



EMPLOYMENT FIRST COMMITTEE (EFC) AGENDA/NOTICE

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DATE: June 15, 2016
TIME: 10:00 a.m. – 4:00 p.m.
LOCATION: Disability Rights California (DRC)*
1831 K Street
Sacramento, CA 95811
Phone: (916) 504-5800

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	<u>AGENDA</u>	<u>Page</u>
1.	CALL TO ORDER	S. Aldana
2.	ESTABLISH QUORUM	S. Aldana
3.	WELCOME/INTRODUCTIONS	S. Aldana
4.	PUBLIC COMMENTS	S. Aldana

For additional information regarding this agenda, please contact Michael Brett, 1507 21st Street, Ste, 201, Sacramento, CA 95811, (916) 322-8481. Documents for an agenda item should be turned into SCDD no later than 12:00 p.m. the day before the meeting to give members time to review the material. The fax number is (916) 443-4957

*This item is for members of the public only to provide comments and/or present information to the Council on matters **not** on the agenda. Each person will be afforded up to three minutes to speak. Written requests, if any, will be considered first.*

5.	APPROVAL OF JANUARY 12, 2016 MINUTES	L. Cooley	3
6.	MEMBER REPORT	Members	
7.	WORKGROUP UPDATE		10
	a. Data Sharing Agreement – MOU	N. Nieblas/ D. Curtright	
	b. Stakeholder Process	B. Wheeler	
	c. Bridge Funding	C. Lapin	
	d. Informed Consumers and Families on the Employment First Policy	V. Yang/ L. Cooley	
8.	EFC PRIORITIES IMPLEMENTATION PLAN UPDATE	S. Aldana	
9.	COMMITTEE REORGANIZATION	S. Aldana/ B. Giovati	
10.	CIE BLUEPRINT UPDATE	A. Mudryk	
11.	2015 EFC ANNUAL REPORT UPDATE	B. Giovati/ N. Nieblas	13
12.	SELF DETERMINATION AND EMPLOYMENT OPPORTUNITIES	L. Cooley	
13.	PENDING QUESTIONS	All	
14.	ADJOURN	S. Aldana	

**5. APPROVAL OF
JANUARY 12, 2016 MINUTES**



DRAFT

Employment First Committee (EFC) Meeting Minutes

January 12, 2016

Members Present

Robert Taylor (SA)
Daniel Boomer
Lisa Cooley (SA) Vice
Denyse Curtright
Rick Hodgkins (SA)
Connie Lapin (FA)
Bill Moore
Andrew Mudryk
Robert McCarthy for
Pazdral
Olivia Raynor
Steve Ruder
Kecia Weller (SA)
Chair
Vanda Yung (FA)
Barbara Wheeler
Rebecca Martinez
David Mayer

Members Absent

Tony Anderson
David Mulvey
Debbie Sarmento
Amy Westling

Others Attending

Aaron Carruthers
Bob Giovati
Nelly Nieblas
Mary Ellen Stives
Michael Brett
Catherine Campisi
Martha Schultz
Benita Baines

1. CALL TO ORDER

- Kecia Weller (SA), Chairperson, called the meeting to order at 10:03 a.m. She gave an overview of the committee and expressed that she is excited regarding what the committee can accomplish in 2016.

2. ESTABLISH QUORUM

A quorum was established.

Legend
SA = Self-Advocate
FA = Family Advocate

3. WELCOME/INTRODUCTIONS

Chairperson Weller (SA), members of the committee, staff, and guests gave introductions.

4. PUBLIC COMMENTS

There were no public comments.

5. APPROVAL OF SEPTEMBER 29, 2015 MINUTES

It was moved/seconded (Lapin (FA)) (Hodgkins (SA)). All in favor of approving the September 29, 2015 minutes except for two abstentions from Robert Taylor (SA) and David Mayer.

(See member list for voting)

6. DEVELOPING IMPLEMENTATION PLAN OF EFC/CECY PRIORITIES

Chairperson Weller (SA) briefed the committee that this portion of the meeting is to develop the EFC/CECY priorities. It is also to set up a work plan for 2016-2017 and to develop concrete, achievable steps. To help with this process, Catherine Campisi, consultant for CECY is serving as the facilitator for today's meeting.

For more materials/information on the CECY priorities, please go to pages 9-19 of the EFC Packet which is located at the following link:

http://www.scdd.ca.gov/res/docs/pdf/Employment_First/2015/2015%20EFC%20Packet%201%2012%2016.pdf

To help the committee come up with the priorities/work plan for 2016-2017, Ms. Campisi gave handouts to facilitate the meeting. These handouts can be viewed on the State Council website which can be retrieved from the following link:

http://www.scdd.ca.gov/res/docs/pdf/Employment_First/2016/HQ-%20EFC%20Handouts%201.12.16.pdf

Using the above handouts, Ms. Campisi held a brainstorming session with the committee to define their priorities. By the end of her facilitation session, the following items will be determined:

- What tasks should be referred to another area within the State Council.

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- List of identified tasks.
- Priority order.
- Teams/Staff organized with a Lead committee member for each task.
- Next steps.

During the brainstorming session, Bob Giovati, Deputy Director for Policy and Planning, used a flip chart to record input from the committee.

Ms. Campisi asked staff what the status is with data sharing legislation. This would allow FTB and EDD to share individual wage data (priority 1.1). State Council has agreed to sponsor this legislation.

Nelly Nieblas, staff, responded:

- If we have enough data, this evidence will allow the State Council to pursue legislation. As a result of this, FTD and EDD have drafted an MOU. According to Denyse Curtright, Department of Developmental Services, this MOU is almost completed.
- Once this has been accomplished, the data will be pulled out by service code, etc. Legislation will still be needed for certain aspects of the data sharing. FTB is going to help with the language for this legislation.

Staff added additional priority (7.1) under the heading of Private Sector Employers. This is not a CECY priority. For this additional item, Dr. Rebecca Martinez, Enterprise Disabled Worker Consultant, briefed the committee that there are two different structures within the business and provider communities, and that sometimes, these parties do not understand each other. Dr. Martinez' suggestion to the committee is to start working with the providers to break down the barriers with businesses.

The committee then held a discussion on this idea, and it was decided to not make this a priority. However, it was determined to hold a future panel presentation regarding this topic.

After much discussion, the committee decided on the following 6 priorities with the following committee member involvement:

- **1.1 Data Sharing Legislation:** Denyse Curtright,

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- **1.2 Stakeholder Process:** Denyse Curtright and Barbara Wheeler (UCEDD/USC)
- **3.2 Bridge Funding to Employment Providers to Change Competitive Integrated Work Services:** Connie Lapin (FA) and Andrew Mudryk (Disability Rights California)
- **5.1 Inform/Train Consumers and Families on EF Policy:** Lisa Cooley (SA) and Vice Chair for EFC), Olivia Raynor (UCEDD/UCLA and Councilmember), Denyse Curtright, Bill Moore (Department of Rehabilitation), Connie Lapin (FA), and Vanda Yung (FA).
- **5.2 Develop Model Curriculum for Self-Advocacy Training for Special Education Including EF:** Vice Chair Lisa Cooley (SA), Rick Hodgkins (SA), and Connie Lapin (FA).
- **6.1 Benefits Planning/Develop Tool Summarizing Planning Resources:** Denyse Curtright, Bill Moore, and Connie Lapin (FA)

Before the committee broke up into three separate groups to prioritize these priorities, Aaron Carruthers (Executive Director) spoke to the committee on the criteria for prioritizing these subject areas. He stated that these areas of interest are good, but suggested the committee should decide on the priorities that will be the most significant and successful.

The committee then reconvened and ranked the TOP 3 priorities:

1st - **1.1 Data Sharing Legislation:**

2nd - **5.1 Inform/Train Consumers and Families on EF Policy**

3rd - **1.2 Stakeholder Process**

Committee then discussed the following:

- A work plan with the above determined priorities.
- Ranked the other priorities.
- Workgroup organization.

Throughout this agenda item discussion, the committee discussed other interest items for future reference

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Chairperson Weller (SA) then thanked Ms. Campisi for her excellent facilitation. She also thanked the committee for their participation.

7. BLUEPRINT UPDATE

Ms. Curtright and Mr. Mudryk briefed the committee on the Blueprint update.

Ms. Curtright began the briefing with the following information:

- Working group has been receiving very specific and detailed information from the Stakeholders.
- Have not received the blessing from the Governor's Office on the Blueprint.
- Our Agency Secretary and their staff have committed to getting the Blueprint vetted through this administration by the end of January of 2016
- Public comment period could take place in late winter or early spring of 2016

Mr. Mudryk continued with the following information:

- The Blueprint has been extended several times. In the beginning it was June 30, 2015 and then to December 30, 2015. Currently, it has been extended to the end of January 2016.
- State has given their proposal. However, the steering group has come back to track changes.
- Further discussions are taking place on the Blueprint.
- It is a huge task to get the Blueprint processed.

Blueprint update/committee discussion:

- Mr. Mudryk briefed the committee with this ongoing project.
- For more information on this Blueprint, please refer to the California Health and Human Services website: *California Competitive Integrated Employment (CIE): Blueprint for Change*. Link is located below:

[http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)

Legend

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8. OUTLINE OF 2015 EFC ANNUAL REPORT

Nelly Nieblas, Staff, presented an outline of the proposed 2015 EFC Annual Report. This outline can be found on page 20 of the EFC Packet which is located at the following link:

http://www.sccd.ca.gov/res/docs/pdf/Employment_First/2015/2015%20EFC%20Packet%201%2012%2016.pdf

Ms. Nieblas requested feedback from the committee. Members of the committee gave the following recommendations regarding the 2015 Draft EFC Annual Report:

- Benefits.
- Ranked Priorities.
- Framing the priorities in terms of the statutes.
- Look at the 2014 EFC Annual report for anything that needs to be followed up.
- Changes over time.
- Highlight the key principals to pull in the information.
- Discuss CMS Rules.

The committee requested staff to have a draft completed of the 2015 EFC Annual Report by early May 2016. Staff then requested assistance from the committee.

9. SELF-DETERMINATION AND EMPLOYMENT OPPORTUNITIES

It was determined to move this item to the next meeting being held June 2016.

10. PENDING QUESTIONS

Dr. Daniel Boomer, California Department of Education, suggested discussing Bagley-Keene. In order to discuss this, it needs to be added to the June 2016 meeting. Committee agreed to add it to the June 2016 agenda.

Mr. Hodgkins (SA) and the committee discussed training for individuals on their rights in order to be free from disability discrimination in employment.

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Robert Taylor (SA) stated that Self-Determination and Person Centered Planning should be a high priority. He also stated that the EFC should spend some emphasis on this planning.

Committee also discussed future meeting locations close to eating establishments. Committee suggested some different locations to hold future meetings: DRC Conference Room and Alta Regional Center with the Hilton Arden West next door.

Ms. Nieblas then asked the committee how they would like to track their progress for future meetings. She suggested using a checklist. Committee responded by recommending the following:

- To breakup into groups on the priorities discussed and then report back to the committee before the next meeting.
- Having a discussion on the work plan and then reporting back to the committee
- Provide a report on what has been accomplished for the next meeting.

11. NEXT MEETING ITEMS & DATES FOR JUNE, SEPTEMBER, AND DECEMBER 2016

Staff will be sending a Doodle to committee members to determine the next meeting dates for June, September, and December 2016.

12. MEMBER REPORT

It was determined to move this item to the next meeting being held June 2016.

13. ADJOURN

Meeting adjourned at 3:57 p.m.

Legend

SA = Self-Advocate

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7. WORKGROUP UPDATE

Data Sharing Working Group

Short-Term Goals

- Statutory Authority of MOU-follow up with FTB regarding DDS's HIPPA Waiver letter.
- Webpage Employment 1st California

Long-Term Goals

MOU between FTB and DDS

MOU between DDS and SCDD- data dashboard formal sharing

(Provision of data by DDS to SC DD for data dashboard formal MOU. How often and what kind of data)

MOU between CDE-and SCDD-(Completing High School Data)

1. Diploma
2. Diploma with exemption
3. GED
4. Certificate of completion
5. Dropout
6. Self Withdrawal

Population:

Autism

Intellectual Disability

Traumatic Brain Injury

Informing Families and Self Advocates about Employment First Policy

Long-Term Goals

- Increase the information for Self Advocates and families.
- EFC goal should align with SCDD's State Plan Employment goal.
- -Convert materials to plain language and have translated to threshold languages.

Short-Term Goals

- -Review materials now in use to explain EF.
- Tri-Counties Regional Center has a brochure (Example of Outreach Material about Employment First Policy).

Employment First Self Advocate and Families Curriculum (Modules) Development

Long-Term Goals

- Develop Curriculum - i.e. Training Modules for Transition Age Youth to be utilized by the schools to educate and inform students, teachers, families and others regarding Employment First.

Short-Term Goals

- -Identify best practices throughout the state, and in other states regarding information being disseminated regarding Employment First.

11. 2015 EFC ANNUAL REPORT UPDATE

2015

Prepared by Nelly
Nieblas MPA
SC DD
Employment First
Committee Staff

DRAFT

[EMPLOYMENT FIRST REPORT- CALIFORNIA]



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Executive Summary

This is the 5th annual report by the Employment First Committee started by the California State Council on Developmental Disabilities (SCDD).

California has always been ahead of the curve in identifying practices models and systems of supports that facilitate the full integration of people with Intellectual and Developmental Disabilities (I/DD). California is a diverse state with a complex population varying in language, culture, and levels of understanding of California's developmental disabilities services system. In 2015 the work of the Employment First Committee (EFC) was directed at identifying best practices and effective models at a deeper level of identification and understanding. At the federal level, the Centers for Medicaid and Medicare Services (CMS) established new rules to ensure that individuals receiving long-term care services and support programs have full access to the benefits of community living and the opportunity to receive services in the most integrated settings

The "New Final Rule" by CMS through Home Based Community Services (HCBS) dictates by regulation what is considered an integrated setting when providing support services to people with I/DD. The implementation of the Workforce Innovation and Opportunity Act (WIOA) law signed by Pres. Barack Obama (July 2014) has significantly changed the integration guidelines for people with I/DD. In employment settings WIOA outlines what is considered an integrated workplace. WIOA is designed to help jobseekers gain employment, education, training, and support services to succeed in the labor market.

California is the 8th largest economy in the world with \$2.312 trillion of gross domestic product (GDP) according to the United States Bureau of Economic Analysis. As unemployment rates continue to reduce currently at 5.8%, with an estimated reduction to 4.8% by 2017 according to the Los Angeles County Economic Corporation and the UCLA Anderson Forecast Annual Report, it confirms economic growth is expected to continue until the year 2020.

This economic growth bodes well for California. Yet, Individuals with Intellectual and Developmental Disabilities have a current employment rate at or below 12% in California. The work of the Employment First Committee has focused on addressing the systemic barriers that prevent the full inclusion and integration of people with I/DD in the workforce. Since the Employment First policy became law the committee is seeking out baseline data and effective competitive integrated and employment models (CIE) in California.



The committee's work from its inception has identified barriers to employment. As our work moves forward, stronger relationships with state agencies that also serve the I/DD population were formed. Together, the Department of Developmental Services (DDS), Department of Rehabilitation (DOR), the Department of Education (DOE), Disability Rights California (DRC) and the California Employment Consortium for Youth (CECY) and many other community-based entities along with other community members are working together to create new systems to address the needs of people with Intellectual and Developmental Disabilities in California, who seek CIE.

This report builds on the 2014 EFC report and the extensive work of the State Council on Developmental Disabilities (SCDD) through EFC completed in 2015. The EFC report will demonstrate how SCDD with its national partners, the University Centers for Excellence in Developmental Disabilities (UCEDD's) together with other California government agencies plan to fully implement CIE, WIOA, and Employment First policies. Emerging issues that will impact California's implementation of competitive integrated employment (CIE) will also be discussed.

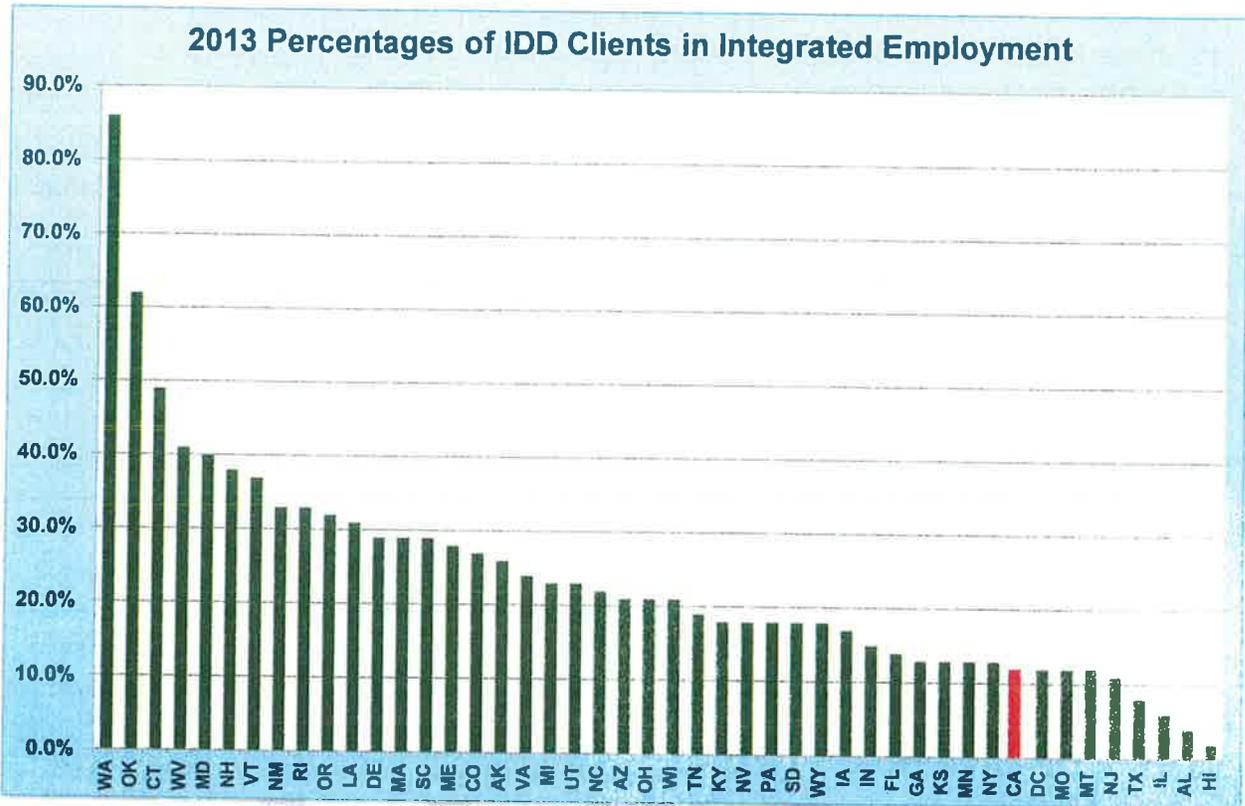
Employment Outlook for People with I/DD in California

California has 18,934,500³ people in its labor force. Nationally, the unemployment rate for people with disabilities is 10.8%¹ Within California's labor force 17,842,900 are employed and 1,042,600 are unemployed, the employment rate for people with intellectual and developmental disabilities (I/DD) in California is 12.4% of the 17 million people in workforce. According to the US Census Bureau, in 2012, 73.1% of the California working age population worked full-time. This compares with Employment Development Department (EDD) and DDS data of 12.4% for working age Regional Center clients who received wages, most of them working part-time and many earning sub-minimum wage. In total 12.4% accounts for 2,141,148 of people with intellectual and developmental disabilities (I/DD) in the labor force, in comparison the number of people with no disabilities employed is 15,701,752 resulting in an 82.9% employment percentage. The employment gap between the I/DD population and people with no disabilities in California is beyond significant. The employment First committee through its work and collaboration with other agencies aims to close the employment gap for people with I/DD.

