Technical Opportunities and Commercial Infrastructure, Including the Farther Future

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A bit of a Gap Analysis...
Things to Ponder…


• 76.6 million students in the U.S.
  – Post Secondary: 17.5 million

• Budget: $972 billion (public & private)

- 6% of the student population ‘high-incidence disability’ equating to 4.6 million students (1:10 students/classroom)
- 1% of the student population ‘low-incidence disability’ equating to .77 million students
Economic Impact of Disability

Centers for Disease Control (estimated in 2003 U.S. dollars)

• $51.2b in lifetime costs for children with disabilities born in 2000
Loss of Human Capital


- 7200 students drop-out every day in the U.S.
  - 30% average drop-out rate (>1.3m youth/year)
- Average lifetime economic loss impact per drop-out
  - $2.2m (Office of Fiscal Analysis, 2008)
Impact

U.S. Department of Justice, 2008

- 1.6 million State/Federal inmates
- Literacy Rates inmates
  - 70% read below 4th grade level
  - 19% completely illiterate
- National U.S. Literacy Rates
  - 96% literate
  - 21% of 4% functionally illiterate
- Juvenile offenders
  - 75-90% Learning Disabilities
1.6 million State/Federal inmates
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Juvenile offenders
- 75-90% Learning Disabilities
What does this have to do with Cloud Computing?

- Accessible computing has the potential to mitigate many of these barriers
Complicating Factors...

- **Public Sector Mandates**
  - Telecommunications Act of 1996
  - Americans with Disabilities Act (ADA) (P.L. 101-336 and 110-325)
  - Developmental Disabilities Assistance and Bill of Rights Act (P.L. 106-402)
  - Individuals with Disabilities Education Act P.L. 102-119; 105-17; 108-446)
  - Ticket to Work and Work Incentives Improvement Act of 1999 (P.L. 106-170)
  - Workforce Investment Act of 1998 (P.L. 105-220)

- **Entitlement Vs. Eligibility**
Complicating Factors

• Private Sector: Bottom Line
  – Return on Investment
Who are the Players?

- Private Sector
- Public Sector—Non Profits
- Government
- Universities
- Standards bodies
- People with Disabilities
Who Needs to be at the Table?

• What do we need to do to get them here?
• How do we incentivize government, business, education, people with disabilities?
Critical Considerations

- Develop sustainable business models that are flexible and amenable to evolution;
- Create successful interim solutions/strategies to enable *and facilitate* public/private sectors alliances;
- Recognize *and support* the need for evolution within the disability community.
Critical Considerations

• Professional Development/Educational/Marketing Models for:
  – Integrating accessible technology in the classroom;
  – Integrating persons with disabilities and their technology within the workforce;
  – Integrating technology solutions in the home to enable aging in place
  – Universal Acceptance of Technology as beneficial and necessary for persons with disabilities
Solutions…

• require both Public and Private Sector Active engagement; but,

• the pay-off – in terms of human capital--may not be realized for one-two generations
Solutions...

- Require worldwide attention to:
  - *Existing*
  - *Emerging, and*
  - *New*
    - *Technologies, legislation/policy, disabilities*...
A Challenge for the Future

• If we propose it; will they come?
  • Will businesses, including the disability market, be agile enough, thoughtful enough, creative enough, and transparent enough to make the transition to new business models?
  • Can the government move beyond a four-year election cycle to achieve real long-term solutions?
A Vision for the Future

- Cloud computing promises tremendous potential to improve the educational, workforce, and aging experiences for millions of individuals worldwide—
- Leading to decreased public sector costs; improved business models; increased spending power and significantly improved quality of life
My Team