



# EMPLOYMENT FIRST COMMITTEE (EFC) MEETING NOTICE/AGENDA

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## **Hawthorn Suites Sacramento Hotel**

321 Bercut Drive  
Sacramento, CA 95811  
(916) 441-1200

## **March 4, 2011**

10:30 a.m. – 4:00 p.m.

## **Teleconferencing Location and Information:**

Developmental Disabilities Area Board 10  
411 N. Central Avenue, Suite 620  
Glendale, CA 91203  
Call in number: (866) 944-9160  
PIN: 2982825

*Pursuant to Government Code Sections 11123.1 and 11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in the meeting, should contact Christofer Arroyo at 818/543-4631 or [christofer.arroyo@scdd.ca.gov](mailto:christofer.arroyo@scdd.ca.gov) by 5p on February 24, 2011.*

*\*Denotes action item*

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	<i>This item is for members of the public only to provide comments and/or present information to the Council on matters <b>not</b> on the agenda. Each person will be afforded up to three minutes to speak. Written requests, if any, will be considered first. The Council will provide a public comment period, not to exceed a total of seven minutes, for public comment prior to action on each agenda item.</i>	
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**EMPLOYMENT FIRST COMMITTEE (EFC) Meeting Minutes**

Posted at [www.scdd.ca.gov](http://www.scdd.ca.gov)

January 07, 2011

<b>ATTENDANCE</b>	
Tony Anderson	Kevin MacDonald
Scott Berenson	Steve Miller
Rachel Chen	Mark Polit
Lisa Cooley	Eileen Richey
Diana DeRodeff	Will Sanford
Dale Dutton	Rocio Smith
Carol Lopes	MaryEllen Stives
Eric Gelber	Michael Bailey
Tom Heinz	Daniel Boomer
Dayon Higgins	Don Braeger
Charlie Kaplan	Joe Meadours
Dean Lan	Andy Mudryk
Connie Lapin	Olivia Raynor
Liz Lyons	Robert Taylor
Barbara Maizie	Cindy White

<b>ABSENCES</b>	
Marcia Good	Robin L. Hansen
Dawn Morley	Bill Moore
Pattie O'Brien	
Dennis Petrie	
Scott Valverde	
Cecily Betz	
<b>STAFF ATTENDANCE</b>	
Chris Arroyo	Michael Brett
<b>VISITORS</b>	
Ed White	Rebecca Lennard
Leroy Shipp	Garren Stumpf
Amy Wall	Mark Starford
Louis Vismara	

**Item 1.0: CALL TO ORDER:**

Meeting was called to order by EFC Chair Michael Bailey at 10:37 a.m. A quorum was established.

**Item 2.0: WELCOME AND INTRODUCTIONS:**

Michael opened the meeting by introducing himself. During his introduction, he stated two critical issues:

- Public and privacy partnerships
- A possible need for social inclusion to develop a work culture/living independently with disabilities.

Everyone in the meeting continued to introduce themselves.

### **Item 3.0: APPROVAL OF MEETING MINUTES**

Meeting minutes for September and November 2010 were approved.

### **Item 4.0: PUBLIC COMMENTS**

Regional Centers (Bay Area) are over-worked and case management does not fully understand the importance of EFC issues. It was also stated that the learning curve is high for employment issues. Funds are also limited for this program.

### **Item 5.0: RECOMMENDATIONS FOR FACILITATING MEETINGS**

All members approved the recommendations, with the exclusion of having consumer representatives speaking first.

### **Item 6.0: SUBCOMMITTEE REPORTS**

Subcommittee members went over their respective reports.

- Chris Arroyo, staff, added the following:
  - Issues and Strategies need to be identified by the next meeting
  - Look for areas that have not been covered
  - Roles of agencies and data need to be wrapped up by next meeting

### **Item 7: EMPLOYMENT FIRST POLICY**

The California Employment First Policy was discussed and reviewed line by line. Some of the issues changed included:

- Negative words need to be changed to positive words.
- Strategies should be separated from policies.
- The importance of the IPP and people's ability to make decisions about their own lives needs to be highlighted.
- Importance of employment opportunities
- "Nothing about me without me."
- Giving guidance on the report to the legislators
- No person with a disability should be presumed that they can't or don't do something
- This policy will be interpreted by many.