¹US Bureau of Labor Statistics data (BLS) March 2015



2013 State Rankings of People in Integrated Employment (Figure 1)



StateData: *The National Report on Employment Services and Outcomes 2014*, Institute for Community Inclusion (UCEDD), University of Massachusetts Boston. The following states did not report data AR, ID, MS, NE, and ND.

At the national level, California ranks in the lower percentage range of people with I/DD participating in competitive integrated employment. (See Figure1)

	California 2013/2014		Nation 2013/2014 ²	
	Number	Percentage	Number	Percentage
Total and Day and Employment Services	79,833		607,959	
Total in Integrated Employment Services	9930	12%	113,271	19%
Total Funding for Day and Employment Services	\$898,664,199.00			
Total Funding for Integrated Employment Services	\$87,717,751.00	10%		13%

² State Data: *The National Report on Employment Services and Outcomes 2014*, Institute of Community Inclusion (UCEDD) University of Massachusetts Boston.

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Committee Work First Quarter January – April 2015

The Committee spent a significant amount of time discussing the use of federal and state statistics to be used as baseline data in monitoring the status of Employment among people with I/DD. Federal data provides an understanding of the extent of the problem as well as a measure of how well the state is doing in comparison to everyone else in the implementation of the federal Employment First Policy. Organizations like The Institute for Community Inclusion (UCEDD) at the University of Massachusetts Boston, the University of New Hampshire's Institute on Disability, and the Office on Disability Employment Policy, (ODEP) at the US Department of Labor are instrumental in keeping this information up to date. At the national level employment rates for people with disabilities is at 10.8%. In California, the employment rate for individuals with disabilities between the ages of 18-64 living in the community is between 31.3%-36.1%. However, this rate is not very good as compared to the California rate for persons without disabilities that are between 70.4-74.2% according to the Disability Statistics Annual Report produced by the University of New Hampshire's Institute on Disability.³ State level data helps us understand how well our policies and practices are impacting employment outcomes for people with I/DD in California.

The primary legislative concerns of the committee included, the Integrated Gainful Employment Act (Time Act), and the Workforce Innovation and Opportunity Act (WIOA). Per self-advocate requests, the committee reviewed the federal legislation and its potential impact on Californians. The TIME Act in the US House of Representatives introduced January 7, 2015 by Rep. Greg Harper aims at ending the special wage certificates under section 14(c) of the Fair Labor Standards Act of 1938 (29 U.S.C. 214(c)) to any new entities not currently holding a certificate. For those organizations presently in possession of a certificate would undergo a phasing out of the practice. In essence, the TIME Act intended to end sub minimum wage for employees with disabilities. The Time Act was sent to the Education and Workforce Committee in the House of Representatives. It subsequently was referred to the Subcommittee of Workforce Protections on April 29, 2015. Additionally, as a member of the Lanterman Coalition, SCDD also addressed concerns related to the elimination of Sheltered Workshops and Subminimum Wage. The federal Work Innovation Opportunity Act (WIOA) signed by President Obama July 2014, emphasizes the revitalization of the .U.S. workforce, with particular attention to supports for the employment of people with disabilities. State level legislation was referred to the Legislative and Public Policy Committee .The Council supported the Limited Examination and Appointment Program (LEAP) an alternate examination and appointment process for the recruitment and hiring of individuals with disabilities into

³ 2015 Disability Statistics Annual Report produced by the University of New Hampshire's Institute on Disability
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State service (SB 644). Additionally, SCDD championed the Achieving a Better Life Experience Act (ABLE) for California (AB 449 and SB 324)

At the start of 2015 some initial priorities for EFC were to: 1) collaborate and research best practices with DDS; 3) work on with the California Consortium on Employment for youth (CECY) on alternative supports for employment for youth with I/DD. SCDD committed to hosting the Data Dashboard on its website, detailing statistics of the employment of people with Intellectual and Developmental Disabilities in California.



Employment Support Programs and California Regional Centers

California has a unique system of supports for people with Intellectual/Developmental Disabilities (I/DD). The 22 Regional Centers across California are independent nonprofits, which are contracted by DDS, and are dedicated to provide support services for the I/DD community. The Regional Centers, in turn, contract with local service providers/vendors which provide direct services. Employment support programs are an example of services provided by these local providers. (See figure 2)

Individuals Receiving Services Statewide-Regional Centers (Figure 2)⁴

Fiscal Year	Day Programs	Work Activity Programs	Look-Alike ⁵	Group Supported Employment	Individual Supported Employment
2011/12	45,571	10,295	11,197	5425	4406
2012/13	47,531	10,242	12,131	5589	4345
2013/14	49,621	10,036	13,240	5729	4341
2014/15	51,371	9,627	14,638	5912	4731

The regional centers offer different types of employment support programs⁶ for the I/DD population. An individual who chooses to take part in Regional Center services must apply and go through the individual program planning process. During this process individual/family advocate and the regional center discuss and determine what supported employment program best meets the individual's needs. The end result is an Individualized Plan Program (IPP), which outlines the individual's goals and the services needed to achieve those goals. The IPP is a binding contract requiring the regional center to meet the individual's service needs to the best of their capacity.

⁴ California Department of Developmental Service 2015

⁵ "Look Alike": A program in which people with I/DD participate in activities not related to employment

⁶ See Addendum A- EFC Glossary Terms

California Regional Centers





Rates and Restrictions on Regional Centers

The funding structure for supported employment programs is a complex process.⁷

Rates for employment supports funded by Regional Centers are calculated in three basic ways:

- DDS set-rates for work activity programs or day programs with an employment component;
- Regional Center negotiated rates for “look-alike day programs” that may have an employment focus; and,
- Supported employment rates that are statutorily set by legislative action.

DDS set rates were previously based on an allowable range of rates that was updated every two years and adjusted all for inflation. A vendor would receive a temporary rate in the middle of that range and then submit cost data after six months of service (three months for work activity programs) to establish their permanent rate. These rates were last updated in Fiscal Year 1998-99 and were frozen in 2003. Since that time new vendors are assigned the temporary rate and do not submit cost data, so this rate becomes their permanent rate even if their costs to provide the program are greater.

“Look-alike” day programs (many of which have an employment focus) have rates set through negotiation with the Regional Center based on actual allowable costs. These rates were frozen at current levels in 2008. Also in 2008, Regional Centers lost the ability to negotiate rates for these services in excess of the lower of either the statewide or their individual Regional Center median rate for those services. These median rates were updated in 2011 and in many cases were reduced. Exceptions to the median rates must be approved by DDS on an individual basis and only when necessary to protect an individual's health or safety.

Supported employment programs, both group and individual, have rates set in statute, which must be adjusted through legislative action. These rates were reduced by 10% in 2008 and are finally scheduled for restoration and the first increase since 2006 in July 2016. Many community providers of these services report that the current rate paid leaves them losing money for each individual they support under this model.

Regional centers were established to act as a single point of contact for individuals with developmental disabilities and their families. They help individuals to plan for their assist with access to needed community services, and pay for services that are not available elsewhere. Regional centers have had long-standing mandates to maximize the usage of other publicly funded resources, not to fund services that are the responsibility of

⁷ Section by Amy Westling, Legislative Director of the Association for Regional Center Agencies



another agency, and to be good stewards of public funds. Over 40% of the cost of the Regional Center system is paid by the federal government, which requires the use of generic resources before Regional Centers purchase services directly and that services that are purchased be cost-effective.

During the Great Recession that began in late 2007, California's DDS was required to absorb over \$1 billion in reductions. The aim was to keep the reductions as far away from the services that individuals supported by Regional Centers rely on. One strategy that was employed was to clarify the Regional Centers' existing responsibilities to use generic resources and to consider cost-effectiveness in service selection, as follows:

- Welfare and Institutions Code Section 4648.55 clarified that day or vocational services could not be purchased in lieu of educational services for individuals between the ages of 18 and 22 if the individual remained eligible for public education and their goals could be met in an educational setting.
- Welfare and Institutions Code Section 4648(a)(6)(D) required Regional Centers to select the least costly provider of comparable quality (taking into account the cost of transportation and the availability of federal funds) that could meet an individual's goals.

These statutes remain in place today and continue to guide provider choice and the need to ensure that educational agencies have met their legal obligations to transition age youth ages 18-22.

Policy Initiatives that will Shape Service Delivery- HCBS Final Rule

All states rely heavily on federal funds to offset the cost of community services to individuals with developmental disabilities. In recent years, federal policy has become increasingly clear that services funded with federal money need to be integrated in the greater community. For services funded by Regional Centers, the Home and Community-Based Services (HCBS) Final Rule, the Workforce Innovation and Opportunities Act (WIOA), and the state's Self-Determination Program will have the greatest impact on service delivery going forward.

The HCBS Final Rule was issued by the Centers for Medicare and Medicaid Services (CMS) in early 2014. It requires three basic things: 1) that services be individually tailored through a person-centered planning process; 2) that all settings where services are provided are integrated into the greater community; and, 3) that all states submit a plan for CMS approval detailing how they will transition and monitor services to ensure integration by the March 2019 deadline. Tennessee is the only state to have its transition plan approved. California is diligently working on submitting its own transition



plan CMS.⁸ The Governor's fiscal year 2016-17 Budget Proposal contains \$16.6 million to begin the work of evaluating program (including day and work) settings and transforming those sites that do not meet the new expectations for community integration. The aim of the HCBS Final Rule is for individuals to have more customized services to meet their individual needs and for them to be supported as members of their communities.

President Obama signed WIOA into law in July 2014. Similar to the HCBS Final Rule, it places a heavy emphasis on integrated services. It defines integration for the purposes of employment support services to include working alongside non-disabled peers who are performing the same job. It also requires that services be targeted to helping individuals to achieve competitive integrated employment with pay, benefits, and promotional opportunities comparable to non-disabled employees. WIOA also establishes strict requirements that must be met in order for individuals under age 24 to enter the subminimum wage workforce and the career exploration services that must be provided to all workers earning subminimum wages. California's Department of Rehabilitation (DOR) has been making changes to its programs in response to these mandates. Individuals with developmental disabilities often rely on services provided by DOR for initial job matching and support and receive longer-term employment support services from Regional Centers once stabilized in an employment setting. WIOA will shape the available employment service options available from both agencies as well as other workforce development programs that receive federal funds.

In October 2013, Governor Brown signed Senate Bill 468 that will lead to the creation of the state's Self-Determination Program (SDP). This program will enable individuals to create a highly customized service plan and receive supports from a wider range of service providers, including those that do not traditionally serve individuals with disabilities. All services must be eligible for federal funding, so the HCBS Final Rule discussed earlier applies to this model as well. Currently, the state is seeking federal approval for the program to serve initially up to 2,500 individuals. After a three-year phase in period, most individuals eligible for Regional Center services will be able to choose whether to transition to SDP.

Employment support for individuals with developmental disabilities can come in several forms. No matter the service model, the trend is clearly moving towards greater community integration both in and out of the workplace.

⁸ DDS – HCBS Advisory Group meeting April 29, 2016



Committee Work Second Quarter: May –August 2015

The committee wanted to take advantage of the 25th anniversary of the ADA. To that end, it worked with SCDD to hold Statewide Self Determination meetings. The Self-Determination Program will provide self-advocates and their families with more freedom, control, and responsibility in choosing services and supports to help them meet service needs and personal goals in their Individual Program Plan. (IPP).

The Principles excuse me while of Self-Determination include:

- Freedom to exercise the same rights as all citizens; to establish, with freely chosen supports, family and friends, where they want to live, with whom they want to live, how their time will be occupied, and who supports them;
- Authority to control a budget in order to purchase services and supports of their choosing;
- Support, including the ability to arrange resources and personnel, which will allow flexibility to live in the community of their choice;
- Responsibility, which includes the opportunity to take responsibility for making decisions in their own lives and accept a valued role in their community, and
- Confirmation, in making decisions in their own lives by designing and operating the service that they rely on.

The Self-Determination Program in California is about people with disabilities exerting their sense of agency, the power of choice, a critical piece to their complete integration in society. For any Californian, a job and the income produce by it facilitates social and economic mobility. Competitive and Integrated Employment makes upward mobility for the I/DD community a possibility.

Additionally, to make CIE a reality specific activities like supported employment, the CIE Blueprint, review of funding and trailer bill language served as a reminder that there is still much work to do in order to combat decreases in service access and utilization. By learning about best practice programs (College to Career)⁹ and evaluating grant recipients (CaPromise¹⁰/Jay Nolan) the committee was able to identify activities that should be continued. The college to career program addresses the need for transition services for individuals with I/DD to enter into employment.

Jay Nolan Grant Highlights:

1. Many of the young adults that lived in impoverished areas tend to be receiving little to no services (generic or entitlement) beyond what the school system provides. The individual, other families and the system around them have no

⁹ See Appendix B College to Career Program

¹⁰ CaPromise: California Promoting the Readiness of Minors in Supplemental Security Income(SSl)



- clear understanding of what or how to access these different resources or systems. Significant grant time was dedicated to crisis case management. Time organizing resources could have been used figuring out career paths. A lack of cohesive understanding within each system about their role and barriers, coupled with an unwillingness to explore alternate ways to do something that did not fit the narrowly defined parameters of service provision.
2. Regardless of the young person social economic background the things they wanted for themselves living high school we're typical to work any other young adult. At no time did a person serve on the grant strife for a life that looked like a "program".
 3. Conversations about what the future need to begin much earlier for people, those who represent each system need to be invited to the discussion well a person is still in high school. They need to be prepared to determine through thoughtful collaboration focused on the individual strengths and how they can support these young adults to create great features that will make them more self-reliant, self-determined, and ideally less dependent on the systems as they become adults. People who do not have a plan and/or opportunities while in schools to explore options fall off the cliff post graduation and accept options that do not increase their ability to independent and productive young adults.
 4. There is no magic bullet. There's not a single type of "programs" that can meet the needs of all. The idea of creating more systems or programs that have a one size fits all mentality is how we end up comes continuously failing. Each person is unique and the details of what's and the how's needed to be tailored to the individual.



The State Council Legislative Activities

The mission that drives the State Council is systemic of change. An essential tool to accomplishing systemic change lies in Council's ability advocate for legislation that improves the quality of life of the I/DD community in California.

The I/DD community depends on different systems and agencies to provide the support services they need to live a fully independent and integrated life. The Councils Legislative Public Policy Committee (LPPC) is charged with the responsibility of recommending policies, which change or improve these systems. The EFC committee's goal is for California to have (CIE) implemented throughout the state. For individuals with I/DD to work in the labor force, other support systems/programs also have to run effectively. In essence, creating a system of sustain supports a person with I/DD might need to reach competitive integrated employment (CIE). The LPPC's legislative recommendations impact all facets of life for the I/DD community.

In 2015, The State Council on Developmental Disabilities built upon 2013- 2014's legislative successes to support full integration and inclusion of people with I/DD in California's workforce. AB 1014 (Chesbro) chaptered in 2013 established the Employment First Policy/ Committee. The EFC is charged with specific responsibilities one of which is, to recommend legislative, regulatory and policy changes to increase competitive integrated employment.

Together the EFC and LPPC's policy recommendations cover a broad range of issues. The State Council through its legislative staff tracked 84 bills, 11 of which were signed by the California Governor and chaptered into law in 2015.

California State Council on Developmental Disabilities Bills Supported and Chaptered into law in 2015

Employment Specific Laws

AB449 (Irwin D) Income taxation: savings plans: Qualified ABLE Program.
Status: 10/11/2015-Chaptered by Secretary of State - Chapter 774, Statutes of 2015.

Summary: Current federal law, the Stephen Beck Jr., Achieving a Better Life Experience Act of 2014 (ABLE Act), for taxable years beginning on or after January 1, 2015, encourages and assists individuals and families to save private funds for the purpose of supporting persons with disabilities to maintain their health, independence, and quality of life by excluding from gross income distributions used



for qualified disability expenses by a beneficiary of a Qualified ABLE Program established and maintained by a state, as specified. This bill would, for taxable years beginning on or after January 1, 2016, conform to these federal income tax law provisions relating to the ABLE Act under the Corporation Tax Law, as provided.

SB 324 (Pavley D) Income taxation: savings plans: Qualified ABLE Program.
Status: 10/11/2015-Chaptered by Secretary of State - Chapter 796, Statutes of 2015.

Summary: Would create the ABLE Act Board and would require the board provide an annual listing of distributions to individuals that have an interest in an ABLE account to the Franchise Tax Board, as provided. This bill contains other related provisions and other existing laws.

AB 987 (Levine D) Employment discrimination: unlawful employment practices.
Status: 7/16/2015-Chaptered by Secretary of State - Chapter 122, Statutes of 2015.

Summary: Would prohibit an employer or other covered entity from retaliating or otherwise discriminating against a person for requesting accommodation of his or her disability or religious beliefs, regardless of whether the accommodation request was granted. The bill would make related findings and declarations. This bill contains other existing laws

SB 644 (Hancock D) Limited Examination and Appointment Program: persons with developmental disabilities.
Status: 9/28/2015-Chaptered by Secretary of State - Chapter 356, Statutes of 2015.

Summary: Current law authorizes the Department of Human Resources to conduct competitive examinations to determine eligibility for appointment under LEAP and requires the department to refer the names of eligible applicants who meet the minimum qualifications of a job classification to the appointing powers for examination appointments, as specified. This bill would permit a person with a developmental disability to either complete a written examination or readiness evaluation or an internship, as specified, to qualify for service under LEAP.

Employment Laws Impact:

These two specific laws directly impact the employment and subsistence possibilities for the I/DD community. The Able Act (AB 449) enables individuals with disabilities and their families to create accounts (Able Act accounts) and save money without the loss of benefits. The savings could be used for health, education, medical equipment and other quality-of-life expenses that help support a person with a



disability. The savings cap of the Able Act accounts is \$100,000, the ability to save helps break the cycle of financial dependency by allowing people with I/DD to invest in their independence to lead an integrated life. The employment discrimination: unlawful employment practices law (AB 987) prohibits retaliation from an employer to a person requesting ADA accommodations at the workplace. The protection against retaliation from employers ensures that self-advocates can assert their rights and be fully participatory in an employment setting.



California State Council on Developmental Disabilities Bills Supported and Chaptered

AB 662 (Bonilla D) Public accommodation: disabled adults: changing facilities.
Status: 10/10/2015-Chaptered by Secretary of State - Chapter 742, Statutes of 2015.

Summary: Would require a person, private firm, organization, or corporation that owns or manages a commercial place of public amusement, as defined, constructed on or after January 1, 2020, or renovated on or after January 1, 2025, to install and maintain at least one adult changing station, as defined, for a person with a physical disability, as specified. The bill would require a facility to ensure that the entrance to each adult changing station has conspicuous signage indicating its location, and, if the facility has a central directory, ensure that the central directory indicates the location of the adult changing station.

AB 881 (Garcia, Cristina D) Pupils: grounds for suspension and expulsion: bullying. Status: 7/14/2015-Chaptered by Secretary of State - Chapter 87, Statutes of 2015.

Summary: Current law prohibits the suspension, or recommendation for expulsion, of a pupil from school unless the superintendent of the school district or the principal of the school determines that the pupil has committed any of various specified acts, including, but not limited to, engaging in an act of bullying by means of an electronic act. This bill would for purposes of pupil suspension or recommendation for expulsion from a school, define "electronic act" as either the creation or transmission of that communication, as specified.

AB 918 (Stone, Mark D) Seclusion and restraint: developmental services: health facilities. Status: 9/28/2015-Chaptered by Secretary of State - Chapter 340, Statutes of 2015.

