselor (VRC) to each VSOC school. VRCs are called VSOC Counselors.

In a facilitated state-wide conference call with these veteran organizations, the Consortium sought insights on how best to effectively create and sustain internships



and ultimately employment for veterans with disabilities in small and medium-sized businesses. The results were striking.

Among this cadre of experts on veterans' employment needs, there was substantial consensus on the following:

- a.) Veterans with disabilities are not seeking internships.
- b.) Veterans *want jobs* and overwhelmingly expect that internships will not lead to full-time employment. They have served their country, paid a price in terms of disability and expect to be enabled to find work and be compensated appropriately for their skills and,
- c.) Veterans expect that their military training and job experience should qualify them for appropriate work, and therefore an internship is unnecessary. Clearly more research is needed to confirm this finding but this was the unequivocal consensus of this group of experts.

Getting the Champion Role Right

A “champion employer” is one who understands disability and the value of the program and of supporting employment for people with disabilities (in other words, grasps or “gets it”) who has repeatedly hired interns and supervised them with rigor and high standards as well as flexibility and thoughtfulness. This kind of employer is trusted by their stakeholders and networks, and has worked enthusiastically and cooperatively with the Consortium to follow up and provide valuable feedback to the Consortium team. A referral or introduction from a champion was shown to produce dramatically better outcomes than a cold outreach communication. Simply put, champions serve as the best mechanism to reach the business community, providing a level of network trust to gain the referrals and buy in of other businesses.

The Consortium successfully engaged several National Gay & Lesbian Chamber of Commerce's (NGLCC) AUI project "champions" to work with us from year two of the grant through placing summer interns. We have identified several qualities of these champions as described below.

It is important to note, that even in 2016, the disability employment champion still remains the exception, rather than the rule when it comes to labor force participation. businesses in the U.S. and around the world, including smaller businesses, are often stuck in the “service-minded” posture in hiring people with disabilities based on altruistic motivations. We recognize business must prioritize the overall profit and sustainability of their enterprise, the needs of their employees and their families, and concerns of their customers, vendors and collaborators. Any community-service oriented proposition offered to an employer must be consistent with these priorities.



Without exception, our champions believed deeply, in the innate skills and abilities of the students with disabilities to contribute to their firm's work product and bottom line. That said, these champions, with a shared experience of bias, recognize that for many young people, including young people with disabilities, their capacity, is far greater than their opportunity. These champions, with very high expectations, wanted to help build the future and provide that opportunity. In many cases, both the employer, her business and the student benefited greatly from the experience. However, like any employment program involving inexperienced young people, not every placement was ideal.

Indeed, a small minority of employees with disabilities may present unanticipated difficulties, as well as complex or expensive accommodations, beyond these businesses. While the situations of these workers with more complex accommodations should also be addressed, small business may not be the best arena to meet these needs.

Another clear outcome of this research, recognizes the importance of financial support. Offered stipends were fundamentally necessary to support our champions to accept interns. The next step of hiring those interns was rare. The small businesses with which the Consortium cultivated relationships were for the most part, not in a financial position to expand their services. These were entrepreneurs or sole proprietors who were establishing their marking niche.

Another factor in the Champion discussion involves current national hiring practices. Generally speaking, the disability community has not yet been fully recognized by the diversity and inclusion field.

The following comments are from an Exemplary Champion:

"The intern fit in from the first day on--from the beginning she was enthusiastic about the job, helpful, willing to learn new procedures and to use new technology, and was unfailingly reliable in maintaining her work schedule. She expressed an interest in assisting at public events for clients, and exhibited a wonderful public persona, was well-liked and appreciated by event attendees. Thank you! She has become a highly valuable, longer-term part-time employee that I expect to continue employing as long as her studies and career path permit."

The intern reported to the Consortium's youth partner organization, YO! Disabled & Proud, that part of why she enjoyed her internship was because she felt like part of the business team, not just an intern brought in for on a temporary basis. She and her



employer communicated on an ongoing basis and she was made to feel like she was doing something important for the clients.

Additionally, the AUI "champion" had this to say on the employer evaluation. *"It reinforced what I already knew about the importance of communicating clearly and personally getting to know the intern. The initial response I got from my other employee about the intern led me to believe that the intern had fewer skills and abilities than turned out to be the case. In this case, it was important that I interacted with her directly, to find that she responded extremely well to direction and learned very quickly what was expected and needed of her."*

NGLCC Business Partner Perspectives

Our business partner, the NGLCC contributed useful perspectives from the vantage point of small business in relation to internships with disability populations, essential to the success of internship placements. See NGLCC's paper on "[Effective Engagement with the Business Community](#)."