With consensus from the EFC, staff announced that the proposed changes would be incorporated into the Policy.

**Item 8: ROLES AND RESPONSIBILITIES OF STATE AND LOCAL AGENCIES RE: EMPLOYMENT OPPORTUNITIES FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES:**

There was consensus that people from various agencies will provide the roles and responsibilities of their agency to the EFC. The roles and responsibilities will be discussed at the next meeting, with attention being paid to opportunities for collaboration.

**Item 9: GOALS AND MEASURING PROGRESS TOWARDS GOALS:**

Some of the requirements for goals were reviewed. There was consensus that it would be difficult to develop goals because there is little baseline data regarding the number of people with developmental disabilities in employment. Therefore, the EFC should be prepared to set goals about data and what other goals should be sought when appropriate data is available to measure the progress of the goals.

**Item 10: EXISTING EMPLOYMENT DATA**

EFC reviewed the data sheets provided by the Department of Developmental Services (DDS) and the Department of Rehabilitation (DOR). It was suggested that data concerning EFC is mostly estimated and is not coming from actual figures. Currently, accurate baseline data to make goals does not exist. However, goals can still be made without data, but measuring the progress of those goals may be difficult.

**Item 11: SUMMARIZE COMMITTEE AND SUBCOMMITTEE NEXT STEPS**

The next meeting will be held on 3/4/11. The time and location will be announced in the future.

**Item 12: ADJOURNMENT:**

Meeting was adjourned at 3:58 p.m.



**AGENDA ITEM DETAIL SHEET**  
*Employment First Committee (EFC)*  
*March 4, 2011*

**ISSUE:** REVIEW OF PREPARATION FOR REPORT TO THE LEGISLATURE AND GOVERNOR

**BACKGROUND:** The EFC must send a report to the Legislature and Governor by July 1, 2011. Because the report must be reviewed and approved by the State Council on Developmental Disabilities in late May, the EFC must complete all work on the report by the May meeting.

**ANALYSIS/DISCUSSION:** The tasks the EFC has completed or nearly completed include:

- development of an Employment First Policy; and,
- identifying existing resources of employment data.

The tasks the EFC needs to complete by the end of the March meeting include:

- identifying strategies and goals to obtain necessary employment data;
- finalizing strategies, best practices, and incentives for increasing integrated employment earning at least minimum wage for people with developmental disabilities; and,
- developing and finalizing goals for increasing integrated employment earning at least minimum wage for people with developmental disabilities.

**COUNCIL STRATEGIC PLAN OBJECTIVE:** Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

**PRIOR EFC ACTIVITY:** See Analysis/Discussion.

**RECOMMENDATION(S):** None.

**ATTACHMENT(S):** None.

**PREPARED:** Christofer Arroyo, February 10, 2011

**AGENDA ITEM DETAIL SHEET**  
*Employment First Committee (EFC)*  
*March 4, 2011*

**ISSUE:** SUBCOMMITTEE REPORTS

**BACKGROUND:** At the September Employment First Committee (EFC) meeting, the EFC created five subcommittees – Barriers/Disincentives, Benefits, Employer Recruitment, Innovative Strategies, and Transition. The five subcommittees met in November, early December, and early February.

**ANALYSIS/DISCUSSION:** The EFC will hear feedback on the subcommittees from consumer representatives. Following that, the EFC will receive a summary of the recommendations and issues identified by the subcommittees, have an opportunity to provide comments, and take action.

**COUNCIL STRATEGIC PLAN OBJECTIVE:** Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

**PRIOR EFC ACTIVITY:** At the September meeting, the EFC directed the subcommittees to identify relevant issues, options, and strategies regarding their topics and the subcommittees presented their information at the November EFC meeting. The subcommittees then met in early December to take the EFC's feedback from the November EFC meeting and incorporate them into their recommendations, further refine their recommendations, develop strategies, and provide additional input to the draft employment first policy. The subcommittees met in early February to finalize and prioritize strategies that will be presented to the EFC for its consideration.