Summary: Would require the State Department of Developmental Services to ensure the consistent, timely, and public reporting of data it receives from regional centers and other specified facilities regarding the use of physical or chemical restraint and to publish that information on its Internet Web site. This bill contains other related provisions and other existing laws.



AB 1369 (Frazier D) Special education: dyslexia. Status: 10/8/2015-Chaptered by Secretary of State - Chapter 647, Statutes of 2015.

Summary: Would require the Superintendent of Public Instruction to develop, and to complete in time for use no later than the beginning of the 2017-18 academic year, program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services, as defined, to pupils with dyslexia. This bill contains other related provisions and other existing laws.

SB 11 (Beall D) Peace officer training: mental health. Status: 10/3/2015-Chaptered by Secretary of State - Chapter 468, Statutes of 2015.

Summary: Would require POST to review the training module relating to persons with a mental illness, intellectual disability, or substance abuse disorder in its basic training course, and develop additional training to better prepare law enforcement officers to recognize, deescalate, and appropriately respond to persons with mental illness, intellectual disability, or substance use disorders. This bill contains other related provisions.

SB 29 (Beall D) Peace officer training: mental health. Status: 10/3/2015-Chaptered by Secretary of State - Chapter 469, Statutes of 2015.

Summary: Would require POST to require field training officers who are instructors for the field training program to have at least 8 hours of crisis intervention behavioral health training, as specified. The bill would also require POST to require as part of its existing field training officer course, at least 4 hours of training relating to competencies of the field training program and police training program that addresses how to interact with persons with mental illness or intellectual disability, to be completed as specified

SB 589 (Block D) Voting: voter registration: individuals with disabilities and conservatees. Status: 10/10/2015-Chaptered by Secretary of State - Chapter 736, Statutes of 2015.

Summary: Would authorize an individual with a disability who is otherwise qualified to vote to complete an affidavit of registration with reasonable accommodations as needed. The bill would also authorize an individual with a disability who is under a conservatorship to be registered to vote if he or she has not been disqualified from voting. The bill would authorize an affiant who is an individual with a disability to complete the affidavit of registration with reasonable accommodations as needed.



Centers for Medicaid/Medicare Services (CMS)-“New Final Rule”–.

In response to the changing demographic and needs of the IDD population, in addition to the need to be in compliance with the *Americans with Disabilities Act (ADA)* and the *Olmsted Act* CMS made some changes. Living and Employment -settings funded through CMS' Home and Community Based Services (HCBS) must meet the ' Final Rule. This rule requires two basic things of an employment setting for people with i/DD: 1) that services be individually tailored through a person-centered planning process; 2) that all settings where services are provided are integrated into the greater community.

CMS – State Waivers

The Centers for Medicare and Medicaid services provide important federal funding to the California developmental disabilities service system. For every dollar the state of California spends on support programs for people with intellectual/developmental disabilities, the federal government through CMS provides a matching dollar. Without this federal match funds for developmental disabilities service system would be cut in half .in California. California's Lanterman Act requires the state to provide services to anyone identified as having an intellectual or developmental disability before the age of 21. The Lanterman Act also established permanent a state funding stream for programs and services serving the I/DD community. California only receives a 47% match from CMS in federal funds for support services due to this state funding stream.

In the past, Institutionalization was the only system of care provided for people with intellectual and developmental disabilities (I/DD). The Centers for Medicare/Medicaid services change its system to a more community integrated approach. CMS allowed states to be exempt from institutionalization rules by issuing the 1915 C waiver¹¹. These waivers come with federal funding/money. The 1915i waiver is a state plan amendment allowing the state to provide some support services without having to meet the institutionalized level of care previously established by CMS regulations. California can select the services it chooses provided to the I/DD community but it must be provided to all individuals needing services California has submitted the 1915i waiver –state plan amendment application to CMS and now is waiting for approval. The “CMS New Final”

¹¹ The 1915(c) waivers are available to states to allow the provision of long term care services in home and community based settings under the Medicaid Program. States can offer a variety of services under an HCBS Waiver program. Programs can provide a combination of standard medical services and non-medical services. Standard services include but are not limited to: case management (i.e. supports and service coordination), homemaker, home health aide, personal care, adult day health services, habilitation (both day and residential), and respite care. States can also propose "other" types of services that may assist in diverting and/or transitioning individuals from institutional settings into their homes and community. www.medicaid.gov/medicaid-chip-program-information/by-topics/waivers/home-and-community-based-1915-c-waivers.html



rule outlines the type setting of services should be provided in, emphasizing an integrated setting including employment support services.

I/DD Agency Day and Employment Spending by Setting (In the Thousands of Dollars) California I

	2010	2011	2012	2013
Total	774,758	803,822	842,203	898,664
Funding for All I/DD Agency Services				
Integrated Employment Funding	82,464	85,596	86,214	87,718
Facility base work funding	58,152	56,247	56,326	57,097
Facility Base Non-work Funding	0	0	0	0
Community-Based Non-work Funding	634,139	663,979	699,663	753,849

Source: National Survey of State Intellectual and Developmental Disabilities Agencies Day and Employment Services 2014



Young Adults Preparation for Employment

The Department of Rehabilitation is a crucial partner in providing employment supports to the I/DD community in California. Young Adults with I/DD seeking employment face many challenges transitioning into the workforce, DOR's vocational rehabilitation services' aim to ease the transition. This population encompasses a complex demographic group. The difference in hiring percentage between individuals any of disability compared to those individuals with intellectual and developmental disabilities is striking. Difference in annual salary between these 2 groups is equally significant, although with a slight improvement in recent years. The chart below helps illustrate the the earning disparity between those with cognitive disabilities versus those with any other type of disability.

American Community Survey, Young Adults Ages 16 – 21

Total	2010	2011	2012	2013
No disability	3,244,252	3,216,944	3,208,127	3,125,564
All disabilities	141,142	144,469	140,401	150,137
Cognitive Disabilities	91,499	93,323	92,152	99,858
Percentage Employed				
No disability	31%	30%	31%	32%
All disabilities	19%	18%	18%	20%
Cognitive Disabilities	14%	13%	14%	14%
Mean annual earnings (\$2013 dollars)				
No disability	\$8694	\$8187	\$7915 do	8144
All disabilities	\$5977	\$5898	\$5926	6233
Cognitive disability	\$5464	\$4093	\$5231	6149
Mean weekly work hours				
No disability	25	25	25	25
All disabilities	22	22	21	23
Cognitive disability	22	20	19	22

Source: Trends in Employment Outcomes of Young Adults with Intellectual and Developmental Disabilities, 2006 – 2013 Institute for Community and Inclusion University of Massachusetts Boston October 2015



Department of Rehabilitation – Vocational Services for People with Disabilities – Impact of WIOA

The Department of Rehabilitation (DOR) has historically provided services to youth transitioning from the school environment to higher education and to the workforce. The Workforce Innovation and Opportunity Act (WIOA), which amends the Rehabilitation Act of 1973, advances the President's commitment to job driven training and establishes a priority to support students with disabilities. DOR is introducing new services for students with disabilities and making existing services available to students with disabilities including:

- Early Work Experience;
- Summer Vocational Programs; and
- Self-Advocacy Training

Background

Most of the changes made by WIOA became effective immediately upon the President's signature. WIOA makes significant changes to vocational rehabilitation programs. WIOA establishes a priority for Pre-Employment Transition Services (PETS) to students with disabilities. WIOA requires the DOR to spend 15 percent of its federal vocational rehabilitation grant funds on PETS. DOR is required to provide the following PETS:

1. Job exploration counseling
2. Work-based learning experiences
3. Counseling related to post-secondary opportunities
4. Workplace readiness training
5. Self-advocacy training

Early Work Experience

Based on stakeholder and staff input and published research, DOR has determined that our first priority will be providing maximum opportunities for students with disabilities to receive work experience in high school. DOR proposes to implement these increases by expanding existing programs and implementing new programs.

The DOR is:

(1) Increasing the number and scale of high school Transition Partnership Programs (TPPs) throughout the state. TPPs are third party cooperative agreements with local education agencies that provide for work based learning, work experience, and final job placement. Currently, TPPs serve over 17,000 students annually. Under this expanded

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program, DOR will serve additional students. The DOR is currently amending existing TPP contracts to ensure compliance with PETS requirements.

(2) Provide work experience to students in high schools that do not have a TPP. The DOR will be conducting district needs assessments and reaching out to underserved high school districts to explore enhanced work experience opportunities for students.

DOR will provide funding for work experience either under contract with a Local Education Agency, also known as an LEA, or through individual authorizations for students. Under this model, the LEA would be the employer of record and DOR would fund the student wages and staff support.

Summer Vocational Programs

We heard strong community support for summer employment activities, such as summer boot camps. Our current vision is to fund non-residential summer programs that would be one to two weeks in duration and provided by LEAs, Community Rehabilitation Programs, or Independent Living Centers. These programs will offer many benefits – including real world work experience, money management skills, and a sense of responsibility and independence. The curriculum will include some or all Pre-Employment Transition Services such as:

- Job Exploration – including identifying community career opportunities and developing the understanding of the skill sets necessary to be successful in those professions.
- Workplace Readiness Training – including developing work ready skills and interpersonal skills.
- Work based learning experience – including work experiences and internships in integrated settings.

DOR will also consider funding pilot residential programs whereby students come together from across the state to receive services at a facility that provides residential supports. This model had considerable support by the Blind Advisory Council and the Deaf and Hard of Hearing Advisory Council.

Both the residential and non-residential models of summer vocational program would provide students with peer and mentor support and help students develop networking relationships for the future.



Self-Advocacy Training

DOR will establish self-advocacy training pilots. Students with disabilities have a broad range of supports in the school environment to accommodate their needs and facilitate their success in school. Many of those supports will not be available to them after they transition to higher education and the working world. Students need skills to recognize and address academic, independent living, and vocational barriers prior to their exit from high school. Self-Advocacy training gives students those skills.

Through self-advocacy training, students will learn to know themselves, identifying their strengths and challenges. Students will understand what they want, developing a vision for their future, learning their rights and responsibilities and finding resources. Students will learn how to get what they want, seeking accommodations, learning good communication skills, making decisions, solving problems and developing support networks.

Assessment, Modification and Expansion of PETS

This is just the beginning of DOR changes in response to WIOA's emphasis on youth with disabilities. DOR will be measuring the effectiveness of our initial implementation activities. We will continue to expand those activities that are successful and modify others to improve effectiveness. DOR will continue to collect stakeholder input as we progress, in our regular advisory meetings as well as in WIOA- specific communications.



People served by DOR Services

Number of Individuals Served by DOR Services and Programs

Department of Rehabilitation Services linked to Competitive Integrated Employment (Figure 3)¹²

Year	Total Consumers Served*	Assistive Technology	Counseling & Related Services	Family Services	IL and Life Skills Training	Information & Referral (I&R) Services	Peer Counseling Services	Personal Assistance Services	Preventative Services	Transportation Services	Youth Services (14-24)	Vocational Services
12/13	22,860	5,426	319	246	14,054	80,459	10,625	3,700	1,867	3,401	1,096	1,976
13/14	23,961	5,236	674	1,395	8,427	64,115	5,374	2,273	969	1,374	791	1,508
14/15	22,446	4,809	5,118	658	8,685	69,561	7,560	2,033	2,927	1,131	1,435	1,718

*These totals represent unduplicated consumers served. The following categories will may have duplicated consumer counts as most consumers receive multiple services

** Some DOR service categories are omitted. Figure 3 shows services linked to CIE. Total customer served includes all categories.

All DOR Services and Programs*(Figure 4)¹³

Fiscal Year	Total Consumers Served
12/13	22,860
13/14	23,961
14/15	22,446

Employment Outcomes		
Fiscal Year	2015-2014	2014-2013
People Served by Supported Employment Programs	7,053	6,570
People Served Transition Partnership Programs	11,389	10,872
Independent Living Program	22,446	23961
Successful Employment Outcomes	13,214	

¹² Department of Rehabilitation External Affairs Public Information Request April 8, 2016 Please See Appendix C - for the complete information

¹³ Ibid



An Analysis of WIOA the Impact on Support Services for I/DD Community and People with Disabilities

The President signed the Workforce Innovation and Opportunity Act (WIOA) in July 2014, which replaces the Workforce Investment Act of 1998 made significant changes to supported employment in California.

The new federal law aims to assist states in providing supported employment services for individuals with the most significant disabilities, including youth, "with supported employment programs" now defined as: "supported competitive integrated employment programs". Employment programs which continue in segregated environments and pay sub minimum wage will need to phase out or adjust to the new WIOA standard. States receiving funds must use half on supported employment services including extended services to youth, before WIOA there was no such requirement. Individuals may now receive supported employment services for up to 24 months but it may be extended under special circumstances, this increases the number of months a person with I/DD can receive services.

The term "competitive integrated employment" means work that is performed on a full-time or part-time basis, including self-employment. Wages for people with I/DD are not to be less than the customary rate paid by the employer for the same or similar performed by other employees who are not individuals with disabilities. We all uses the fair labor standards act of 1938 (29 U.S.C.206(a)(1) to set minimum wage standards for competitive integrated employment. Individuals who are self-employed and earn an income that is comparable to the income received by other individuals were not individuals with disabilities and who are self-employed in similar occupations and have similar training experience and skills are eligible to receive the same level of benefits provided to other.

The Workforce Investment Act of 1998 has no regulations on sub minimum wage and no provision regarding students with disabilities. The current needs assessment tools do not address transition needs. WIOA will prohibit sub-minimum wage for individuals age 24 or younger. As of July 22, 2016 an individual already employed at a sub minimum wage by a certified employer must receive pre-employment transition services, career counseling, and information and referrals to ensure the individual with I/DD is able to obtain competitive integrated employment. Employers may not continue to employ an individual regardless of age in a sub minimum wage placement. Included in the law, there is a provision impacting state agencies that provide supported employment services.. They must provide career counseling and information and referrals to federal and state programs and other resources that offer employment related services and supports



WIOA aims at changing the national workforce. With that in mind, the new federal law outlines distinct services to youth. Specifically, students with disabilities with a special emphasis on supported employment transition services. It requires the state plan for supported services to include strategies for coordination with employers on transition services for youth and students with disabilities. It requires the state plan to include a "Services for Students with Disabilities" section which describes the strategies to address the needs, of the needs assessment for students with disabilities

WIOA includes a new rehab act section, Pre-employment Transition Services, (PETS).DOR is required to provide the following five activities to students with disabilities (16 to 21-year-olds) who qualify for vocational rehab services:

- 1) Job exploration counseling
- 2) Work-based learning opportunities
- 3) Counseling on postsecondary educational opportunities
- 4) Work place readiness training
- 5) Instruction and self-advocacy

A 15% "set aside fund" is required. It requires all states to use at least 15% of federal money to use in pre-employment transition services. Each local office must use " the set aside funds" to help in transition coordination efforts. Transition and coordination efforts are described as:

- 1) Attend IEP meetings for students with disabilities when invited
- 2) Work with local work with local workforce development ports, one-stop centers, and employers to develop work opportunities for students with disabilities
- 3) Work with schools, to coordinate and guarantee the provision of pre-employment transition services
- 4) Attend person centered planning meetings services

The state of California can use federal funds from the vocational rehabilitation services grant to educate and provide services to employers who hire are interested in hiring people with disabilities. These services include:

- 1) Providing training and technical assistance on compliance with the Americans with Disabilities Act, other employment related laws, and disability awareness,
- 2) Working with employers to provide work-based learning opportunities, recruiting qualified individuals with disabilities, training employees who are individuals with disabilities, and promoting awareness of disability-related obstacles to continued employment,



3) Providing consultation, technical assistance, and support to employers on accommodations, assistive technology, and workplace access to enable employers to recruit, job match, hire, and retain qualified individuals with disabilities who receive VR services,

4) Assist employers with utilizing available support for hiring or accommodating individuals with disabilities.

To implement these services changes WIOA has a federal budget of 3.3 million per year from 2015 to 2020



WIOA Side-By-Side Comparison - Before and After WIOA

Before WIOA

After WIOA

Supported Employment

<u>Before WIOA</u>	<u>After WIOA</u>
<p>3.1 (Public Law 621; USC 795g) Purpose of Subtitle G (Employment Opportunities for Individuals with Disabilities) was to assist states in providing supported employment services for individuals with the most significant disabilities to achieve the employment outcome of supported employment</p>	<p>3.1 (WIOA 461) Changes purpose of Subtitle G to assist states in providing supported employment services for individuals with the most significant disabilities, including youth, to achieve the employment outcome of supported employment in competitive integrated employment.</p>
<p>3.2 (Public Law 625; USC 795K) Administration costs were limited to five percent or less of the allotment</p>	<p>3.2 (WIOA 461) Administration costs limited to 2.5% of the allotment.</p>
<p>3.3 No previous requirement to spend half of subtitle G allotment on youth.</p>	<p>3.3 (WIOA 461) States receiving funds under Subtitle G must use half of the allotment for provision of supported employment services, including extended services to youth.</p>
<p>3.4 Supported Employment (Public Law 7, USC 705(35)) - Supported employment services not to exceed 18 months, unless special circumstances existed.</p>	<p>Supported Employment - 3.4 (WIOA 404) Individuals may now receive supported employment services for up to 24 months, but it may be extended under special circumstances.</p>
<p>3.6 Definitions: Competitive Employment and Integrated Setting (34 C.F.R. 361.5(b)(11); (33) Competitive employment means work - i. In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and ii. for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. Integrated setting, - i. With respect to the provision of services, means a setting typically found in the community in which applicants or eligible individuals interact with non-disabled individuals other than non-disabled individuals who are providing services to those applicants or eligible individuals; ii. With respect to an employment outcome, means a setting typically found in the community in which applicants or eligible individuals interact with non-disabled individuals, other than non-disabled individuals who are providing services to those applicants or eligible individuals, to the same extent that non-disabled individuals in comparable positions interact with other persons.</p>	<p>Definition: Competitive Integrated Employment 3.6 (WIOA 404) The term "competitive integrated employment" means work that is performed on a full-time or part-time basis (including self-employment) -which an individual - i. is compensated at a rate that - I. (aa) shall be not less than the higher of the rate specified in section 6 (a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206 (a)(1) or the rate specified in the applicable state or local minimum wage law; and (bb) is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; or II. in the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and</p>



	<p>ii. is eligible for the level of benefits provided to other employees;</p> <p>B. that is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons; and that, as appropriate, present opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.</p>
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Sub minimum wage

<u>Before WIOA</u>	<u>After WIOA</u>
<p><u>4.1 No provision on subminimum wage</u></p>	<p><u>4.1 (WIOA 458)</u> Section 511 will prohibit sub-minimum wage for individuals aged 24 or younger, unless: 1) the individual is, as of July 22, 2016, already employed at sub-minimum wage by a certified employer; or 2) the individual has received pre-employment transition services, career counseling, and information and referrals designed to enable the individual to obtain competitive integrated employment and the individual either I) applied for vocational rehabilitation services and was found ineligible or II) individual determined eligible, has an IPE, individual is working toward an employment outcome and received appropriate supports and services including supported employment services for a reasonable period of time, without success, resulting in case closure, and individual has been provided career counseling and information and referrals to federal and state programs to help the individual discover, experience and attain competitive integrated employment, and the counseling and information was not for employment at subminimum wage Effective Date: July 22, 2016.</p>
<p><u>4.2 No provision on subminimum wage.</u></p>	<p><u>4.2 (WIOA 458)</u> Employer may not continue to employ an individual, regardless of age, in a subminimum wage placement, unless, twice during the first year of placement and annually thereafter: (1) the designated state unit provides career counseling and information and referrals to Federal and state programs and other resources that offer employment related services and supports and (2) the employer informs the individual of self-advocacy, self-determination, and peer mentoring training opportunities available in the individual's geographic area.</p>