Of course, business owners are motivated by outcomes, profitability and innovation. The most effective way to move a business owner out of dialogue (just conversations about hiring people with disabilities) and into a transactional relationship (actively interviewing and hiring qualified people with disabilities) is to speak directly to these simple and clear motivations.

Business owners generally have well-defined fears that can be triggered unintentionally by the use of unfamiliar non-business oriented language. Some fears can be exposed and addressed if trust can be established. Safe space conversations are critical. Fears and concerns must be addressed in business language. Agencies should avoid governmental compliance and non-profit language in order to establish trust and rapport. For example, if a business owner expresses concerns that hiring a person with a disability could increase their risk of being fined or sued these concerns must be addressed in business language and in a way that increases their comfort level with the manageability of risk.

The stakes are high for the business owner who must consider many factors. They are thinking about:

- The overall sustainability of their enterprise
- The welfare of their employees and their families
- The concerns of their customers, vendors and collaborators



Any opportunity offered to a business owner must align with outcomes that serve all of these concerns. A simple way to think about this is to understand what motivates and what de-motivates a business owner.

Motivation: Profitability, controlled costs, innovation that will increase competitiveness and/or market share, and predictable outcomes.

Demotivation: Unmanaged risk, increasing costs, litigation, government regulation and compliance.

Here are some examples of messaging that motivate business owners:

“Our candidates are navigating their education and workplaces with natural instincts for finding the most effective approach to every situation or task. Their disabilities present daily challenges that most employees have never faced. They are instinctively and innately innovative.” What they hear - *Innovation, market share.*

“Candidates are pre-screened and possess the specific skill sets you are seeking for the projects you have right now.” What they hear - *Predictable outcomes*

“Candidates may help your business qualify for financial incentives from the government. These incentives will offset onboarding and training costs.”
What they hear - *Profitability, controlled costs*

And here are some examples of messaging that de-motivates a business owner:

“Candidates will require accommodations to perform their duties and as their employer you will be required by law to provide those accommodations.” What they hear - *Government regulation and compliance, increased costs*

“Your workplace will have to be fully compliant with all ADA regulations. There will be an audit.” What they hear - *Unmanaged risk, increasing costs, litigation*

Better translated into business language, this might serve well:

“All employees require productivity tools in order to be effective. Candidates have navigated their educational experience using the tools they need, they will be well versed and prepared to navigate your workplace and systems.”



“The team will be happy to help you assess any accessibility issue concerns you may have; in fact, our agency can provide guidance and tools for you.”

Any initiative or program that intends to connect business owners to employment candidates with disabilities must be prepared to speak the language of business. Word choices matter and this shift may take a little practice. The most important thing to remember is that a mistake in language will result in a strong reaction from a business owner and the probability of a second chance at the conversation is diminished. Learning to speak the language quickly as well as identifying “champions” can help greatly.

The business owners and /or business associations must become a full partner in the Initiative. All healthy partnerships begin with an understanding of each other’s needs. The business owner’s problems must become the placement agency’s problems. When partners address each other’s needs consistently, effective outcomes and mutually beneficial solutions are the result.

Policy and Systems Changes

Responding to the mandate of the Workforce Innovation and Opportunity Act (WIOA), signed by President Obama on July 22, 2014, the California Department of Rehabilitation has changed its placement methods. WIOA is landmark legislation to help job seekers — including those with disabilities — access the services they need to succeed in employment and match employers with skilled workers. Traditionally, the department has relied on a model where employment opportunities are first developed with local business, vetted and identified by department staff. The department would try to match job seekers to these opportunities. Often, the department was unable to fill these jobs, lacking a talent pool from which to pull qualified applicants. When a business wants to hire, they want to hire immediately. DOR recognized the critical importance of having a pool of qualified candidates "work ready" as the first step before approaching business. This policy change has become part of the agency’s placement process informed by the lessons learned from the CA Consortium’s demonstration model.

Summary

Evaluating and learning from a demonstration model such as the California Consortium, is measured by adding to the body of knowledge when recruiting college students, recent graduates and veterans with disabilities in internship opportunities with small businesses.