**RECOMMENDATION(S):** It is recommended that members evaluate strategies that are identified as they hear them in order to provide helpful input for the agenda items that follow.

**ATTACHMENT(S):**

1) Barriers/Disincentives Subcommittee Draft Minutes, February 7, 2011

- 2) Benefits Subcommittee Draft Minutes, February 2, 2011
- 3) Employer Recruitment Subcommittee Draft Minutes, February 4, 2011
- 4) Innovative Strategies Subcommittee Draft Minutes, February 10, 2011
- 5) Transition Subcommittee Draft Minutes, February 2, 2011

**PREPARED:** Christofer Arroyo, February 11, 2011

## **EMPLOYMENT FIRST ~ BARRIERS AND DISINCENTIVES** **SUBCOMMITTEE**

Meeting Minutes February 7, 2011

**Present:** Bill Moore, DOR; Tom Heinz, EBI; Connie Lapin, Liz Lyons, Cindy White, Barbara Maizie, Don Brager

**Also present:** Carlene Guzman, DDS; Lisa Giraldi, PDS; Charlene Jones; Mark Starford, BSS

**Staff:** Rocio Smith

The meeting was held via teleconference. Chair Liz Lyons called the meeting to order at 3:05 pm. Everyone introduced themselves.

The minutes of December 6, 2010 were approved as presented.

There was no public comment.

### **Recommendations and Strategies for the Employment First Committee:**

The subcommittee wanted to express grave concern about the current budget crisis. The group felt that, without adequate funding that allows for reasonable compensation for employment services and staff, California will not be able to move the system to implement a realistic employment first policy for people with developmental disabilities.

#### *Barrier:*

Transportation

#### *Strategies:*

For individuals considering employment (or in employment) require that the Individual Program Plan identify transportation options/solutions to get/keep a particular job.

Among potential solutions:

- Destination/mobility training.

- Allow payment for transportation to a job for residential or day program (which provides competitive employment support) when public transportation (including paratransit) is not an option.
- Explore if paratransit can provide vouchers for cab rides (so the cost is the same as a paratransit ride) to get people to work when paratransit is not available.

*Barrier:*

Benefits maze – Lack of understanding of benefits/fear of losing benefits

*Solution:*

Identify benefits counseling as service that regional centers can fund by either developing a new vendor category by DDS or another mechanism that makes this possible.

Benefits counselors can help consumers and families understand the desirability of employment even if benefits change, can help access benefits such as Social Security Impairment related work expenses (IRWE) for transportation and other needs, etc.

*Barrier*

Preparation for work – People with developmental disabilities may not have the skills needed/desired by employers.

*Solution:*

Review of current Transition regulations to see if they can be strengthened to ensure adequate collaboration of all agencies (schools, regional center, Department of Rehabilitation, adult providers, etc.) to promote sufficient work experience, training and on the job training for students with developmental disabilities

Publicize and make available existing videos/curricula/manuals (through state departments DOE, DDS, DOR) that showcase successful transition programs for replication.

Clarify in Title 17 that a referral to DOR for supported employment can be made for students 6 months to a year prior to graduation

Develop a vendor category for short term (1 year) program to assist individuals to develop employment skills (for internships like Project Search or similar)

Explore explicit regulations that would allow school districts to purchase employment services identified in the Individual Transition plan directly from an adult service provider.

*Barrier:*

Skill of support staff. While there are exemplary programs and professionals providing employment supports for people with developmental disabilities, there

are many people in the field who do not have the skills needed to assist people with developmental disabilities to obtain and maintain employment.

Without adequate compensation and incentives that recognize employment services as valuable and desirable, the suggested solutions for standards are hollow since, in many instances, support staff is being paid less than the consumers they support. Without a guarantee of increased compensation, it is unrealistic to expect achievement of higher skill levels by direct support staff.

*Solutions:*

Implement standards for staff in employment services based on national standards. That DOR and DDS together put together a stakeholders' group which includes community colleges, adult providers, schools, families, consumers and other appropriate State Departments to develop these standards.