Distinct Services to Youth

<p><u>2.1 State Plan-</u> No section regarding Students with Disabilities and the Statewide Needs Assessment did not need to address transition needs</p>	<p><u>State Plan 2.1 (WIOA 412)</u> (1) In state plan, must provide assurance that state will report on number of students with disability who are receiving pre-employment transition services (2) Plan must also include strategies for coordination with employers on transition services for youth and students with disabilities. (3) State plan shall include results of the comprehensive statewide needs assessment, which shall include the transition needs of both youth with disabilities and students with disabilities. (4) State Plan shall contain a separate assessment of the needs individuals with disabilities for transition and pre-employment transition services. (5) State Plan shall identify strategies for methods used to improve/expand VR services for students with disabilities. (6) State Plan must now include a section entitled "Services for Students with Disabilities" which describes the strategies to address the needs of the needs assessment and providing pre-employment transition services. (7) New construction clause stating that nothing in this part shall be construed to reduce the obligation under IDEA for local educational agencies to provide/pay for transition services that are required to ensure a FAPE (Free Appropriate Public Education.)</p>
<p><u>2.2 IPE -</u> Transition services were not a mandatory component.</p>	<p><u>IPE 2.2 (WIOA 413)</u> IPE must include specific transition services if the eligible individual is a student.</p>
<p><u>2.3 Definition of Student and Youth with a Disability -</u> undefined in previous Rehabilitation Act.</p>	<p><u>Definition of Student and Youth with a Disability 2.3 (WIOA 404)</u> Two new definitions:(1) Student with a disability = 16 to 21 who is eligible for and receiving IDEA services or is an individual with a disability for purposes of section 504. (2) Youth with a disability = 14 to 24. Pre-employment transition services must be provided only to "students with a disability."</p>
<p><u>2.4 Pre-Employment Transition Services (PETS) -</u> N/A. New term under WIOA.</p>	<p><u>Pre-Employment Transition Services (PETS) - 2.4 (WIOA 422)</u> Per new Rehab Act Section, DOR is required to provide the following 5 activities to students with disabilities (16 to 21 year-olds) who are eligible or potentially eligible for VR services: (1) job exploration counseling, (2) work-based learning opportunities, (3) counseling on post-secondary educational opportunities (4) workplace readiness training, & (5) instruction in self-advocacy. DOR is authorized, but not required to provide the 9 activities, specifically identified in the Act.</p>
<p><u>2.6 15% set aside -</u> <u>N/A. New requirement under WIOA.</u></p>	<p><u>15% set aside - 2.6 (WIOA 419)</u> Requires all states to use at least 15% of section 110 state allotments for provision of pre-employment transition services. The 15% cannot be used to pay for administrative costs of providing the pre-employment transition services.</p>
<p><u>2.7 Transition Coordination -</u> <u>N/A. New section under WIOA.</u></p>	<p><u>Transition Coordination - 2.7 (WIOA 422)</u> Each local office of a DSE must: (1) attend IEP meetings for students with disabilities when invited, (2) work with local workforce development boards, One-Stop centers, and employers to develop work opportunities for students with disabilities, (3) work with schools, to coordinate and</p>

	<p>guarantee the provision of pre-employment transitions services (4) attend person-centered planning meetings for individuals receiving services under Title 19 of Social Security Act, when invited.</p>
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Funding

<u>Before WIOA</u>	<u>After WIOA</u>
<p><u>8.1 (Public Law 304 and 305, 29 U.S.C. 774 and 775)</u> Established programs and grant funding, including, but not limited to: Projects with Industry; Migrant and Seasonal Farmworkers and Recreational Programs; and In-Service</p>	<p><u>8.1 (WIOA 443)</u> Eliminates 15 programs, including the following that under the Rehabilitation Act as amended: Projects with Industry; Recreation Programs Migrant and Seasonal Farmworkers Program and In-Service Training.</p>
<p><u>8.2 (Public Law 100(b)(1), 29 U.S.C. 720(b)(1))</u> Authorized such sums as may be necessary for fiscal years 1999 through 2003 to assist states in costs associated vocational rehabilitation services provided for in State Plans.</p>	<p><u>8.2 (WIOA 411)</u> Authorizes \$3.3 billion for each fiscal year 2015 through 2020</p>

Services to Employers and Employees Year Engagement

<u>Before WIOA</u>	<u>After WIOA</u>
<p><u>Training and Services to Employers - 10.1 (Public Law 109, 29 U.S.C. 728a)</u> State could choose to expend federal funds received from the VR Services grant to (1) carry out a program to train employers on compliance with Title I of the Americans with Disabilities Act, and (2) inform employers of the existence of this training program.</p>	<p><u>Training and Services to Employers - 10.1 (WIOA 418)</u> State can choose to expend federal funds received from the VR Services grant to educate and provide services to employers who have hired or are interested in hiring individuals with disabilities who are receiving VR services, including but not limited to: (1) providing training and technical assistance on compliance with the Americans with Disabilities Act, other employment related laws, and disability awareness, (2) working with employers to provide work-based learning opportunities, recruiting qualified individuals with disabilities, training employees who are individuals with disabilities, and promoting awareness of disability-related obstacles to continued employment, (3) providing consultation, technical assistance, and support to employers on accommodations, assistive technology, and workplace access to enable employers to recruit, job match, hire, and retain qualified individuals with disabilities who receive VR services, and (4) assist employers with utilizing available support for hiring or accommodating individuals with disabilities.</p>
<p><u>Local Workforce Board Employer Engagement - 10.2 No provision for requiring local workforce board to engage with employers.</u></p>	<p><u>Local Workforce Board Employer Engagement - 10.2 (WIOA 107)</u> Requires the local workforce board to lead efforts to engage with a diverse range of employers and entities in their region to (1) promote business representation on the local board, (2) develop effective linkages with employers in the region, (3) ensure that workforce investment activities meet the needs of local employers,</p>



	<p>and (4) develop and implement proven or promising strategies for meeting employment and skill needs of workers and employers in the region.</p>
<p><u>Effectiveness in Serving Employers</u> 10.3 No performance measure evaluating effectiveness in serving employers.</p>	<p><u>Effectiveness in Serving Employers</u> <u>10.3 (WIOA 116)</u> New performance measure evaluating each of the core programs effectiveness in serving employers. The Secretaries of Labor and Education will jointly develop and establish one or more primary indicators of performance that indicate the effectiveness of the core programs in serving employers before June 30, 2016.</p>
<p><u>Job Driven Training</u> 10.4 No provision</p>	<p><u>Job- Driven Training</u> <u>10.4</u></p> <p>In his 2014 State of the Union address, President Obama asked Vice President Biden to "lead an across-the-board reform of America's training programs to make sure they have one mission: train Americans with the skills employers need, and match them to good jobs that need to be filled right now." The review resulted in a report titled, "Ready to Work: Job-Driven Training and American Opportunity" released the same day that President Obama signed WIOA.</p> <p>The Report defines a Job-Driven program as one that is, "responsive to the needs of the employers in order to effectively place ready-to-work Americans in jobs that are available now or train them in the skills needed for better jobs." The Report contained a seven-point checklist for Job-Driven Training to help guide administrative reforms.</p> <p>Although WIOA and the Job-Driven Report developed separately, WIOA furthers several of the goals identified in the Report and, in addition, the Secretaries of Education, Labor, and Commerce have committed to integrating the elements in the Job-Driven Training checklist into competitive and formula grants and considering the elements of the checklist while implementing WIOA</p>



The Federal Vision for the Workforce System the Initial Implementation of the Workforce Innovation and Opportunity Act

The Workforce Innovation Opportunity Act (WIOA) helps job seekers access the where the ¹⁴services they need to succeed in employment. It also helps match employers with the skilled workers they're looking for. Notably, the law includes a specific focus on increasing employment opportunities for people with disabilities, and sets out a number of provisions to facilitate doing so.

One of these is the formation of an [Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities](#)¹⁵ The purpose of this committee is to make recommendations on ways to increase opportunities for competitive integrated employment for individuals with disabilities. This includes recommendations on the use of, and ways to improve oversight of, the certificate program under section 14(c).

Department Labor Recommendations: Revitalizing the workforce systems and the Initial Implementation of WIOA¹⁶

WIOA, which supersedes the Workforce Investment Act of 1998, presents an extraordinary opportunity to improve job and career options for our nation's workers and jobseekers through an integrated, job-driven public workforce system that links diverse talent to businesses. It supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work.

This revitalized workforce system will be characterized by three critical hallmarks of excellence:

- The needs of business and workers drive workforce solutions;
- One-Stop Centers (or American Job Centers) provide excellent customer service to jobseekers and employers and focus on continuous improvement; and
- The workforce system supports strong regional economies and plays an active role in community and workforce development.

¹⁶ Employment and Training Administration Advisory System U.S Department of Labor- Advisory: Training and Employment Letter No.19-14



Across the system, continuous improvement is supported through evaluation, accountability, identification of best practices, and data driven decision making.

a. The Needs of Businesses and Workers Drive Workforce Solutions: Businesses inform and guide the workforce system and access skilled talent as they shape regional workforce investments and build a pipeline of skilled workers. This engagement includes leadership in the workforce system and active participation in the development and provision of education and training, work-based learning, career pathways, and industry sector partnerships. Jobseekers and workers, including those individuals with barriers to employment, such as individuals with disabilities, as defined by WIOA, have the information and guidance to make informed decisions about training and careers, as well as access to the education, training and support services they need to compete in current and future labor markets.

b. One-Stop Centers (American Job Centers or AJCs) Provide Excellent Customer Service to Jobseekers, Workers and Employers and Focus on Continuous Improvement: One-Stop Centers and partners provide jobseekers, including individuals with barriers to employment, such as individuals with disabilities, with the skills and credentials necessary to secure and advance in employment with family-sustaining wages. Additionally, AJCs enable employers to easily identify and hire skilled workers and access other supports, including education and training for their current workforce. Further, rigorous evaluations support continuous improvement of AJCs by identifying which strategies work better for different populations; states, local areas, and training providers remain accountable for performance; high-quality, integrated data informs policy maker, employer and jobseeker decision making; and training providers are accountable for performance using the data and evidence.

c. The Workforce System Supports Strong Regional Economies: Meeting workforce needs is critical to economic growth. State and local workforce development boards—in partnership with workforce, economic development, education, and social service organizations at the state, regional and local levels—align education and training investments to regional civic and economic growth strategies, ensuring that all jobseekers and businesses can access pathways to prosperity.



Implementing WIOA: Realizing the Vision.

State and local workforce system leaders should take immediate action to achieve the vision of modernizing the workforce system and ensuring it operates as a comprehensive, integrated and streamlined system that expands opportunities for all workers and businesses.

Key WIOA operational and governing principles for States:

a. States align programs and ensure integrated services through a unified strategic plan and shared governance. Every state collaborates across the core programs (Adult, Dislocated Worker and Youth, Wagner-Peyser, Adult Education and Vocational Rehabilitation) to create a single unified and integrated strategic state plan. States govern the core programs as one system, assessing strategic needs and aligning them with service strategies to ensure the workforce system meets employment and skill needs of all workers and employers. States also collaborate with One-Stop partner programs and other partners at the state and local levels to produce Combined WIOA plans. States use the certification process and competition to help achieve this vision and ensure continuous improvement.

b. Workforce boards focus on strategy. *As strategic leaders, state and local workforce boards, in partnership with governors and chief elected officials, facilitate public private partnerships; support sector strategies and career pathways that advance opportunities for all workers and jobseekers, including low-skilled adults, youth, and individuals with disabilities; foster innovation; and ensure streamlined operations and service delivery excellence.*

c. States and local areas align workforce programs with regional economic development strategies. Local boards, program leaders, and elected officials share a common vision and design and govern the system regionally; create unified regional and local plans integrating education, training, support services, and other workforce services across the core programs; align workforce policies and services with regional economies; and support sector strategies tailored to their needs.

d. The One-Stop Center network and partner programs are organized to provide high quality services to individuals and employers. State and local boards, One-Stop Center operators and partners must increase coordination of programs and resources to support a comprehensive system that seamlessly provides integrated services that are accessible to all jobseekers, workers, and businesses.

e. States and local areas promote accountability and transparency, and data drives decisions and informs customer choice. State and local leaders ensure



investments in employment, education and training programs are evidence-based and data-driven, and programs are accountable to participants and taxpayers. This includes evaluating approaches and aligning performance accountability and data systems to support program management, facilitate common case management systems, and inform policy.

State and local areas provide robust, validated data to inform strategy, operations, and evaluations. Information technology systems are designed to reduce burden and present integrated information to support services, inform customer choice and guide strategy development. Technological strategies for improving the quality of services are adopted, including advances in digital literacy skills and models for accelerating skill acquisition and credential attainment of jobseekers.

WIOA –US Department of Labor Recommendations

Below are recommended actions workforce system leaders and partners are strongly encouraged to take now to move toward full implementation of the law. The list is not exhaustive, and each state and local area should fully assess its own situation and requirements and determine the activities it will need to undertake to support a full and effective transition.

- **Identify and allocate funding for transitional activities.** TEGL 12-14, Allowable Uses and Funding Limits of Workforce Investment Act Program Year (PY) 2014 funds for Workforce Innovation and Opportunity Act (WIOA) Transitional Activities explains that states and locals may use up to two percent of the WIA's Fiscal Year 2014 Youth, Adult, and Dislocated Worker formula funds to transition to WIOA.
- **Build new, and strengthen existing, partnerships.** WIOA requires states and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through unified state plans and combined state plans. These plans should include statutorily specified additional partners in the planning process; establish a set of system performance measures that apply to all core programs; strengthen linkages between a myriad of complementary programs within the One-Stop Center system; require co-location of employment services in One-Stop Centers; add One-Stop Center partners, such as Temporary Assistance for Needy Families (TANF) and the Jobs for Veterans State Grants (JVSG) programs; enhance the role of apprenticeship; clarify partner programs support for system infrastructure costs and other common costs; and ask the system to work regionally and across local workforce development areas.



Additionally, successful implementation of many of the approaches called for within WIOA, such as career pathways and sector strategies, require robust relationships across programs and with businesses, economic development, education and training institutions, including community colleges and career and technical education local entities and supportive service agencies. As workforce system leaders step back and explore their approach for moving toward the WIOA vision, robust partnerships will be required to successfully enable our dual customers—jobseekers and employers—to drive solutions, to ensure these customers receive excellent services, and to effectively support economic regions.

Recommended Actions

Engage with core programs and other partners to begin strategic planning. Local and state leaders should engage in strategic planning and find new ways to align core and other key programs, such as Registered Apprenticeship, Job Corps, JVSG, TANF, Perkins Career and Technical Education programs, Unemployment Insurance, and required partners under the Act. It is vital to understand the new unified and combined state plan requirements, and assess whether the right partners are at the table, and are participating fully as equal partners in the design and coordination of the programs and services within the workforce system. Strategic planning should include concrete goals as well as a vision of success: how the workforce system should ideally function in each state to best meet WIOA goals. We encourage local and state leaders to include state economic development staff and alignment of workforce and economic development goals.

Reassess One-Stop delivery system. With WIOA partners, reassess the One-Stop delivery system and what is needed to achieve seamless service delivery models that place the customer at the center of how programs are designed and delivered. Consider operations, such as “bricks and mortar” and information technology infrastructures in light of new requirements: core and mandatory One-Stop Center partners; co-location of Wagner-Peyser employment services; procedures and policies to transition to selecting One-Stop Center operators through competitive procurement; a Memoranda of Understanding to address One-Stop Center infrastructure funding; physical and programmatic accessibility requirements; and the vision of WIOA and state established goals. These actions will better position states and local workforce development areas to better tailor the state’s plan for infrastructure funding and certification of One-Stop Centers.

Develop plans to ensure workforce investment boards become WIOA compliant. State and local boards must meet the new membership requirements and be able to carry out new functions by July 1, 2015. Chief elected officers should review the new



requirements to reconstitute and certify boards. While a business majority is required by WIOA and must be maintained for the transition period of July 22, 2014 through June 30, 2015, suggested strategies may be employed to bring board membership into compliance by July 1, 2015, such as establishing standing committees and transition board members. When establishing standing committees, we strongly encourage focusing on serving youth, low skilled adults, Indians and Native Americans, individuals with disabilities and other relevant priorities for the local area. Also, local areas can reach out to the state to signal interest in initial designation or re-designation that may result in a new area.

Develop transition plans. Transition to WIOA and realizing its vision is complex, and will require substantial activities leading up to July 1, 2015 and after. DOL encourages states and local areas to develop transition plans that will allow for transition preparation and tracking of transition and implementation progress and use these to guide implementation of new WIOA requirements. Also, consider customer impacts, such as how current WIA participants are impacted in WIOA transition.

Assess state laws. It is important to review state legislation and identify areas that may conflict with WIOA to develop plans and strategies that resolve these conflicts. When state and federal laws conflict, federal laws take precedence.

Review Eligible Training Provider processes. Review Eligible Training Provider List processes and assess how they need to be updated to reflect new eligibility criteria. Examples include: adding new procedures for the inclusion of Registered Apprenticeship programs; taking into account the need to ensure access to training throughout the state, including rural areas; and ensuring the ability of providers to provide training to individuals who are employed and individuals with barriers to employment. States must also take steps to ensure that their programs in a position to provide required outcomes information for individuals serve eligible training providers by July 1, 2015.



WIOA –California’s Competitive Integrate Employment (CIE) Blueprint¹⁷

The California Department of Education (CDE) Department of Rehabilitation (DOR) and DDS have worked together to create a proactive interagency plan to increase opportunities for individuals with ID/DD to prepare for and engage in CIE, and to reduce reliance upon subminimum wage jobs and segregated work settings. The California CIE Blueprint for will be used to create capacity of the service delivery system to support the achievement of CIE for individuals with ID/DD. The Rehabilitation Act of 1973, amended by the WIOA, seeks to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society. Each person’s maximum employment potential and employment goals will be defined through the person-centered planning process. For each individual in CIE, his or her person-centered plan, if so chosen, will include services in settings that are integrated in and support full access to the greater community (HCBS settings rule).

The Blueprint will be implemented over a five-year period .The Blueprint will build capacity and stimulate policy change in California state systems and local communities to increase the number of individuals with ID/DD in CIE.

The development of the “Blueprint” affords the departments the opportunity to collaborate to further their goals to provide equal opportunities for individuals with ID/DD. The Blueprint is consistent with state and federal law including the U.S. and California Constitutions regarding equality, the State’s Employment First Policy, the Lanterman Developmental Disabilities Services Act (“Lanterman Act”), the Americans with Disabilities Act, Individuals with Disabilities Education Act (IDEA), and the Supreme Court decision in *Olmstead v. L.C.* It will also meet the new federal requirements enacted in the WIOA, and the Centers for Medicare and Medicaid Services (CMS) Guidance for community based services.¹⁸

The objectives, strategies, and actions within the goals of the Blueprint focus on the following five fundamental career development pathways to CIE: transition services, adult pathways to employment, post-secondary school activities, supported employment services, customized employment and other employment support options, and business partner engagement.

¹⁷ [http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)

¹⁸ Section 3 of the Blueprint discusses some of these in greater detail.



The Goals of the Blueprint are to:

- Improve collaboration and coordination between the three departments to prepare and support all individuals with ID/DD who choose CIE.
- Build system capacity to increase opportunities for individuals with ID/DD who choose CIE to prepare for and participate in the California workforce development system and achieve CIE.
- Increase the ability of individuals with ID/DD to make informed choices, adequately prepare for, transition to, and engage in CIE.