Increasing the employment of these three targeted groups by using internships as a pathway to full time employment is not universally viewed as a career enhancing opportunity by the students. This is especially the case with veterans with disabilities.

Technical assistance, also known as 360-degree structural support, has to be consistent throughout the process beginning with the first conversation with the business owner and through the duration of the internship. Small businesses have limited experience working with a person with a disability and little knowledge of the resources available to pay for an intern and workplace accommodations.

Students require a significant level of encouragement and support from the time the internship is presented, including developing a cover letter and resume, interview preparation, and on-the-job guidance. A student with a disability cannot rely on resources available from WorkAbility Coordinators and Disability Services Offices on campus.

Lastly, the level of effort and resources required to sustain the Consortium's model from a "service provider" perspective has to be adopted by the California DOR and college campus WorkAbility Coordinators.

Case Examples

The Consortium sought a small group of micro enterprises appropriate for placement of interns with disabilities for summer internships. It collected data from the participants using pre- and post-interviews with employers and interns, direct observations and post-employment evaluation forms.

A **successful** intern experience from the business and student perspective occurred when the employer engagement level was high. For example, those "champion" employers who converted interns to offers or hires after completion of the internship, or served as references for past interns in their continued career development.

Unsuccessful intern experiences occurred when interns were not fully work ready because they haven't quite worked out how to self-advocate their need for accommodations and/or communicate that with their employers in advance of the placement, creating a situation of the employer not knowing how best to encourage and maximize intern performance. Their time management skills regarding tasking were not fully developed; and some interns required closer supervision and often more than the employer could provide.



Case Study 1. Mutually Beneficial Internship: Sacramento public relations and communications firm.

Suzy had interned before, however her AUI internship with a public relations and communications firm in Sacramento was better, as the employer was flexible with Suzy's schedule and provided her with options to make up hours at later dates if needed. Suzy communicated her strong work ethic to "get the job done" even when delayed by situations beyond her control. The firm's owner respectful style encouraged Suzy to take responsibility and work projects with a sense of ownership and pride. The intern articulated this as the owner's flexibility. Suzy loved working with a small-sized business. It was a lot easier to communicate and to gain clarification on projects. Suzy was a wheelchair user and didn't require an accommodation. However, the office building where she worked had an elevator and the building management company put in place evacuation protocol procedures. As a wheelchair user, she had input into making the emergency preparation procedures more inclusive.

The Add Us in experience was mutually beneficial for both intern and employer – leading to the ultimate goal of employment. As Suzy's internship drew to a close, an employee at the firm left and Suzy was offered a job. Suzy was scared at first but working with the owner, who allowed her to learn by trial and error, built up her confidence and she was able to tackle a big project that involved sending out about 500 hundred e-mails through Constant Contact for an event. Now, Suzy is working with all of firm's clients and not just one. According to Suzy, *"Once I learned more about the company and the work they did, I wanted to work with them due to their positive work in the LGBT community. The company matched my values."*

Case Study 2. Lessons Learned from an Unsuccessful Case Illustration

Rose, an intern at a charter boat company in San Diego, California performed her duties remotely and did not disclose her Attention Deficit Disorder during the screening process. Her self-assessment of her skill sets also was an issue. These factors resulted in a "less than excellent" employer observation.

"Rose said she has Constant Contact experience, but she only had data entry experience. There are so many kids with great skills, I try to give them the benefit of the doubt, but Rose really had little skill and it is hard to believe she is a college grad. Two of the Add Us In 2013 interns were so great, they always exceeded my expectations, but Rose in 2015, not so much."...she was hard to track down...started several projects but could not complete any of them".



This unsuccessful internship case illustrates that remote internships for some interns doesn't give them the opportunity to work as part of a team and have access to structure, guidance, on-site supervision and support from the employer.

Computer technical skills such as: familiarity with professional social media marketing experience, familiarity with Google Docs, Mail Chimp, and Crowdfunding sites, web design, blogging and familiarity with content management system, were identified by business owners as much needed skills. Competency with computer systems and software requires a thorough evaluation as opposed to self-assessment.

Disclosing one's disability is a personal decision that requires considerable technical assistance for both the student and employer. The small business owners that established relationships during the grant period, preferred to know about the student's disability and asked the Consortium for "productivity tools" or 360 structural support (technical assistance) in the language of advocacy. When consistent assistance was provided, the intern and the employer had mutually beneficial experiences.

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