That SCDD and others advocate with the State Workforce Incentive Board to utilize some of their 15% discretionary funds for training/developing skills of staff who work in employment support for people with developmental disabilities.

*Barrier:*

Low expectations of people with developmental disabilities

*Solutions*

Focus and utilize existing resource (DOR) to educate employers regarding the business advantages to including people with developmental disabilities in their workforce.

Use existing and new resources to educate parents and teachers about the possibilities. (including DDS videos)

*Barriers:*

Bureaucratic Barriers:

Mandated closure days impact the ability of people to work at their job when they receive supports from a day program

*Solution*

Modify the Trailer Bill language to exempt, on an individual basis, services that support individuals in competitive jobs.

Licensing regulations require that a staff be present whenever a resident is present in the home. This limits the ability for residents to work schedules that

do not match day program schedules since they cannot be home alone. There is a possible waiver for this situation but the provider must request it and CCL must grant it.

*Solution*

To modify the regulation so that, when a resident is employed in a competitive job in the community, then that resident can be in the community care home unsupervised.

Lack of flexibility in funding

*Solution*

On an individual, time limited-basis, allow a day program to convert its group day service rate to a 1-1 hourly service for an individual who is seeking employment so they can receive the supports they need at no additional expense to the system. When a person is employed in the community, if support is needed on an ongoing basis, it should be available.

Meeting was adjourned at 5:02 pm

## Benefits Subcommittee Minutes and Report for February 02, 2011 via Telephone Conference Call 3pm-5pm

Present:

Cindy White (DDS CAC), Debra Mannon and Laura Miller (Inland Regional Center), Lisa Cooley (SCDD), Liz Lyons (EFC Consultant), Charlene Jones (BRC), Vicki Smith (Area Board 12)

1. Call to Order – L. Cooley chaired the meeting in M. Bailey’s absence and called meeting to order at 3:05pm
2. Welcome and Introductions were made
3. Review of Minutes from Subcommittee meeting on December 10, 2010 and this Subcommittee’s report to Employment First Committee on January 7, 2011. Approval L. Lyons (m)/ D. Mannon (s)/ (c)
4. Public Comments – None
5. Developing Recommendations and Strategies to Employment First Committee:

Issue or Problem	Strategy and Method of Implementation
Consumers are trying to delicately balance between getting good paid employment and the ability to keep their public benefits, namely the medical insurance portion.	This is what the group feels is the overall broad understanding of the problem related to benefits. The following breakdown represents the pieces that the group feels need to be accomplished in order to address the larger problem.
Not enough outreach to inform people of programs that exist to assist them	<ul style="list-style-type: none"> <li>• Need to have cross-training for agencies to be consistent in helping people understand the benefits of working and how wages affect public benefits – agencies being suggested are: day programs; DDS CAC; ARCA CAC; People First, Dept of Rehab, Independent Living Centers, Regional Centers, HR Departments, Social Security</li> </ul>
More training for Regional Center staff, employment personnel and support service personnel about employment and public benefits <u><i>(training is seen as the primary need to address many of the shortfalls of public benefits and employment)</i></u>	<ul style="list-style-type: none"> <li>• By 12-31-2011, Uniform information packet that is consumer-friendly (available in multiple languages and all types of formats including interactive DVD) that clearly explains what wages do, and do not do, to public benefits – this should be developed by consumers for consumers (i.e., jointly between DDS CAC, People First and other Consumer-led organizations). Between 1-2012 and 6-2012, Packet should be distributed to Consumers and Families. This can</li> </ul>