Background

In December 2014, the CDE, DOR, and DDS signed a Memorandum of Understanding (MOU) with the intent to identify and implement improvements in the coordination and capacity of the service system for individuals with ID/DD resulting in more individuals with ID/DD becoming employed in integrated settings at competitive wages consistent with the State's Employment First Policy and other federal and state laws. The MOU documented the agreement between the three departments to formally engage in the Blueprint development process.

The intent of the Blueprint is to continue and build upon the implementation of new federal requirements including WIOA and HCBS settings rule related to integrated, competitive employment outcomes, specifically for students and youth and individuals with ID/DD by developing and implementing a blueprint to improve CIE outcomes. Development of the Blueprint has been guided by the Employment First policy; information learned through several ongoing state projects including the California Community of Practice on Secondary Transition (CoP), California Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE)¹⁹, California Transition Alliance, and the California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities (CECY) and will build on these projects. In addition, the development of the blueprint has been guided by the best thinking and resources of national entities wrestling with improving CIE outcomes, such as the National Center on Leadership for the Employment and Economic Advancement of People with Disabilities, the Office of Disability Employment Policy Community of Practice, the Institute on Community Inclusion, Partnerships In Employment, and Think College.

¹⁹ See Appendix D California Promoting the Readiness of Minors in Supplemental Security Income
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As demonstrated in the MOU and articulated in this Blueprint, the three departments will work together to increase CIE outcomes, using the effective practices used by states who lead the nation in CIE outcomes. These practices include the following:

- a) Clearly defined goals and data collection
- b) Strong agency leadership
- c) Interagency collaboration
- d) Ongoing training and outreach
- e) Communication through relationships
- f) Local control
- g) Flexibility and respect for innovation

State Council's Role in the (CIE) Blueprint

To track the effectiveness of the strategies and outcomes, the departments will use the Employment Data Dashboard hosted by the California State Council on Developmental Disabilities (SCDD) to track the employment participation rate of individuals with ID/DD. Additionally, the departments will work with the SCDD to improve the outcome measures included in the Employment Data Dashboard.



The Employment First Committee Statutory Responsibilities

The Employment First Committee is charged with the responsibility of eliminating barriers to employment for people with intellectual and developmental disabilities. In 2013 the governor of California signed into law the Employment First Policy directing the state to make opportunities for integrated competitive employment for people with I/DD a clear priority. Additionally, it established a legal statute for the Employment First Committee which is hosted by the State Council on Developmental Disabilities.

Law outlines the Employment First Committee's responsibilities: the Lord dear Lord

- 1) Identifying the respective roles and responsibilities of the state and local agencies in enhancing integrated and gainful employment for people with I/DD.
- 2) Identifying strategies, best practices and incentives for increasing integrated employment opportunities for people with developmental disabilities including but not limited to ways to improve the transition process for students 14 years of age or older. Furthermore, developing partnerships with increased participation by public private employers and job developers.
- 3) Identifying existing sources of employment data and recommending goals and approaches to measuring progress in increasing integrated employment and gainful employment for people with I/DD.
- 4) Recommending legislative, regulatory and policy changes for increasing the number of individuals with developmental disabilities in competitive integrated employment to earn wages at or above minimum wage, including but not limited to recommendations for improving transition planning and services for students with developmental disabilities who are 14 years of age or older.

The Employment First policy has more detailed segments to its welfare institutions code but those listed above are the principles guiding the EFC's committee's work for 2015.²⁰

²⁰ Employment First Legal Statute Appendix C



SCDD and EFC's Need for Data

In the beginning of the year the Employment First Committee (EFC) outlined the elements needed to create and sustain competitive integrated employment in the California. The lack of comprehensive data was a key concern for the committee.

The SCDD website host the data dashboard which utilizes shared information between the Department of Developmental Services and the Employment Development Department to illustrate how many people with developmental disabilities are currently working in comparison to people with no disability.

Data Dashboard Link: http://www.scdd.ca.gov/employment_data_dashboard.htm

This data provides a narrow view of the I/DD population, as the source data comes from people who file for disability benefits as a result of becoming injured on the job. This is a self-selected process does not encompass the California population as a whole. When the data provided by Department of Developmental Services (DDS) is compared to the data provided by the Employment Development Department DD data (EDD) it does not provide a full picture of the overall population in California in comparison to people with I/DD who are employed.

A richer data source is needed more encompassing data, which breaks down into the following categories:

- a) Age group
- b) Median income
- c) Type of work – employed, self-employed, independent contractor
- d) Place of Work

Partnership SCDD and the Franchise Tax Board of California

The Franchise Tax Board of California (FTB) tracks earnings of over 16 million Californians was identified as a possible source for more comprehensive data. SCDD was instrumental in bringing together, both DDS and FTB to discuss a two-pronged approach. Given FTB's limitations on sharing individual data without legislative language, DDS and FTB tried to entered into a Memorandum of Understanding (MOU). The MOU would have only applied to aggregate data in order to protect taxpayers' identities and DDS would provide a list of clients who have gone through various types of employment programs.

Types of programs:

- Individual Placement
- Supported Employment Programs (group and individual)
- Day Programs
- Look-alike Programs
- Work Activity Programs



During the process of trying established the MOU, it was determined that legislative action was also needed for a MOU data sharing agreement. SCDD will work with both FTB and DDS in drafting legislative language and finding a possible author.

Committee Work: Third Quarter: September – December 2016

The Employment First Committee during the first two quarters of the year engaged in information gathering : 1), Identifying existing programs serving people with I/DD with employment supports, 2) Identifying sources of data to accurately illustrate, the employment environment for people with disabilities in California,(MOU data sharing between FTB and DDS) 3) Working extensively with the California Employment Consortium for Youth (CECY) in identifying community models that effectively implement competitive integrated employment (CIE) across the state, and participating in extensive cross agency collaboration, led to the EFC identifying key priorities that will guide the committee's work from this point forward.

CECY is reaching the end of its grant funding cycle in September 2016. EFC members and staff were extensively involved in this important work. CECY's ability to bring stakeholders together to try impact the employment disparity of people with I/DD, created vital partnerships. A partnership between EFC and CECY led to the committee voting to adopt CECY's policy priorities to form a work plan that would drive the Employment First Committee's work for the year 2016.

The EFC committee members expressed the need to explore how the committee can engage employers in hiring people with I/DD. Committee members are considering options on how to engage employers about support needs The EFC is prescient of the fact that the business sector offers opportunities for employment for the I/DD community. WOIA is paying particular attention to people with disabilities and connecting them to the workforce. The new federal law is directing local workforce investment boards to offer greater opportunity for people with disabilities.



The EFC and CECY Policy Priorities for CIE

Closing 2015, EFC decided to consider and adopt CECY's policy priorities to guide the Committee's CIE work in 2016:

CECY Policy Priorities for Consideration by Employment First Committee

The California Employment Consortium for Youth (CECY) is a five-year systems change grant from the Administration on Intellectual and Developmental Disabilities (AUCD) to promote changes in policy and practice which will advance the employment of youth with intellectual and developmental disabilities (IDD). The State Council on Developmental Disabilities (SCDD) is a lead agency in the grant, along with the Departments of Developmental Services, Rehabilitation, and Education. Over 40 people from government, the federal partners, education, and the stakeholder community have been working in CECY for four years to identify barriers to employment and solutions. The CECY Policy Committee is issuing policy briefs that identify the need for policy change and other actions that are necessary for California to better support people with IDD to achieve Competitive Integrated Employment (CIE).

Below are listed several policy solutions and other actions, identified by CECY, that are consistent with the State Council's statutory responsibilities under the Employment First Policy.

Goal 1. Establish goals, benchmarks, and measurable outcomes for the implementation of the Employment First Policy.

Good data drives policy and performance. To effectively implement the Employment First Policy, California needs an established outcome measurement system, baseline measurements of current performance, and goals for improvement. Employment outcome measures may include the percentage of people working, wages, hours worked, employment settings, and other employment measures.

1.1 Data sharing legislation.

The data that the Department of Developmental Services (DDS) currently has access to does not allow it to assess employment outcomes by geography, disability type, severity of disability, ethnicity, or age. There is also limited data on the quality of employment for the people served and a lack of data on Regional Center clients who do not receive day or employment services. Without better data, California cannot know how well it is doing to implement Employment First, where it is succeeding, or where it needs to



improve. Therefore, legislation to improve data sharing is critical path to implementation of the Employment First Policy.

1.2 Convene and organize a stakeholder process on measurements and goals.

After the data sharing legislation is passed into law, there needs to be a stakeholder process for deciding on: (1) The most important measures of employment; (2) determining goals for improvement in those measures over time; and (3) goals, if appropriate, for target populations and geographic areas. Consideration of employment measures could include: income earned, hourly earnings, hours worked, level of integration, type of job, access to employer benefits, duration of employment, advancing on the job, and other employment measures.

Goal 2. Align and incentivize funding for CIE.

There is consensus among stakeholders that the current Regional Center rates for day and employment services do not support CIE outcomes. In addition, the statutory formula for funding supported employment programs (SEP), which is also used by the California Department of Rehabilitation (DOR), discourages CIE as an outcome. Accordingly, in keeping with the implementation of California's Employment First Policy, existing funding needs to be realigned to better support services that lead to CIE.

2.1 Incentivize CIE by increasing the rate for Individual Placement SEP.

Individual Placement (IP) SEP supports people to work at regular job sites integrated into the work site and earning competitive wages. IP SEP is therefore considered CIE and consistent with the Employment First Policy. The rate level for IP SEP has long been recognized as leading to a contraction in the supply of service providers, as the rate is not adequate for the hiring and retention of qualified job coaches. In 2014, the California Disability Services Association (CDSA) reported the results from a survey of their members: they found that SEP agencies on average lose close to \$700 per year per person served in supported employment. Agencies were only able to maintain these services by subsidizing from other parts of their operations, leading to greater stress on the entire organization. Since agencies are penalized for each individual served by IP SEP, they have the incentive to reduce their concentration in CIE and expand their use of segregated employment or non-work day services. This has resulted in very few providers across the states that are willing to provide CIE services to new clients.

Group SEP is usually not CIE, because the individual usually works for the provider agency (not for the business where they work), works as part of a group of individuals with IDD, is less integrated into the work site, and is often paid subminimum wage. The rates for IP and Group SEP are the same. However, given the same rate, providers



have an incentive to develop Group SEP, at the expense of individual placement. It is easier and less costly to hire job coaches for Group SEP, as IP SEP job coaching requires a significantly higher skill level. Supporting people in IP is more complex than Group, as the agency must schedule and train an IP job coach to support several clients in a variety of jobs, locations, and businesses. The agency must also maintain steady hours for job coaches while they fade hours supporting people getting used to a job. In contrast, a Group SEP job coach typically supports 3 or 4 individuals full time, at one employment site, with no fading.

To implement the Employment First Policy, the Lanterman Act would need to be amended to allow for an increase in the IP SEP rate to make individual placement a workable business model for providers and adequately compensate highly skilled job coaches. This rate must be meaningfully above that for Group SEP in order to remove the unintended incentive in the current rates that drives consumers to less integrated, lower paid, and more expensive group placements.

Goal 3. Phase out sheltered work and subminimum wage.

Increasingly, federal policy is finding that sheltered work and payment of subminimum wage are not appropriate employment outcomes. For example, the Workforce Innovation and Opportunities Act (WIOA) places limits on the use of sheltered work and subminimum wage jobs for youth with disabilities. The U.S. Department of Justice ruled that unnecessary segregation in sheltered workshops is considered discrimination under the Americans with Disabilities Act. Additionally, the new (CMS) Final "Settings Rule" for Medicaid waiver services requires states to transition from segregated day settings, such as sheltered workshops, to integrated community settings by March 2019. Consistent with these developments, the SCDD policy on sheltered work and subminimum wage calls for the phasing out of these services.

3.1 California should commit to stop new placements of individuals with IDD in sheltered work.

An important part of phasing out sheltered work is to limit new admissions. Options could include a complete ban on new placements or a ban on new placement of transition age youth, ages 16-30. This could be accomplished through policy changes at the state or local level. For example, Orange County Regional Center has stopped new admissions to sheltered workshops in their catchment area.

3.2 Establish bridge funding for sheltered work facilities to transition to CIE.

Faced with the need to transition to community integrated services, sheltered work providers need the knowledge and the resources to downsize existing operations and start up new operations to support CIE. All of this costs money. DDS should provide



incentive payments to providers, use grants, or give a temporary rate increase to fund the costs of transition to CIE.

Goal 4. Repeal trailer bill language prohibiting Regional Center day services for students 18-22 years old.

The Lanterman Act was amended in 2011 to prohibit Regional Centers from funding day and employment services for youth ages 18-22, unless they have completed school with a certificate of completion or a high school diploma. This cost-saving measure is at odds with the efforts at the state and federal levels towards greater integration of services and coordination of transition preparation and planning. Exceptions to the prohibition that are allowed in law create more paperwork, bureaucracy, and barriers to receiving needed services. These exceptions are not often utilized, and implementation varies across Regional Centers.

One difficulty is that the prohibition discourages DOR from providing services to students with IDD while they are in school. When needed by an individual, DOR will fund a supported employment provider to give intensive job coaching to a person while they are first learning a new job and adjusting to the demands of the work environment. Once the individual is stabilized on the job, typically when job coaching has faded below 20% of hours worked, the responsibility for long-term job coaching, or follow-on support, is transferred to the Regional Center system. However, under current law, Regional Centers are generally prohibited from providing that follow-on service until the youth leaves school at age 22.

As an example of the impact this has, DOR's innovative Transition Partnership Program (TPP) successfully places half of its students with disabilities in CIE. However, the TPP serves very few students with IDD, in part because follow-on services may not be available from the Regional Center until age 22.

This prohibition also limits the ability of schools to prepare students for employment, since it is difficult for them to collaborate with supported employment providers funded by DOR and DDS. It also discourages Regional Centers to engage in transition planning with schools and to support students with ancillary services such as support for summer jobs and transportation to work sites during the transition years.

4.1 Address the barrier in the trailer bill language prohibiting Regional Center day services for students 18-22 years old.

Data from DDS indicates that repealing the prohibition will not be a significant cost to the state, and that enabling students to transition directly to CIE will create significant long-term savings.



Goal 5. Raise and align expectations toward CIE.

Historically, we have underestimated the abilities and interests of people with disabilities, especially those with IDD, to succeed in educational and employment settings. Professionals and families are not familiar with the Employment First Policy. Professionals from different departments often discourage youth and their families from considering CIE

5.1 Inform and train individuals with IDD and their families in the Employment First Policy.

Individuals with IDD and their families need information early on about the Employment First Policy, the possibilities for CIE for all individuals, and the services and supports that can help individuals and their families get there. Service systems respond to demand from consumers and families. Having the knowledge about the possibilities for CIE will lead to people asking for the necessary supports to get there.

SCDD could contribute to this work through expansion of its Employment First/Data Dashboard webpages to include stories of success, best practices, employment resources, and training materials. Also, the Council could use its regional staff to train people at the local level about the Employment First Policy and what it could mean for them.

5.2 Develop a model curriculum for self-advocacy training for special education students that includes Employment First.

The core of successfully preparing students for adult life and its responsibilities is ensuring that they take responsibility and advocate for themselves. Therefore, California must require self-advocacy training for special education students. The model curriculum will include strategies for students to understand their own strengths and needs, identify personal goals, plan for their future, know their rights and responsibilities, advocate for their educational goals, and network with adult role models with disabilities. The curriculum must establish the expectation for Employment First, including the possibility of CIE and the services that can help them achieve it. Students and their families also need information on the management of Supplemental Security Income (SSI) benefits and the use of Social Security Administration (SSA) work incentives. The Council could develop this curriculum through the direct work of staff or through grant funding.



Goal 6. Improve availability of benefits planning information.

Professionals from within education, rehabilitation, and developmental services have long reported that the fear of losing public benefits, such as SSI and Medi-Cal, cause many individuals to never enter the workforce or decide to stay with subminimum wage jobs. Also, family members often discourage individuals from getting work because of their belief that earnings would disqualify them from public benefits.

6.1 Develop a tool on benefits planning resources.

Through the direct work of staff or through grant funding, SCDD could develop a tool that summarizes all the benefits planning resources available to individuals with IDD, family members, and service providers throughout the person's lifespan.



From Policy To Practice – SCDD Silicon Valley/Monterey Bay Employment First: A Local Community’s Response²¹

Moving from policy into practice is a task that is often not clearly defined. It requires planning and commitment by many people across many sectors that often have differing points of view on the particular topic. This is true regarding the Employment First Policy that is now the law and governing principle in program plan development for individuals with developmental disability. There are no roadmaps for moving Employment First policy into practice.

As with all services arranging employment opportunities for men and women with developmental disability traditionally is done through the individual planning process. There are many examples of excellent jobs and careers found through individualized planning. However, the persistent unemployment and under employment rates for people with disability have remained too high for too long. Increasing integrated, competitive employment regardless of the severity of disabilities across all providers and educators requires effort among all participants: families, individuals, educators, and providers.

In fall of 2015, the State Council on Developmental Disability, Silicon Valley - Monterey Bay convened a Day and Employment Work Group to address this issue. The formation, planning, and actions of this work group serve as an effective template to consider as the developmental service community takes on the task of moving Employment First policy to practice.

A concern often mentioned by families and participants of vocational services is the lack of coordination between school transition programs and adult services. Many times a student will complete a post-secondary program and not have arranged adult services or be placed on a waiting list because the service provider does not have the capacity to take on new clients. Systems are not linked. Providers, schools, and funding sources work independently of one another without coordination. When planning for the coalition, SCDD invited a broad community to participate in the work group. The goal is to include families, individuals, special education staff, program managers of day and employment services and regional center and Department of Rehabilitation representatives. The original email messaged to invite participants to the initial

²¹ David Grady, Manager SCDD Silicon Valley – Monterey Bay "From Policy to Practice: Employment First a local community response."



meetings of the Day and Employment Work Group went to a large constituency. A wide number of providers, parents, and school personnel were in attendance to the first meetings. The broad representation of the group allowed for multiple viewpoints toward employment services. A key characteristic of the group was the opportunity for special education providers to enter into conversation with adult providers.