	<p>be accomplished through a grant from SCDD or another entity.</p> <ul style="list-style-type: none"> <li>o Those consumers who are well-versed on what questions to ask about their work/wages and benefits are more likely to want to work.</li> </ul>
Need training on how to use the disability benefits website	By 12-31-2011, Consumer-led advocacy groups to develop training material on how to best teach folks how to use the disability benefits website so hard to understand. Six months after training material developed, the materials should be distributed in accessible formats and even web-based. Funding may be secured through SCDD grant or other granting organizations (or incorporated into Uniform Information Packet above).
Need schools to introduce importance of employment at each Individual Transition Plan (ITP)	SCDD LPPC to seek statutory language that requires the ITP team (including consumer and parents/representative) to address importance of employment at each ITP. This should be sought at each reauthorization review for the IDEA and consequent CA Special Ed laws.
Need to simplify the process of reporting wages	SCDD, in conjunction with the National Council to explore a more uniform reporting form with Social Security to make reporting wages easier.
Need to make the process of learning how to pick a new physician when your job gives you health benefits	Department of Healthcare Services in conjunction with DDS and Insurance Companies in CA to create fact sheets for HR Departments on how to work with consumers in picking physician in new health plan. Costs should be borne by Insurance Companies as part of their marketing or publications budget.
For the Working Disabled program, wage cap on earnings need to be changed and number of people living in household increased so more people can be served	SCDD, in conjunction with the National Council should explore the best way to get approval on this proposal.
Have at least one employment specialist position at each regional center to help consumers	SCDD and the Association of Regional Center Agencies (ARCA) to seek statutory change to Lanterman Act [WIC 4640.6(g)] to add position and funding for at least one employment specialist position at each regional center .
Make income-based programs have a standard income level for eligibility because right now Once a consumer starts working, it may confuse them on how to calculate whether they still meet the income requirements for other programs such as Cal-	SCDD, in conjunction with the National Council, should explore the possibility of making all the income levels the same for income-based programs such as food stamps, SSI, etc. Accomplishing this would simplify the consumers understanding of support programs.

Fresh, etc.	
Educate businesses on value of employees	SCDD to work with DDS CAC project and get data on employment so that the Governor's committee can seek funding to make a promotional video by consumers for consumers to highlight the positive aspects of hiring people with disabilities.
Incentives	<ul style="list-style-type: none"> <li>• Tax Credits for businesses – though hesitancy because if incentives go away so do the positions</li> <li>• Education to businesses about the value of the employee – maybe by making a promotional video</li> <li>• Education needed at County board level (ie Workforce Investment Boards, One-stop centers, and Youth Training Centers) so that the boards encourage identification of employers/contractors to hire people with developmental disabilities as part of the contract</li> <li>• Need additional supports at regional centers to have an employment specialist to help coordinate with consumers re: wages/benefits</li> </ul>

6. Summarize Subcommittee Next Steps – Next telephone conference call meeting scheduled for 3:00 p.m. on April 6, 2011 if necessary following further recommendations from full Employment First Committee meeting.
7. Adjournment – 4:05 p.m.

Submitted by: V. Smith





[Also posted at [www.scdd.ca.gov](http://www.scdd.ca.gov)]

## **EMPLOYMENT FIRST COMMITTEE** Subcommittee Work Group: Employer Recruitment

### **Meeting Minutes for February 4, 2011**

Present:

Steve Miller, Tierra del Sol

Dean Lan, Department of Health Care Services

Eileen Richey, Association of Regional Center Agencies

Tammy Evrard, Facilitator

Staff: Scarlett vonThenen, Area Board XI

Also present: Carol Lopes, Area Board 9; Christine Foisy and LaJuanna Thompson, Governor's Committee on Employment of People with Disabilities

The meeting was held via teleconference at the locations identified on the agenda.

1. Staff called the meeting to order at 9:11 am.
2. Welcome and Introductions
3. Review of minutes and report from 12/03/2010 subcommittee meeting – Minutes approved as corrected and subcommittee's report to the Employment First Committee approved and adopted
4. No public comment received.
5. Developing recommendations and strategies to Employment First Committee – see table starting on page 3

6. Subcommittee next steps –Further discuss and perfect strategies developed for the Employment First Committee.

7. Meeting adjourned at 10:21am.

Next meeting: Friday, April 1, 2011, from 9:00-11:00am



[Also posted at [www.scdd.ca.gov](http://www.scdd.ca.gov)]

**EMPLOYMENT FIRST COMMITTEE**  
 Subcommittee Work Group: Employer Recruitment

**Recommendations to Employment First Committee**

<b>Issue</b>	<b>Subcommittee Recommendation</b>	<b>Specific Strategy to Implement Recommendation</b>
<p><b>California’s Employment First Policy must include a clear, compelling and measurable goal statement for employment outcomes.</b></p>	<p>The Employment First Committee Should add the following Statement and Objective to its stated Mission:</p> <p>“California’s dynamic and diverse workforce should reflect the full participation of all members of the State’s population. Currently people with developmental disabilities are significantly under-represented in California’s workforce resulting in their disproportionately high unemployment rate – approaching 75%.</p> <p>The goal of the Employment First Committee is to actively promote State policies and actions that will increase job opportunities for people with developmental disabilities and reduce barriers that separate people from potential employment. The measurable outcome of these activities will be an overall California workforce that includes at least 01% people with developmental disabilities. This number represents the percentage of working age men and women with developmental disabilities in California’s potential workforce.</p>	<p>The Subcommittee will recommend that the Employment First Committee adopt this statement at its March 4<sup>th</sup> meeting.</p>

Issue	Subcommittee Recommendation	Specific Strategy to Implement Recommendation
<p><b>Persons with developmental disabilities are under-represented in California’s public sector workforce.</b></p> <p>California has not yet fully achieved the intended outcomes of the Governor’s Executive Orders (S-11-10, S-04-05, S-6-04, S-18-04) and the White House Executive Order dated 7-26-2010.</p>	<p>The Employment First Committee should work actively with the Governor’s Committee on the Employment of People with Disabilities and the designated lead agencies (the DOR and the State Personnel Board) to promote policies and actions that include persons with developmental disabilities in the successful implementation of all relevant State and Federal Executive Orders .</p>	<ol style="list-style-type: none"> <li>1. The EFC through the Employer Recruitment Subcommittee will coordinate with the Governor’s Committee on Employment of People with Disabilities to support their efforts to fully include persons with developmental disabilities in the implementation of the above-mentioned Executive Orders.</li> <li>2. The Subcommittee will review the specific content of these Executive Orders at its next meeting and develop ideas for assisting the Governor’s Committee in its efforts.</li> </ol>
Issue	Subcommittee Recommendation	Specific Strategy to Implement Recommendation
<p><b>Persons with developmental disabilities are underrepresented in the general workforce of private sector employers who contract with California to provide goods and services</b></p>	<p>“As a model employer”, California should maximize its influence in the larger employment arena by creating incentives for its vendors to demonstrate their commitment to including people with developmental disabilities within their workforce. The Employment First Committee should work with the Governor’s Committee to develop an effective communications and recognition program for the State’s private sector vendors.</p>	<ol style="list-style-type: none"> <li>1) The EFC through the Employer Recruitment Subcommittee will coordinate with the Governor’s Committee to develop and disseminate information regarding the State’s commitment to promoting the employment of persons with developmental disabilities as a part of their overall mission to promote the employment of all persons with disabilities.</li> <li>2) The Subcommittee will engage the Governor’s Committee in discussions about the feasibility of conducting annual awards for Employers and producing an annual report highlighting the State’s positive employer partners and documenting the employment outcomes of the Committee’s work</li> </ol>