Once the group was formed the primary task was to identify the various needs to provide quality day and employment services. Participants from each service sector were given the opportunity to discuss ideal types of services. They identifies an ideal service as including:

- True person centered planning
- Expanded level of direct care including: Professionals, family and friends, volunteers, employers and coworkers, professional consultants.
- Family Education and Preparation for Transition beginning early.
- Improved service ratios and introduction of the concept of cohorts (natural grouping of like-minded individuals).
- Attention to continued real job vocational training and skill building
- Attention to continued academic (college-like experiences) and socialization needs.
- Broader community participation in activities outside of employment.
- Education of the public and employers about the employment needs of people with disability
- Best practice behavioral support within integrated settings.
- Full work days, full work weeks
- A center or base of operation
- Jobs and activities that match the value of the person and have potential to expand or change

The next step in the group process was to identify barriers that prevent these needs from being attended to. The coalition identified the following:

- Low wages of direct care staff
- Skill level of direct care staff
- Silo-ing of service sectors, particularly between schools and adult providers
- Regulations limit service delivery
- Staffing arrangements prevent marketing to general public
- Families are uninformed about service navigation and tend arrange services too late



- Staff untrained on best practices in communication and behavioral needs of person
- No funding for true person centered planning
- Limited unreliable transportation services
- Low funding of all services

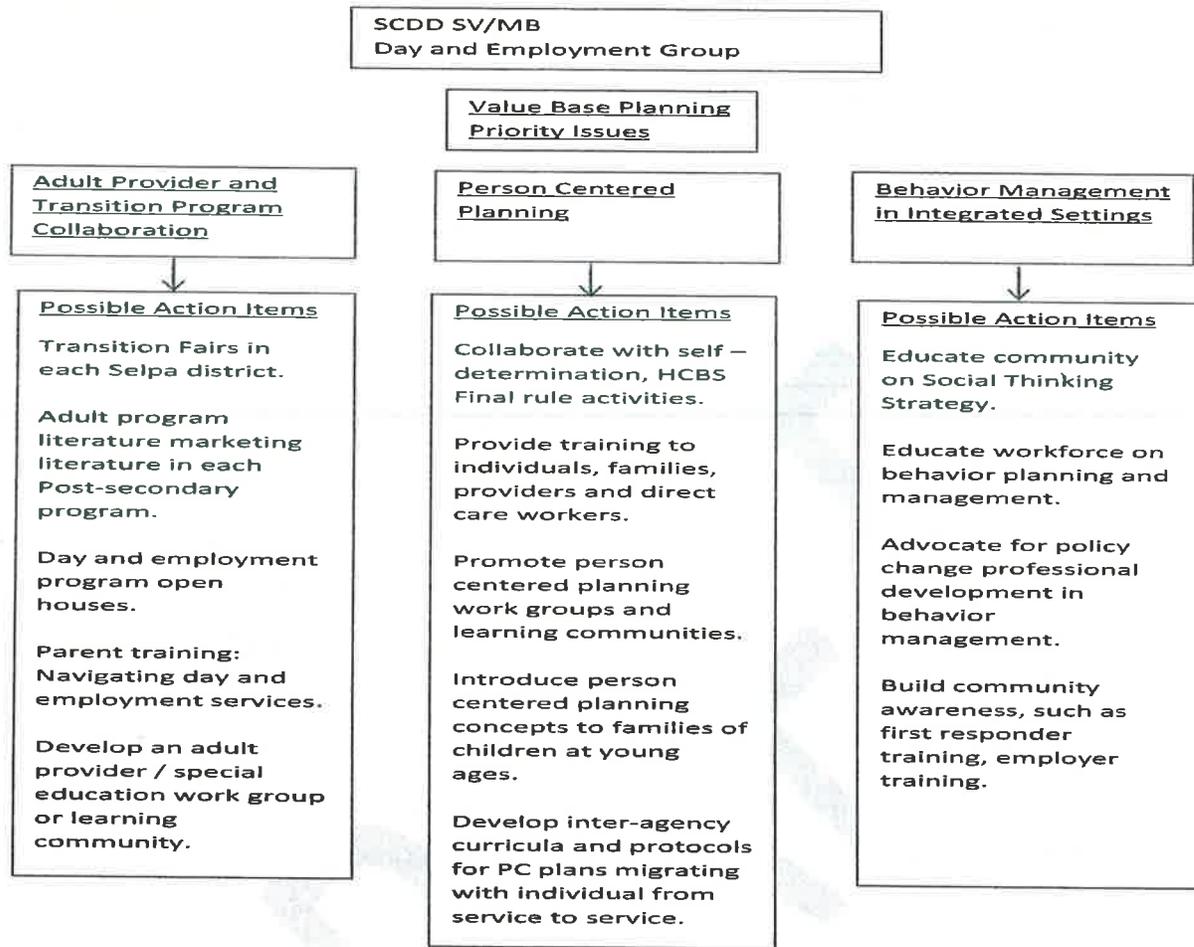
A key role the staff of the SCDD SV/MB is to facilitate meetings and move groups to next steps. The list of needs described above is overly broad and difficult for any group to undertake. Assessment and prioritization is necessary. Part of the assessment process is to identify best practices and or innovations that are being utilized by local programs. Presentations for The Day and Employment Work Group included Person Centered Planning, School and Provider Collaboration, Social Thinking Strategy (an emerging method to improve behavior and communication skills).

These initial meetings lead to the Day and Employment Group having a clearer understating on what actions to take. Particular values have emerged as this group has met. These values become the guiding principles for the group to continue it work. They are:

- Building stronger collaboration between adult providers and school transition programs and families.
- Promote and expand Person Centered Planning as part of the IPP and IEP process
- Inform community including providers and direct care staff on best practices in behavior management in integrated environments.

From these principles actions can be taken in a variety of directions. For example, to promote collaboration between providers and schools the Day and Employment and Work Group can promote transition fairs, or promote an education campaign to targeted schools. The need for training on Person Centered Planning has carry-over effect in the areas of self-determination and HCBS final rule. Developing best practices in behavior management can lead to staff trainings among the various adult day and employment service providers.

On the next page is a flow chart developed by the Day and Employment Group to guide its direction, promote practical and achievable change and to put Employment First Policy into practice:





CECY Local Employment Models: Local Employment Collaborative Teams

Increasing Opportunities for Competitive Integrated Employment at the Local Level²²

What are Local Employment Collaborative Teams (LECT) s?

While we know there are many barriers to competitive integrated employment for youth and young adults with IDD, we also know there are many areas within California where agencies working together have demonstrated success in assisting youth and young adults with IDD in gaining a job of their choosing at or above minimum wage. In 2012, a request for proposals was issued to identify these pockets of success. A competitive, multi-round process was used to select seven out of seventeen applications to provide support to document unique aspects of their programs. These seven programs were referred to as Local Employment Collaborative Teams (LECTs). Each LECT addressed challenges to competitive integrated employment in a unique way that made full use of their community's resources.

The seven LECTs covered the demographic and geographic diversity of California (see Figure 1). Four of the LECTs were situated within secondary education (Glenn County Office of Education, Sweetwater Unified School District, Irvine Unified School District, and Whittier Union High School District) and one within postsecondary education (Taft). Two of the LECTs were led by agencies that had a specific aim around employment and had designated employment services (East Bay Innovations and TransCen). The following provides a brief summary of each LECT and their unique focus.

²² Section: Authored by Katharine Hayward, PhD Tarjan Center at the University of California, Los Angeles

Figure 1. LECT sites throughout California



sparkforge.com

(1) East Bay Innovations (EBI): The goal of EBI's Employment Services is to create access to gainful employment for individuals with autism and other developmental disabilities and to provide support to individuals, once on-the-job, so that they can be successful in the workplace. EBI researches the workforce needs of various untapped employment sectors; networks widely with prospective employers; creates pipelines to industries and opportunities for skill development through training programs, such as Project SEARCH; conducts intensive job development, and provides on-the job coaching once an individual is in the workplace. EBI provides

support to more than 125 individuals on-the-job and during the job development phase. Employment data was provided initially for all clients, but subsequently included a subset of the clients ranging from twenty to twenty-eight individuals served in EBI's supported employment program, and were those individuals served through EBI's Employment Services who were placed in jobs or were engaged in job development during the time period specified. LECT participants were typically 18 and older; predominantly male (71%); reflected diverse ethnicities with approximately half Caucasian, nearly a fifth Asian/Pacific Islander, and a little more than a tenth Black/African-American. Most participants have autism (43%) and/or intellectual disabilities (54%).²³

²³ Data presented to provide a fuller description of the LECT participants is based on data and materials submitted for the April-September 2014 reporting period.



(2) Glenn County Office of Education (Glenn COE): This LECT is a model for rural communities. Located in a sparsely populated region about 100 miles north of Sacramento, CA, which has historically high rates of unemployment, Glenn COE has focused on developing certificate programs to help students with IDD become certified in areas such as food handling, basic tool safety, customer service, back-lifting and workplace safety. They developed a website, <http://www.glenncerts.org/>, which provides information and training on obtaining occupational certificates. The certificate training programs were modified and adapted to make them more accessible to students with IDD, while still covering the essential content areas for students to achieve the certificate. LECT participants (n=17) tended to be male (59%), Hispanic (65%), and have an intellectual disability (71%).²⁴

(3) Sweetwater Union High School District (SUHSD): The Partnerships in Job Placement Project built community partnerships to make it possible to focus on jobs and work after the district faced significant budget cuts that removed job developers and left teachers with no time to do job development or related activities. Transition teachers were left to negotiate with local employers, develop work-training partnerships, and build employer relationships with only their “prep period” time of about 50 minutes per day. This LECT focused on utilizing partnerships between the Sweetwater School District, San Diego Regional Center, San Diego State University, and an experienced employment consultant/job developer to: support (1) more effective student transition preparation and (2) stronger vocational goal identification and job/career matching. An overwhelming majority of LECT participants (n=19) were male (74%). The majority of participants were Hispanic (68%) and one fifth were Caucasian.²⁵

(4) Taft College Transition to Independent Living (TIL) Program: This residential post-secondary education program at Taft College in Taft, CA has a history of its

²⁴ Ibid

²⁵ Ibid



graduates achieving competitive integrated employment; 82% of graduates are competitively employed with 87% of those students earning above minimum wage. As a LECT, the TIL program focused on significantly increasing parent/family involvement relative to locating and placing students in competitive integrated employment and exploring strategies to significantly decrease the amount of time it takes for students to achieve CIE after graduation. The Taft TIL produced and made available an employer video; a parent training approach and materials to support such training; a Career Academy for use with students during the summer intersession between their first and second years. LECT participants (n=86) tended to be male (58%), and nearly three quarters were White (71%). Over a third (40%) of the participants had autism as their primary disability.²⁶

(5) Transcen, through its WorkLink program, focuses on finding meaningful jobs for people with significant disabilities through the provision of braided resources and funding from the Developmental Disabilities system and Vocational Rehabilitation. Braiding and blending services helps eliminate service gaps and allows building the comprehensive, wrap around support that people with more significant disabilities need to work and live in the community. The support needs of the group vary from line of sight supervision to those who are able to travel and work independently once trained. WorkLink evaluates the level of support new enrollees need (i.e. 1/3 of those enrolled needed door-to-door support, 1/3 were able to become independent or semi-independent with training, and 1/3 were able to gain independence in new tasks fairly quickly). The WorkLink team has supported three California providers (ARC-SF, Marin Ventures and Goodwill of Northern California) to start transforming their organization's services. TransCen has 37 individuals enrolled in day/employment services. Employment data is provided for the subset who is currently employed in integrated, direct hire jobs. The remaining individuals are in the discovery process or are actively looking for work. There were 25 LECT participants in the April- September 2014 period. Of those, nearly three quarters (72%) were male. LECT participants reflected diverse

²⁶ Ibid



ethnicities (36% Asian/Pacific Islander, 32% Black/African American, 16% Hispanic, 16% Caucasian) and types of developmental disabilities (64% Intellectual Disability, 16% autism, 16% Down Syndrome, 4% Cerebral Palsy).²⁷

(6 and 7) Irvine Unified School District and Whittier Union High School District

(IUSD, WUHSD): These two districts were selected as trainers based on their history of working together in presenting and mentoring various groups around the state on successful transition of students into post-secondary education and competitive integrated employment. For the CECY Project, these two LECTs collaborated with many agencies and organizations to develop and disseminate information on unique approaches to successful transition from school to work. PowerPoint modules were created for training on best practices identified including the use of social media, i.e., video resumes and QR codes to help young people with IDD in their job search and job retention practices. A Social Security Administration Benefits Planning Handbook was developed and disseminated to students, families and other community stakeholders. In addition, the WUHSD and IUSD teams have developed parent/family transition handbooks that are being piloted at this time. Each addresses the demographics and needs of their respective communities.

Irvine LECT data was provided for those enrolled in the Irvine Adult Transition Program. The program includes all young adults with mild, moderate and severe intellectual/developmental disabilities (including ASD) who are enrolled in the following programs: Irvine Adult Transition Program (IATP) and the Irvine Adult Transition Program (IATP)/Transition Partnership Project (TPP). Irvine LECT participants (n=74) were fairly evenly male and female. About half (53%) of Irvine LECT participants were White/Caucasian and another quarter (27%) were Asian. The primary disabilities represented include Intellectual Disability (68%), Autism (27%), and Deaf/hearing impaired (5%).

²⁷ Ibid



Whittier's program, Career Connection, provides transition support services for 130 individuals with intellectual disabilities, ages 18-22. Career Connection also provides support services at the middle school and high school levels to all individuals who have IEPs to make the best transition from school to adult life. LECT participants (n=38) were individuals in four of the thirteen transition classes. There were slightly more males (58%) and a large majority of Whittier LECT participants were Hispanic (79%).

What is the employment experience for LECT participants?

Through the LECT projects, we collected employment data from October 2012 to September 2014 on a biannual basis. While the California employment rate for individuals with IDD has remained fairly stable at 12-13%, the majority of the LECTs at the start of the documentation process reported a much higher employment rate for individuals in their programs. Six of the LECT's reported a quarter (25 or more) of their participants were working in integrated employment. By the last reporting period, all LECTs reported employment rates above the California rate of 12.4%; the percentage of LECT participants employed in integrated settings ranged from 15.8% (Whittier) to 100% (Taft and TransCen).²⁸

Average hourly earnings by LECT

The average hourly rate among the LECTs ranged from \$5.60 to \$13.03 over the two year reporting period, with the overwhelming majority above minimum wage (see Table 1). Two of the LECTs, EBI and TransCen, had the highest average hourly rates (\$11.00 and above). Similarly, the Irvine USD LECT average hourly wages were close to ten dollars and above. The average hourly earnings for Glenn County Office of Education were stable at \$8.00 and Whittier USD reported average hourly earnings between eight and nine dollars. All Sweetwater LECT participants were paid below minimum wage during the first reporting period (October 2012-March 2013) and continued to be so with the exception of one individual during the April – September 2013 period, until the last

²⁸ Starting in the second reporting period (April-September 2013), a data dictionary for each question was introduced to ensure all sites were using the same definitions when responding to a question. The question about integrated employment asked; "Is this individual in an integrated (individual with disability is able to interact with nondisabled person to the fullest extent possible) employment setting?"



reporting period. The source of wages for Sweetwater LECT participants were Workability I funds. This is in contrast to the other LECTs where the source of wages was predominantly the employer. By September 2014, the average hourly rate for Sweetwater LECT participants was above minimum wage (\$8.46) and the majority of working Sweetwater LECT participants (75.0%) were paid at or above minimum wage. This represents a major shift, especially as it occurred prior to implementation of WIOA, which prohibits schools from contracting with sub-minimum wage providers. While Workability was still source of wages for a few Sweetwater LECT participants, the majority were by employer by September 2014.

Table 1. Average hourly earnings for LECTs 2012-2014

	Oct 2012- Mar 2013	Apr-Sept 2013	Oct 2013- Mar 2014	Apr-Sept 2014
EBI	\$11.24	\$10.97	\$11.43	\$11.04
Glenn COE	\$8.00	\$8.00	\$8.00	\$8.00
Irvine USD	\$10.54	\$9.91	\$9.79	\$10.28
Sweetwater USD	\$5.60	\$8.00	\$5.65	\$8.46
Taft College	\$8.86	\$8.86	\$8.86	\$9.81
TransCen	\$12.00	\$12.87	\$12.66	\$13.03
Whittier USD	\$8.33	\$8.33	\$8.20	\$8.89

There was a wide range for the number of hours worked per month by site. During April-September 2014, LECT participants reportedly worked on average between 20 and 120 hours a month. The lowest average number of hours worked was among GCOE LECT participants and highest among EBI LECT participants. Irvine USD, Whittier UHSD, and TransCen had monthly averages above seventy. The remaining LECTs had average monthly hours worked between forty-three and fifty-two hours.

Job supports

LECT participants used a range of supports. A little over half of LECT participants used natural supports and almost a third used supported employment with a job coach.



Natural supports were the most commonly used form of support among LECT participants at Taft College, Irvine USD, and Whittier UHSD. This remained fairly stable from 2013 to 2014 with a slight increase in use of natural supports from 55.1% in September 2013 to 59.2% in September 2014. This also corresponded to a slight decline in use of job coaches without supported employment and supported employment with a job coach. Sweetwater LECT participants in 2013 relied mainly on a job coach without supported employment, but more participants were utilizing supported employment with a job coach in 2014.

Employers

LECTs engaged 75 employers during the April – September 2014 reporting period representing a variety of workplace settings including retail, entertainment, grocery, restaurants, government, health care, childcare, and banking sectors. Examples of employers include:

- Walgreens, CVS, Old Navy, Banana Republic, Marshall's, Petco, Home Depot,
- So Cal Pizza, Hometown Buffet, Chili's, Panera Bread, Sprouts,
- Norwalk Courthouse, City Hall, DMV, Alameda County District Attorney's Office,
- Rio Hondo Daycare, Health Partnership Project, Fremont Bank.

A unique aspect of the Taft LECT is that one of the largest employers in Taft is Taft College itself; over half (54.7%) of Taft LECT participants were employed by Taft College.

Success Stories

There are several pathways to competitive integrated employment, and each LECT facilitated the path in different ways. The following provide real life success stories organized by different themes of the supports needed to achieve CIE.



EBI

When B. graduated from EBI's first Project SEARCH job training class hosted by the County of Alameda, she was ready to go to work. Prepared, motivated, determined.

But it took three years after completing Project SEARCH to secure full-time employment. Today, she is gainfully employed in Alameda County District Attorney Nancy O'Malley's office. She arrives at work and prepares a detailed "trial sheet" for the criminal and civil court cases being heard that day. She responds to questions at the front counter of the Alameda County District Attorney's office, handles interoffice mail, and answers phones. And she has successfully completed her six month probation period. With the support of a Job Coach, B. is successfully handling increasing responsibility on-the-job. She's extremely hard-working, dedicated to her job, and is embracing its challenges with growing confidence.

Whittier

One of our individuals had extensive team support with many job developers and support staff working on his behalf. He had a number of job sites, including the local Superior Court, Party City and Dollar Tree. Because of relationships developed in our community and the persistence of one of our job developers, our local movie theater gave our student the opportunity to work one afternoon a week for two hours. This opportunity has evolved into four afternoons a week for four hours each day. The student is now on their payroll and has transitioned to a surrounding adult agency that provides job coaching for supported employment leading to CIE.

TransCen

AW is a young man with developmental disabilities who entered WorkLink's program after completing a high school transition program two years ago. While in school, AW had little work-based experience and did not particularly like the job opportunities he was given (working in a small grocery store, landscaping with Parks and Rec). He was hoping to get a more professional job where he could work with computers and other office equipment. He wanted a job that would pay him enough money so he could get



his own apartment and own a state-of-the-art video game console and all the newest video games.

During AW's first year in the program, WorkLink's community instructors helped him to explore different office settings and assessed his ability to use computers/software, copiers, scanners and fax machines. AW also needed instruction on professional behavior and social interactions. He had some difficulty accepting feedback and direction from supervisors, and, at times, he was disrespectful with staff and friends. He took a computer class at City College where he learned to use MS word and learned to type using both hands. AW had time management issues. His community goals focused on improving his punctuality and following his calendar, conversational skills, teamwork and being polite. Late last year, AW moved into a subsidized apartment and started to learn to cook, clean and do his own laundry. We also started working on money management. At this point, AW started to say he wanted a job so he could earn a paycheck.

WorkLink's employment services team started working with AW to start his job search. Together, they targeted employment settings that matched AW's profile and resume. Three weeks ago, AW was hired by Invitae, a pediatric bio-tech firm based in San Francisco and Palo Alto--his first paid job. AW is earning \$15.65/hour and is working 30/hrs a week. He receives full benefits. He is classified as an office clerk and supports the facilities manager by processing incoming supplies for the office and laboratory, maintaining kitchens, work areas and conference rooms, inventorying supplies and setting up new hire desks (computer and desk supplies). He is using a computer to keep a list of supplies that need to be reordered and updates the employee phone list. He is very proud of his new position and is making friends with all the scientists. AW wants to use the money he earns to pay his rent and buy a PS4.