<b>Issue</b>	<b>Subcommittee Recommendation</b>	<b>Specific Strategy to Implement Recommendation</b>
<p><b>Persons with developmental disabilities are underrepresented among the rank and file membership of California's Organized Labor partners</b></p>	<p>California should work with representatives of its organized labor partners to develop a Statement of Principle that will encourage greater participation of persons with developmental disabilities within their membership. This partnership could create career path entry points for persons with developmental disabilities such as internships and apprenticeship programs.</p>	<ol style="list-style-type: none"> <li>1. The EFC shall propose to the Governor's Committee to host "a Roundtable discussion" with representatives of California's organized labor partners. The purpose of the Roundtable is to explore ideas regarding the implementation of the Executive Orders, as they relate to persons with developmental disabilities.</li> <li>2. The proposal shall be made to the Policy and Planning Subcommittee.</li> <li>3. If the Governor's Committee approves the idea, The Employer Recruitment Subcommittee would assist in the organization and staging of the discussion</li> </ol>
<b>Issue</b>	<b>Subcommittee Recommendation</b>	<b>Specific Strategy to Implement Recommendation</b>
<p><b>The job development output of Supported Employment providers is not keeping up with the growing pool of candidates for employment development and job coaching services. This problem is especially acute for people with the most significant disability related challenges</b></p>	<p>The Employment First Committee should develop a set of policy recommendations that will enhance the capabilities of Job Developers and Supported Employment Providers to increase their success in placing people with significant levels of developmental disabilities in integrated community employment matching their abilities and their interests</p>	<ol style="list-style-type: none"> <li>1. The Employment First Committee should recommend/facilitate the development of a "career path" for employment service personnel such as Job Developers who are employed by Supported Employment providers. The intent is to increase the knowledge, expertise and tenure of Job Development personnel working for community based provider organizations.</li> <li>2. EFC to recommend that the State establish a reimbursement mechanism that correlates to the actual costs to develop customized employment opportunities for individuals with complex developmental disabilities.</li> </ol>





## **EMPLOYMENT FIRST** **INNOVATIVE STRATEGIES SUBCOMMITTEE MEETING NOTES**

### **February 10, 2011 Meeting Notes**

#### **Members and Guests Present**

Rachel Chen - Chinese Parent Association for the Disabled  
Dale Dutton - Advocate/Parent/Self San Rafael  
Kevin MacDonald (Chair) –The ARC of Southeast LA County-  
Dawn Morley- State Council – Area Board 1  
Andy Mudryk - Disability Rights California  
Robert Taylor - Department of Developmental Services CAC

#### **Guests:**

Luana Acuña Director of Employment Services, The Arc of SE LA Cty.

#### **1. CALL TO ORDER**

Meeting convened at 2:11 due to technical difficulties. A quorum was present. A quorum was present.

#### **2. WELCOME AND INTRODUCTIONS**

Members and guests present introduced themselves.

#### **3. REVIEW OF MINUTES FROM THIS SUBCOMMITTEE'S MEETING ON DECEMBER 9, 2010 AND THIS SUBCOMMITTEE'S REPORT TO EMPLOYMENT FIRST COMMITTEE ON JANUARY 7**

Motion-Dale Dutton /Second-Andy Mudryk /Carried to approve the December 9, 2010 Innovative Strategies Subcommittee minutes/January 7, 2011 report to the Employment First Committee

#### **4. PUBLIC COMMENTS**

None.

#### **5. DEVELOPING RECOMMENDATIONS AND STRATEGIES TO EMPLOYMENT FIRST COMMITTEE**

Issue, Problem, Strategy and Method of Implementation discussion-preliminary draft document attached.

**6. SUMMARIZE SUBCOMMITTEE NEXT STEPS**

Committee members will e-mail additional strategy and method of implementation proposals to Dawn at [dawn.morley@scdd.ca.gov](mailto:dawn.morley@scdd.ca.gov). Next full Employment First Subcommittee will meet March 4<sup>th</sup> and this Subcommittee is scheduled to meet on April 14, 2011 at 1:00 p.m.

**7. ADJOURNMENT**

Meeting adjourned at 2:10 p.m.

# EMPLOYMENT FIRST COMMITTEE

## SUBCOMMITTEE IDENTIFIED STRATEGIES

PRELIMINARY DRAFT, 2/16/11

### Innovative Strategies Subcommittee

Issue or Problem	Strategy and Method of Implementation
<p>Innovative strategies to increase the number of people with developmental disabilities in integrated jobs earning at least minimum wage. Preliminary discussion centered around the following areas:</p>	
<ul style="list-style-type: none"> <li>• Microenterprises /Self Employment</li> </ul>	<p>Vendored programs -people have to realize if this is going to be done in the context of state program it is a one to one funding piece. For example, a regional center would fund individuals at the same level as supported employment /individual placement and the individual demonstrates that they can achieve same/similar level of income as someone in supported employment would make. Has to be a recognized that if we are going to press micro-enterprise/self employment for those people who it would be useful to and it's going to be provided by non-supportive employment providers that leaves you the day program group and you cannot do at 3 or 4 to one ratio. Same model as supported employment in getting adequate hours and 1:1 but different process.</p> <p>Innovation to this is that the capacity at the</p>