Job preparedness, Postsecondary Education, Job Matchmaking, Family Support

Taft

Cooper is a young adult who has autism. He completed a yearlong paid internship in merchandising with Frito Lay in Bakersfield. He completed the TIL program and the follow along TPSID program. He received both an academic completion certificate and a certificate in merchandising. Cooper planned on returning to the San Diego area and finding a job. His mother wanted to help her son find a job. While Cooper had envisioned going to work at a nearby Costco, his mother approached a manager working for Frito Lay in San Diego. She forwarded contact information for this manager to TIL staff. They followed up by contacting the Frito Lay manager in San Diego. One of the TIL staff went to San Diego to talk with the manager about Cooper and the program he had completed. Cooper was given an interview. He finished his program, got an apartment in San Diego and went to work as a merchandiser for Frito Lay in San Diego. He started working 20 hours per week at a wage of \$12.50 per hour.

Benefits planning training, Gaining family support

Irvine

One of our IATP students, 21 year old Garrett, was in his last year of programming during the 2013-14 school year. He had been training at Wholesome Choice Market for approximately 6 months. The Wholesome Choice Manger left totake a new management position at Farm Direct Market (a new upscale market in Irvine), and Garrett was offered a paid position at Farm Direct Market. Garrett was very excited about this opportunity but his Dad was insistent that Garrett not work because he would lose his benefits. The IATP staff met with Garrett and his Dad and explained how to utilize SSA work incentives and after much discussion, Dad agreed to let Garrett accept the position four members of the family are currently receiving SSI). Garrett worked at Farm Direct for approximately 17 weeks. Garrett was laid off when the market had to downsize their staff due to slow business. The manager wrote a letter of recommendation, and Garrett was hired at Trader Joe's after a short internship. He



now works 30 hours per week.

Staff has continued to give benefits planning support to Garrett and ensures that he completes his wage reporting paperwork to send to SSA.

DOR services

Sweetwater USD

This young man is not due to exit public school transition program until June 2015, but he was identified by a supported employment Summit developer as a good candidate for a position with the local Vons grocery store in late May. By the end of June 2014, he had successfully interviewed and passed the requisite tests and other hiring procedures. He also had his case successfully opened with DOR, and they assisted with purchasing interview clothing and uniform material. He began employment with Vons in July 2014, and is currently employed for 22 to 22 hours a week at \$9.00 an hour. While he is part of the supported employment group, his opportunities for integration or contact with nondisabled peers is maximized. If he remains on the job successfully for another 90–120 days, he may be exited early from transition services.

What is needed to achieve competitive integrated employment?

As can be seen by stories of success, it often takes a combination of factors to connect individuals with IDD to appropriate job opportunities. There are several lessons to be learned from the LECTs in how to address the barriers and how to successfully achieve CIE. These include:

- Philosophical shift and commitment to integrated community-based employment by leadership and staff. This requires a shift in funding and resources including staff time.
- Training and technical assistance are needed for educators and service agency staff to implement state and local employment first policies. Training and resources are also needed to help make family members and individuals with IDD aware of the various services and supports available toward CIE.



- Job preparedness and job matching are necessary to secure employment of choice that yields higher wages and retention. These are specific skills that may require additional training for staff or enlisting staff with this area of expertise.
- A team approach is needed, particularly for those transitioning from high school. Partnerships among educators, regional centers, and rehabilitation staff are key to connecting youth with IDD to appropriate services and supports towards CIE. Community partners such as employers or local assets (such as in the case of graduate students in rehabilitation counseling) can greatly assist in matching skills and job opportunities.
- Business partnerships addressing a variety of industry sectors must be established to ensure access to work-training and employment opportunities in integrated settings.
- Mentors/peer networks, whether for educators, employers, agency staff or family members, are an important way to guide those wanting to support individuals with IDD in pursuing competitive integrated employment.
- Youth with IDD need skill development and work experience opportunities.
- Youth with IDD need to be motivated and able to express their desire to work.
- Success stories are needed to promote high expectations from all stakeholders.

Resources created by LECTs

Braided/sequenced funding

WorkLink Braided Services Toolkit- This toolkit is a result of TransCen's work to create flexible, person-centered supports by braiding and blending services.

https://dl.dropboxusercontent.com/u/53092888/WorkLinkToolkit_v1.pdf

Journal of Vocational Rehabilitation Article: Transcen Inc.'s WorkLink program: A new day for day services.

This article discusses an innovative approach to braiding funding resources and services that addresses programmatic barriers and utilizes the Developmental



Disabilities Service (DDS) system to augment Vocational Rehabilitation (VR) services to facilitate direct hire, integrated jobs for people with more significant intellectual disabilities. It describes TransCen, Inc.'s approach to braiding services to promote employment and support customized job placement. Ideas for improving program services and recommendations for system-change are presented.

http://transcen.org/index.php?option=com_content&view=article&id=254:newday&catid=1:latest-news

Industry certification

Glenn County Office of Education website provides information and training on obtaining occupational certificates: <http://www.glenncerts.org/>

Employment/Employer videos

East Bay Innovations' videos on:

Diverse and Productive Workforce: <https://www.youtube.com/watch?v=byveKvZVuJL>

Valued role of employees with disabilities: https://www.youtube.com/watch?v=j-U48WU_Yj0

Community and social responsibility: <https://www.youtube.com/watch?v=Cbo1PmxfcLw>

Job coaching: <https://www.youtube.com/watch?v=3AsHopb5zc4>

Taft College TIL employer video: <https://www.youtube.com/embed/mzxRrOKKioo>



Looking Ahead: The California Workforce Investment System and Employment of People with I/DD

California has engaged in earnest efforts to bring employers and the I/DD community together to discuss employer needs (demand) and employment. The "Final Rule" from CMS and the implementation of WIOA has significantly changed the meaning of "an integrated setting" for living situations and receiving support services. It also has determined what an integrated work environment is for people with developmental disabilities. It also abolishes the practice of paying sub minimum wage to employees with I/DD at the national level. The Department of Rehabilitation has held public forums with employers in various industries and the support services sector, including State services, to understand each other's concerns, needs, and challenges. CECY has identified and supported the work of Local Employment Collaborative Teams (LECTs) which exemplify how competitive integrated employment can succeed at the local level. The State Council has also worked on building community support with local stakeholders. Competitive Integrated Employment needs extensive collaboration between all stakeholders for it to become a reality.

California's Workforce Investment Board and Local for Investment Boards is an essential player that needs to be included to make CIE a reality in the state. The State Board receives funding from the Department of Labor through the Workforce Investment Act. (WIA) The primary responsibility of the State Board is to develop, in close consultation with the Governor, and implement a comprehensive and strategic workforce development plan for California. This mandate is both in federal and state law. The California Workforce Training Act requires that:

The California Workforce Investment Board, in collaboration with state and local partners, including the Chancellor of the California Community Colleges, the State Department of Education, other appropriate state agencies, and local workforce investment boards, shall develop a strategic workforce plan to serve as a framework for the development of public policy, fiscal investment, and operation of all state labor exchange, workforce education, and training programs to address the state's economic, demographic, and workforce needs. The strategic workforce plan shall also serve as the framework for the single state plan required by the Workforce Investment Act of 1998.

The plan shall be updated at least every five years (UI Code Section 14020).

The WIA contains a requirement in Section 129(c)(4)(A) that, at a minimum, 30 percent of Youth formula funds allocated to each Local Workforce Investment Areas (LWIA) for Youth program activities must be spent on out-of-school youth activities. State directive WIAD04-6 provides the formal process for determining compliance and possible



sanctions that may be imposed for failure of a LWIA to meet the 30 percent minimum expenditure requirement for out-of-school activities.

The strategies employed by the State and Local Boards, state and local partners that serve the neediest youth, and local youth councils are consistent with the State Strategic Workforce Development Plan Youth goal to increase the number of high school students, including those from underrepresented demographic groups most in need, who graduate prepared for postsecondary vocational training and/or a career.

Youth with I/DD should also benefit from WIA funds and training opportunities. There is a mention “supports for at risk youth” which connotes a “vulnerable population, youth with I/DD face many challenges and obstacles and are at risk of being left out of the California workforce completely. Competitive integrated employment for all is a priority under WOIA the IDD community cannot be excluded from the workforce Equal access for people with disabilities is guaranteed under the Americans with Disabilities Act (ADA). There is a provision for supporting people with disabilities through DOL’s the One-Stop program²⁹. The definition for” people with disabilities “, encompass a large group with diverse talents and support needs. There is no “one-size-fits-all” when it comes to job training and preparation for people with disabilities or without. WOIA has set a new standard for workforce investment boards to meet

Together the Employment First Committee, the State Council on Developmental Disabilities and the California’s Workforce Investment Board must come together to modify the workforce system to include people with I/DD. As California strives to implement its workforce strategic plan the state must address the training needs for all workers including those with intellectual and developmental disabilities. People with auditory disabilities and ambulatory disabilities are the easier groups to integrate into a working environment. Those with cognitive disabilities and developmental disabilities required more tailored supports. The I/DD population has the lowest hiring rates and lowest earned income. Currently the definition of people with disabilities is rather broad and does not specify employment and training support for the IDD community

- Recommendation: Establish budgetary guidelines of WIA funds specifically for the I/DD community
- Require the local investment boards to have a member from the I/DD community

²⁹ American Job Centers (also known as One-Stop Centers are designed to provide a full range of assistance to job seekers under one roof. Established under the Workforce Investment Act, and reauthorized in the Workforce Innovation and Opportunities Act of 2014, the centers offer training referrals, career counseling, job listings, and similar employment-related services.

The American Jobs Center System is coordinated by the Department of Labor's Employment and Training Administration (ETA).



- Establish local relationships with supported employment programs to help people with I/DD transition into the workforce.

Looking at California's future economic growth, employment of people with I/DD is an untapped resource, and limits the self-sufficiency of Californians with I/DD. I



Competitive Integrated Employment in Minority Communities

By 2030, 1 in 4 children will be Latino in California. Children of minority communities with disabilities experience a more difficult time in receiving appropriate healthcare, education, and support services. There are 4,675,761³⁰ Hispanic/Latino children, 994,685³¹, Asian American and 483,405³² African American children in California. By using the Gollay and Associate national prevalence of I/DD estimate of 1.8 percent: t

- 80,163, Latino/Hispanic children will be diagnosed with a developmental disability
- 17,904, Asian/Asian American children will be diagnosed with a developmental disability
- 8701, African-American children will be diagnosed with a developmental disability

If you add the 3 recent communities of Latinos Asians and African-Americans estimates, they make up 5.7 million of 9.1 million children in California, roughly 63% of all children.

The developmental services system of California is facing the multicultural demand of this young population. A generational shift is occurring in our state, the first influx of this young generation and their family advocates have already started to seek support services from Regional Centers/ DDS.

In response to this growing population and their needs, the Senate Select Committee on Autism and Related Disorders formed a Task Force on Equity and Diversity for Regional Centers Autism Services during the 2013/2014 legislative session.

33 The Task Force Proposed the Following Recommendations. T

- ❖ DDS and Regional Centers should ensure that all customers and their families receive information including written documents about the IPP/IFSP process and procedure on regional center services and supports it is culturally and linguistically appropriate.

The following issues have been noted as possible IPP necessities in order to overcome potential barriers and providing culturally competent regional center services:

- Nontraditional Service Hours
- Access to Bilingual Staff Who Are Able to Communicate in the Consumer or Families Preferred Language

³⁰ KidsData.org Luciel Packer Foundation Children Demographics of California

³¹ Ibid

³² Ibid

³³ "A Report by the Taskforce on Equity and Diversity for Regional Center Autism Services "Lou Vismara MD, Bob Giovati, Conception Tadeo, 2013 – 2014 Legislative Session, pages 17-19



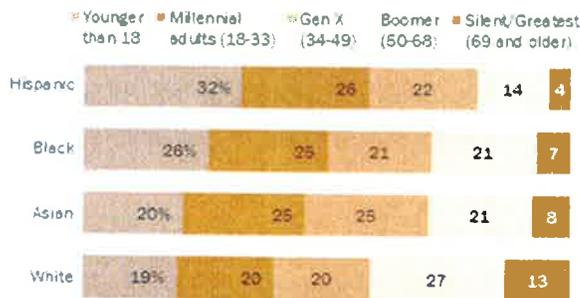
- Access to Documents and Information in the Individual or Families Preferred Language

The IPP team must consider the individual and their family's needs in determining culturally and linguistically appropriate services

- Allow Flexibility with requirements including parental participation requirements
- DDS in partnership with regional centers and as additional funding sources become available must ensure access to bilingual and bicultural staff providers for implementing the following:
 - Access to trainings for regional center staff that are provided by organizations and providers that are culturally/linguistically competent, to trainings that serve a cultural/language diverse community
 - Require New RFPs to address issues of quality and diversity
 - Partner with community faith organizations that may assist in providing assistant, resources and supports on issues related to equity and cultural competency

Access to information goes beyond posting on a website. The digital divide still persists and makes this a less favorable option. In communities of color information is passed down through formal and informal networks, local nonprofits, community centers and churches. Information distribution and outreach in minority communities must be done in different modalities. The family advocates requesting support services speak a variety of other languages, with a limited proficiency in English.

Nearly six-in-ten Hispanics are Millennials or younger



Note: Whites, blacks and Asians include only those who are single/race and not Hispanic. Hispanics are of any race. Figures may not add to 100% due to rounding.
 Source: Pew Research Center analysis of 2014 American Community Survey (IPUMS).
 "The Nation's Latino Population is Defined by Its Youth"

PEW RESEARCH CENTER

According to the Pew Research Center 6 out of 10 Latinos/Hispanics are Millennial's or younger, 40% of Latinos are below the age of 40. Local school districts around the state are dealing with the influx of minority students. The California State Board on Workforce Development estimates the demand for middle skilled labor (jobs requiring at least two



years of college) is increasing. California's economy will need Millennials ready to enter the workforce.

The IDD Minority Community and Employment Support Programs

For individuals with intellectual and developmental disabilities from minority communities obtaining employment is a significant obstacle, much less competitive integrated employment. The same issues of access to information, lack of information in a culturally preferred language in addition the inflexibility of employment support programs hours exacerbate the obstacles for people with I/DD and their families. The recommendations for Regional Center services by the Senate Select Committee on Autism and Related Disorders should also be applied to employment support programs.

Unemployment rates of people with no disability in minority communities are significant:

U.S. Bureau of Labor Statistics Employment Rates by Racial Background Nationwide

- White unemployment is 4.4% .
- Black unemployment is 8.9%.
- Asian American unemployment is 4.2%.
- Hispanic and Latino unemployment 6.3%.

Alternatively, the employment rate of people with I/DD in California is 12.4%, if we take the number of estimated minority children with developmental disabilities who will grow up to be adults:

How many of them will be employed?

- 80,163 Latinos/Hispanics with I/DD, - **9,940**.will be employed
- 17,904 Asian/Asian American with I/DD, **2,220** will be Employed -
- 8701 African-American with I/DD **1078** will be employed.

Recommendation: Given the estimated numbers of minority children with I/DD who eventually will be entering into the workforce, the EFC committee must consider minority children with IDD and supported employment programs in their future work.



Barriers to Employment for People with Disabilities

Disclosure or Nondisclosure of a Disability on Employment Cover Letters

Rutgers University: Case Study

Noam Scheiber NOV. 2, 2015

The New York Times

Employers³⁴ appear to discriminate against well-qualified job candidates who have a disability, researchers at Rutgers and Syracuse universities have concluded.

The researchers, who sent résumés and cover letters on behalf of fictitious candidates for thousands of accounting jobs, found that employers expressed interest in candidates who disclosed a disability about 26 percent less frequently than in candidates who did not.

“I don’t think we were astounded by the fact that there were fewer expressions of interest” for people with disabilities, said Lisa Schur, a Rutgers political scientist who was part of the research team. “But I don’t think we were expecting it to be as large.”

The sole variation among the otherwise identically qualified candidates appeared in the cover letters, which revealed a disability for some but not for others.

The study though it deals only with the accounting profession, may help explain why just 34 percent of working-age people with disabilities were employed as of 2013, versus 74 percent of those without disabilities.

Previous studies attempting to explain why disabled people are employed at lower rates generally suffered from their inability to control for subtle differences in qualifications that may have made disabled job candidates less attractive to employers, or for the possibility that disabled people were simply less interested in employment.

Other studies, based on surveys or laboratory experiments that asked people how likely they would be to hire a hypothetical disabled candidate, suffered from the possibility that some respondents were simply telling researchers what they thought was socially acceptable. Volunteers in such studies may have also differed in key ways from the

³⁴ Hiring Bias Fake Cover Letters Expose Discrimination Against Disabled Noam Scheiber NOV. 2, 2015 New York Times



human resources personnel who act as gatekeepers for job candidates, according to Meera Adya, another co-author, who is a social psychologist at Syracuse University.

The fictitious cover letter approach, which other scholars have used to document discrimination on the basis of race and gender, largely solved these problems.

“These kinds of experiments are very important in research on discrimination, and to the best of my knowledge this is the first serious attempt to do this kind of experiment on disability discrimination in the United States,” said David Neumark, a labor economist at the University of California, Irvine, who studies discrimination. “The study is well done.”

The researchers constructed two separate résumés: one for a highly qualified candidate with six years of experience, and one for a novice candidate about one year out of college. For each résumé, they created three different cover letters: one for a candidate with no disability, one for a candidate who disclosed a spinal cord injury and one for a candidate who disclosed having Asperger’s syndrome, a disorder that can make social interaction difficult.

Earlier studies had suggested that better qualifications might help disabled candidates overcome employment discrimination, but the researchers found the opposite. Employers were about 34 percent less likely to show interest in an experienced disabled candidate, but only about 15 percent less likely to express interest in a disabled candidate just starting out his or her career. (The latter result was not statistically significant.)

“We created people who were truly experts in that profession,” said Mason Ameri, a Ph.D. candidate with the School of Management and Labor Relations at Rutgers, who was another one of the researchers. “We thought the employer would want to at least speak to this person, shoot an email, send a phone call, see if I could put a face to a name.” For the gap between disabled and nondisabled to be larger among experienced candidates than among novice candidates, he said, came as a surprise.

Mr. Ameri and his colleagues speculated that the steeper drop-off in interest for experienced disabled candidates arose because more experienced workers represent a larger investment for employers, who must typically pay such workers higher salaries and who may anticipate the employment relationship lasting longer. Experienced workers are also more likely to interact with clients on a regular basis. Regardless of whether these concerns are legitimate, said Dr. Schur, “employers see these people as riskier.”

The researchers found that the decline in interest in disabled workers was roughly the same whether the disability was a spinal cord injury or Asperger’s. If it were the result of a specific concern — for example, that candidates with Asperger’s would have a hard time interacting with clients, or that employers would have to build ramps for workers in wheelchairs — rather than a general bias against people with disabilities, it is unlikely



that people with such distinct disabilities would have experienced a drop-off in interest of about the same magnitude.

The study showed that the Americans with Disabilities Act, the 1990 federal law banning discrimination against those with disabilities, appeared to reduce bias. The lack of interest in disabled workers — and especially in the rate at which they were called back for an interview — was most pronounced in workplaces with fewer than 15 employees, the study found. Businesses that small are not covered by the federal law.

At publicly traded companies, which may be more concerned about their reputations and more sensitive to charges of discrimination, evidence of discrimination on the basis of disability seemed largely to disappear. The same was true at firms that receive federal contracts, which are required by the government to make a special effort to hire disabled workers.

“The problem was concentrated,” said Douglas Kruse, a Rutgers economist who was part of the research team and who has used a wheelchair since a spinal cord injury in 1990. “It does suggest a pretty convincing pattern.”



Employment First Committee Outlook for 2016

The Employment 1st Committee, its members have worked tirelessly since its inception to address the low employment rate of people with I/DD in California. Self-advocates, family advocates, partnerships with fellow agencies, and collaboration with our federal partner agencies have continued to address the employment gap. EFC has identified the need for more data sharing between agencies that serve this community. A more robust data set is needed, the goal to depict a clearer picture of the employment environment for people with I/DD, the initial data agreement with Employment Development Department (EDD) help develop the data dashboard on SCDD's website. Collaborative work with the California Employment Consortium for Youth led to the identification and support of successful local examples of CIE.

The Employment First Committee in 2015 directed its attention to information gathering and a thorough analysis of the different elements involved in the implementation of CIE. In closing out the year the EFC committee voted to adopt the CECY priorities.

EFC members identified 3 key priorities to drive its work in 2016:

1st - 1.1 Data Sharing Legislation:

2nd - 5.1 Inform/Train Consumers and Families on Employment First Policy

3rd - 1.2 Stakeholder Process

Work groups were created to address the top 3 priorities were further broken down into concrete detailed goals.

- Data Sharing Agreement- MOU
Group Leads: Denise Curtright DDS and Nelly Nieblas SCDD staff
- Stakeholder Process
Group Leads Denise Curtright and Barbara Wheeler
- Bridge Funding for employer providers to change to competitive integrated employment (CIE) services
Group Leads Connie Lapin and Andrew Mudryk from DRC/SCDD staff
- Informed consumers and families on the Employment 1st policy
Group Members Lisa Cooley Olivia Raynor Connie Lapin Vanda Yang Bill Moore.
- Develop a model curriculum for self-advocacy training for special education community including employment 1st policy and transition issues.
- Group Leads: Lisa Cooley and Rick Hodgkins

California's demographics are rapidly changing. The developmental services system must adapt to meet the needs of a growing diverse population. The top three priorities chosen by EFC for 2016 sets the foundation for California to implement CIE. These priorities also address the growing multicultural demand of the intellectual and developmental disabilities community



Appendix A

EFC GLOSSARY OF TERMS

Activity Based Day Services: See Day Programs

ADA: Americans with Disabilities Act

APSE: Association of People Supporting Employment First

ARCA: Association of Regional Center Agencies

CDE: California Department of Education

CDER: Client Development and Evaluation Report

CECY: California Employment Consortium for Youth

Community Based Non-Work (CBNW) 21: Non-job-related supports focusing on community involvement such as access to public resources (recreational/educational) or volunteer activities. Community-based non-work includes all services that are located in the community (rather than facility-based) and do not involve paid employment of the participant.

Competitive Employment: Work in the labor market that is performed on a full-time or part-time basis in an integrated setting for which the individual is compensated at or above minimum wage with related health and employment benefits, but not less than the customary and usual wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

Council, The: This term refers to the State Council on Developmental Disabilities

Customized Employment: Customized Employment is based on an individualized determination of the strengths, needs, and interests of the person with a disability, and is also designed to meet the specific needs of the employer. It may include employment developed through job carving, self-employment or entrepreneurial initiatives, or other job development or restructuring strategies that result in job responsibilities being customized and individually negotiated to fit the needs of individuals with a disability.

Day Programs: These are community-based programs for individuals with developmental disabilities. Day program services may be provided at a fixed location or in the community. Some services offered may include developing and maintaining self-



help and self-care skills, developing community integration, social and recreational skills; and behavior modification.

DDS: California Department of Developmental Services

Developmental Disabilities: The federal definition of developmental disabilities covers persons whose disability occurs before age 22 and includes a mental or physical impairment or a combination of both. There must be a substantial limitation in three or more of these major life areas: self-care; expressive or receptive language; learning; mobility; capacity for independent living; economic self-sufficiency; or self-direction. In California law, a developmental disability is more narrowly defined as occurring before the age of 18 and includes specific categories of eligible conditions: mental retardation, epilepsy, cerebral palsy, autism, and "conditions requiring services similar to those required for persons with mental retardation."

DOJ: United States Department of Justice

DOL: U.S. Department of Labor

DOR: California Department of Rehabilitation

EDD: California Employment Development Department

EFC: Employment First Committee of the State Council on Developmental Disabilities

Employment: Employment is an activity performed by an individual where there is an expectation of wages for services rendered and the services are for the primary benefit of the employer.²² Alternatively, employment may refer to any income generating activity such as self-employment and micro-enterprise.

Executive Order (EO): A President's or Governor's declaration which has the force of law, usually based on existing statutory powers, and requiring no action by the Congress or state legislature.

Group Placement Supported Employment: See Supported Employment, Group Placement

I/DD: Intellectual and Developmental Disabilities. Also see definitions for Intellectual Disability and Developmental Disability.

Individual Career Plan (ICP): A term introduced by the World Institute on Disability in their proposal for a Pilot Project to reform federal work incentives. The ICP will be a career planning tool developed to maximize the productivity level of those participating



in the proposed Pilot Project. The plan would be developed from a list of available vocational or employment support services.

Individual Placement Supported Employment: See Supported Employment, Individual Placement.

Individual Program Plan: The IPP is an action plan that is developed through the process of individualized needs determination and embodies an approach centered on the person and family. Individuals and family members participate in the planning process. The IPP is a legal document that identifies goals for the individual with developmental disability to live the way he/she wants. The IPP identifies services and supports that will help the individual reach his/her goals as well as participate in the community fully and as independent as possible. Though the Regional Center usually schedules an IPP meeting once every 3 years, the individual or family member can request a planning meeting at any time.

Integrated Competitive Employment: Integrated Competitive Employment (ICE) is work compensated at prevailing wages with related health and employment benefits, occurring in a typical work setting where the employee with the disability interacts or has the opportunity to interact continuously with co-workers who may or may not have a disability, and has an opportunity for advancement and mobility. Further, integrated competitive employment includes all income generation activities such as owning one's own business.

Integrated Employment: The engagement of an employee with a disability in work in a setting typically found in the community in which individuals interact with individuals without disabilities other than those who are providing services to those individuals, to the same extent that individuals without disabilities in comparable positions interact with other persons.

Integration Mandate: The 'integration mandate' of the Americans with Disabilities Act (ADA) requires public agencies to provide services "in the most integrated setting appropriate to the needs of qualified individuals with disabilities." The goal of the integration mandate is to provide individuals with disabilities opportunities to live their lives like individuals without disabilities. See Most Integrated Setting.

Intellectual Disability: Intellectual disability is a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills. This disability originates before the age of 18.

IPP: See Individual Program Plan



Microenterprise: For the purpose of this report, microenterprises are small businesses owned by individuals with developmental disabilities, with accompanying business licenses, tax-payer identification numbers other than social security numbers, and separate business bank accounts. Microenterprises may be considered competitive employment, integrated employment, and integrated competitive employment.

Most Integrated Setting: A setting that enables individuals with disabilities to interact with non-disabled persons to the fullest extent possible.

Motion to Intervene: Normally, a lawsuit involves the plaintiffs (who bring the suit), and the defendants (whom the suit is brought against). Sometimes, a person/entity who is not a party to a lawsuit in progress wants to become a party. Such a party must file a Motion to Intervene.

NCI: National Core Indicators

NCIL: National Council on Independent Living

NGA: National Governors Association

One-Stop Centers: One-Stop Job Centers are government funded job centers that assist workers to locate jobs and help employers find workers. California has over 220 One Stop Job Centers, with at least one in every county.

Projects of National Significance: Through PNS, the Administration on Intellectual and Developmental Disabilities (AIDD) supports the development of national and state policy and awards grants and contracts that enhance the independence, productivity, inclusion, and integration of people with developmental disabilities.

Regional Center: Regional Centers are nonprofit private corporations that contract with the California Department of Developmental Services (DDS) to provide or coordinate services and supports for individuals with developmental disabilities. They have offices throughout California to provide a local resource to help find and access the many services available to individuals and their families. California has 21 regional centers with more than 40 offices located throughout the state.

SCDD: State Council on Developmental Disabilities; the Council.

Sheltered Work Settings/Sheltered Workshops: Sheltered work settings are also known as sheltered workshops, affirmative industries, training facilities, and rehabilitation centers. These facilities generally offer a segregated work setting where individuals with developmental disabilities typically earn subminimum wage engaged in unskilled manual labor.



SILC: State Independent Living Council

Special Education Local Planning Area (SELPA): Each school district belongs to a Special Education Local Plan Area (SELPA). SELPAs are dedicated to the belief that all students can learn and that students with special needs must be guaranteed equal opportunity to become contributing members of society. SELPAs facilitate educational programs and services for students with special needs and training for parents and educators. The SELPA collaborates with county agencies and school districts.

SSA: Social Security Administration

SSI: Supplemental Security Income

SSN: Social Security Number

Subminimum Wage: The Fair Labor Standards Act (FLSA) permits the employment of certain individuals at wage rates below the minimum wage. These individuals include individuals whose earning or productive capacity is impaired by a physical or mental disability, including those related to age or injury, for the work to be performed.

Subminimum Wage Certificate: Certificates issued by the U.S. Department of Labor (DOL) Employment Standards Administration's Wage and Hour Division are required to compensate individuals with subminimum wages (see above).

Supported Employment: Supported employment provides paid work opportunities in the community, using group or individual placements. The services are aimed at finding competitive work in a community integrated work setting for persons with disabilities who need ongoing supports to learn and perform work.

Supported Employment, Group Placement: Group placements consist of training and supervision of an individual while engaged in work as part of a group in an integrated community setting. The ratio of supervision for work crews is set at a minimum of 1:4 and up to 1:8. Individuals on work crews are provided guidance and supervision throughout the course of the work day.

Supported Employment, Individual Placement: Individual placements consist of job placement in community business settings. A job coach meets regularly with the individual to provide training and supervision to help him or her maintain the necessary skills and behaviors to work independently. As the individual gains mastery of the job, the job coaching time and support services are gradually reduced and/or phased out.

Transition: For purposes of this report transition is a systematic, individualized process that incorporates a coordinated set of activities to assist students 16-24 to prepare for life after school.

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First Committee staff



UCEDD: University Center for Excellence in Developmental Disabilities

WIC: Welfare and Institutions Code

WID: World Institute on Disability

Work Activity Programs: Work activity programs (WAP) provide sheltered employment training for individuals who are not prepared for or who may not desire competitive employment in an integrated community work setting. A WAP serves only individuals served by regional centers and is not time limited. Individuals with developmental disabilities in WAP must be able to work at 10% productivity or better.

Working Age: For the purposes of this report the term working age refers to individuals with developmental disabilities, 18 years and older.

Work Incentives: Special rules make it possible for people with disabilities receiving Social Security or Supplemental Security Income (SSI) to work and still receive monthly payments and Medicare or Medicaid. Social Security calls these rules "work incentives."



Appendix -B

College2Career Program (C2C)

College to Career (C2C) programs are part of a Department of Rehabilitation (DOR) funded initiative developed in FY 2010-2011 in collaboration with the California Community Colleges' Chancellor's Office. Eight community colleges now have C2C programs funded by DOR. Each college was funded to develop pre-vocational and vocational training programs for individuals with intellectual disabilities (ID). The eight C2C colleges are: College of Alameda, Cypress College Continuing Education Center, Fresno City College, Sacramento City College, San Diego Community College District (San Diego City College), Santa Rosa Jr. College, Shasta-Tehama-Trinity Community College District (Shasta College), and West Los Angeles College. They provide instruction, campus supports, job development and placement services for students who are both DOR and Regional Center clients. The programs accept 20 students each year. Students receive instruction and support with the goal of securing competitive integrated employment in a career area of their choice.

College to Career programs were designed to incorporate the requirements of Comprehensive Transition and Postsecondary Education Programs for Students with ID as articulated in the Higher Education Act of 2008 as follows:

- Instruction and program activities are offered at a college
- Program services support students with ID who are seeking to continue academic, career and technical and independent living instruction to prepare for gainful employment
- Support services include guidance and advising
- Students with ID interact with non-ID students for at least ½ of their participation in the programs in academic components and other opportunities for inclusive coursework and activities

To facilitate student learning and transition to employment C2C students have opportunities to participate in volunteer, job shadowing, internships and related activities. Support services provided to students include job coaching, educational coaching and use of iPad and other innovative technologies.



DOR DEPARTMENT of
REHABILITATION
Employment, Independence & Equality

Edmund G. Brown Jr.,
Governor



State of California
Health and Human Services
Agency

Ms. Nelly Nieblas

Appendix C

California Council on Developmental Disabilities

916-322-5613

nelly.nieblas@scdd.ca.gov

Department of Rehabilitation

721 Capitol Mall

Sacramento, CA 95814

(916) 558-5874

May 12, 2016

RE: Public Records Request

Dear Ms. Nieblas:

Your April 8, 2016 email requesting any and all documents related to program and service descriptions and their number of participants was forwarded to External Affairs for response. Pursuant to the California Public Records Act (Gov. Code § 6250 et seq.), we have some of the information you requested.

In response to your request for information on the following programs and their number of participants:



1. Business Enterprise Program

The Business Enterprises Program provides training and support for persons who are legally blind in the management of food service and vending facilities on public properties throughout the State including cafeterias, vending stands, convenience stores, and vending machine locations. Other services include training of new vendors, the design and installation of new facilities, remodeling of older facilities, and consultation to all vendors to improve profitability of their businesses.

Individuals Operating Locations

SFY 14-15 = 94

SFY 13-14 = 109

2. Client Assistant Program

We do not have this information

If a consumer encounters problems receiving services from the Department of Rehabilitation, Independent Living centers, or other projects, programs, or activities funded under the Rehabilitation Act, they may request assistance from the Client Assistance Program (CAP). A CAP advocate can provide them with information, including assistance with legal, administrative, or other appropriate action to ensure the protection of their rights and facilitate access to appropriate services.

If they encounter a problem as a consumer of the Department of Rehabilitation's Vocational Rehabilitation Program, they are encouraged to try to resolve the problem first with their counselor or the supervisor. They may have assistance from the CAP at any time. It is always their right to bring a family member, representative or CAP advocate to meet with Department staff.

CAP advocates are not employees of the Department. They are independent advocates. If a consumer cannot achieve resolution to concerns at the local level, CAP may help request, prepare for and/or represent them at a mediation meeting, Administrative Review or a Fair Hearing.

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The CAP Program is administered by Disability Rights California,

3. Disability Access Services

Disability Access Services (DAS) provides technical assistance and informational guidance to promote the civil rights and equality for persons with disabilities in employment, physical access of built environments, access to private sector goods and services, digital access of electronic and information technology, and access to government programs, services, and activities through a series of services such as disability fairs, training classes, presentations, multimedia products, online resources, and accessibility inspections. DAS serves as a centralized resource that provides public information, policy consultation, training, and technical assistance to state and local government, non-governmental organizations, employers, businesses, and the public on disability related rights and access issues.

Fiscal Year	Events	Technical Assistance	DVDs	Site inspections	Total participants	Training Classes
2012-2013	1,107	429	N/A	3	1,539	44
2013-2014	1,703	498	4,323	162	6,686	92
2014-2015	2,319	491	8,912	1,080	12,802	99

4. Supported Employment

The Department of Rehabilitation (DOR), through its Supported Employment Program (SEP), helps individuals with the most significant disabilities find employment and work alongside non-disabled employees in a variety of community job settings.



The DOR partners with Community Rehabilitation Programs to provide a range of vocational rehabilitation services directly to consumers. The SEP enables DOR consumers to work in mainstream jobs and earn a wage or salary.

When an individual is interested in working but is not yet able to compete with other job candidates, the DOR's Vocational Rehabilitation Work Activity Program provides services to help them develop basic abilities and personal vocational skills. For those who are ready to begin working, the DOR may assign a job coach to support the individual in learning and performing their job duties.

Job coaching can be provided in individual or group settings. In an individual setting, job coaching is gradually reduced until a person can perform most, if not all, of their job duties without assistance. To ensure a person is stable in their job and able to continue working, the DOR may arrange for extended services through the regional centers or "natural supports" from business supervisors, friends, or family members.

SFY 14-15 = 7,053

SFY 13-14 = 6,570

5. Transition Partnership Program

The Transition Partnership Program builds partnerships between local education agencies and the Department of Rehabilitation (DOR) for the purposes of successfully transitioning high school students with disabilities into meaningful employment and/or post-secondary education.

Statewide there are more than 100 Transition Partnership Programs administered through contractual agreements with school districts and county offices of education. Under these agreements, the DOR assigns vocational rehabilitation counselors to be actively involved with the students and local education agencies. The DOR counselor determines eligibility and provides enhanced vocational rehabilitation services for at least one year prior to the student's graduation. The local education agency provides exclusive training and



enhanced vocational programming to enable students to achieve employment utilizing community-based instruction, vocational and work-site training, job placement, and follow-up services upon graduation.

SFY 14-15 = 11,389

SFY 13-14 = 10,872

6. Independent Living Program

SFY 14-15 = 22,446

SFY 13-14 = 23,961

Attached is a spreadsheet detailing Independent Living Services and consumers receiving those services.

7. Successful Employment Outcomes in the Fiscal Year 2014/2015

SFY 14-15= 13,214

In response to your request for the number of people involved in the services and a short description of each program or service:

8. Career Assessment and Counseling/ Job Search and Interview Skills

Under the core category of Job Related Services, the DOR provides services to assist a DOR consumer prepare for, obtain, and retain employment. A continuum of services provides guidance and direction to a DOR consumer in the development of job search techniques and appropriate work-related behaviors that will enhance the consumer's employability. ES components provide assistance in the development of job search skills, coordination of job search activities, and identification of appropriate job openings. Employment Retention services are designed to support DOR consumers and employers in achieving a successful employment outcome and in meeting DOR's criteria for case closure.



The four specific components of Employment Services are (1) Intake (2) Employment Preparation (3) Job Development and Placement, and (4) Employment Retention.

Employment Preparation Services include:

- Interviewing techniques
- Resume development
- Application preparation
- Appropriate work behaviors and work ethics
- Relevant work practices
- Appropriate grooming and hygiene
- Assistance in becoming knowledgeable regarding the impact of employment on the consumer and his/her disability
- Assistance with benefits planning related to employment
- Identification of additional support services such as meeting transportation, childcare, or other needs

9. Independent Living Skills

Under the core category of Support Services, the DOR provides Independent Living Skills Training (ILST) to DOR consumers in the skills and supports necessary to function independently at work, home or the community.

Services are most often provided to DOR consumers with sensory impairments or traumatic brain injuries. Training components in this category may include:

- Functional computer literacy training
- Functional daily living skills training
- Fiscal management and budgeting
- Adjustment to sensory loss
- Cooking and meal planning
- Household management
- Peer counseling
- Orientation and Mobility Evaluation
- Orientation and Mobility Training

10. Career Education Training

Career Education & Training in the context of vocational rehabilitation services that may be provided under the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act



- Vocational and other training services, including the provision of personal and vocational adjustment services, books, tools, and other training materials, except that no training services provided at an institution of higher education shall be paid for with funds under this subchapter unless maximum efforts have been made by the designated State unit and the individual to secure grant assistance, in whole or in part, from other sources to pay for such training.

11. Assistive Technology

Under the core category of Support Services, the DOR provides Level 2 Assistive Technology Assessment Services directly assists a DOR consumer in the selection, acquisition, or use of non-medical AT devices. Level 2 Services, as offered by experienced, but non-certified CRP staff, identify and evaluate the DOR consumer's ability to utilize the device to compensate for the loss of capacity. Level 2 Services generally have limited availability of equipment and may focus on specialty AT devices only, such as telecommunications, computer hardware, peripherals, and software, or communication devices.

Activities include:

- Evaluating the DOR consumer's AT needs and functional limitations and capacities
- Providing a variety of AT devices for trial
- Focus on integration of device in home, work, and community

If you have any further questions please contact me by phone at (916) 322-7573 or email at externalaffairs@dor.ca.gov.

Sincerely,

Mary Martin-Mabry