	<p>supported employment provider level in the state is probably limited at this time.</p> <p>If you show that model can be vendorized and use that example, other providers would follow suit. (Note the committee determined that Microenterprise and Self-Employment should be consolidated as one item.) Dale Dutton will develop a couple of paragraphs regarding what is required at the vendorization level to make a support service in order to make micro-enterprise/self-employment viable.</p>
<ul style="list-style-type: none"> <li>• Job Development /Career Development</li> </ul>	<p>Kevin and Luana will develop a series of paragraphs because they are currently working on the issue trying to combine with the work that the Employment Development Department and what other agencies and organizations are already doing with respect to where the pools of jobs are. Additional information will be provided regarding information from the the Journal of Vocational Rehabilitation and they have research regarding how supported employment is funded in other states and includes recommendations on how to better fund job development so it is not funded on the back end.</p> <p>On a related issue of innovation to consider which relate to both self employment and job development is the process of the concept of</p>

	<p>discovery as part of the individuals planning process, spending enough time up front to either make a really good job placement that is going to hold, a job they would really like to have or you are helping them develop a business that really enjoy working in as opposed to just taking the first job they can find and which is tied to the funding. But there needs to be a mechanism to recognize the concept of discover for all is something that comes at the front end of good job development or job matching.</p> <p>Incentives have to be in <u>all</u> the right area(s) and tied to what they want to do with their lives, not just when the person gets a job. Also ties into the innovation surrounding <u>careers</u>; not just talk about a <i>job</i>.</p>
<ul style="list-style-type: none"> <li>Decreasing discrimination and stereotypes</li> </ul>	<p>Andy Murdyk will submit strategies and methods.</p>
<ul style="list-style-type: none"> <li>Financial Structures / Funding mechanism</li> </ul>	<p>Funding mechanisms-Launa is reviewing other methods from other states (See above).  At this point, we are locked into the system in the state that you have got to go to the Department of Rehabilitation (DOR) first for placement/habilitation services. It may be a lot cleaner if job development and job support were funded through Department of Developmental Services. Luana noted that there are pro's and con's to both sides; when you're dealing with DOR you have staff who</p>

are very educated and well informed on the needs of employment issues for the consumers when habilitation services switched over to we found that you have a lot of case managers who just sort of inherited the work but do not have the expertise to help guide and assist the clients with a career path. In terms of funding, it does not make too much of a difference because the rate same for job coaching. Their agency has seen benefits of having use of DOR resources but may depend on the counselor and they have really good counselors.

DOR is a bit more rigid with their funding and it is time specific with very little, if any, flexibility with how long you can provide supports to an individual. If an individual is hired at a job and needs additional time in order to succeed than DOR thinks they do not have the flexibility whereas with Regional Center you do have the opportunity to have extra time. Would be nice if everything were funded through one organization but DOR is knowledgeable. DOR is fine but time limits are an issue for our population so the concept and values that go through the DDS system of working with someone for life seems to be a logical fit for a person with a disability. Possibly look at revising regulations with respect to timelines and the clients we serve.

Look at what other states have done and see if

	<p>they have been able to free up some of the time limits.</p> <p>Existing structure with job coaching hours and rate: the positive is that it is the same rate throughout the entire state but we could examine rates compared to other states.</p>
<ul style="list-style-type: none"> <li>• Service Designs/Program designs</li> </ul>	<p>Are there things that are in other states that are drastically different than what California is doing? Additional research is needed.</p>
<ul style="list-style-type: none"> <li>• Staff Training</li> </ul>	<p>Better staff training: most regional center case managers do not know as much as and area not nearly as educated in the topic as Department of Rehabilitation staff but they are being asked to address employment and the training may not have been adequate when the transfer occurred in 2004. Strategies:</p> <p>Additional training for regional center staff and/or include Rehabilitation staff in IPP process and/or Have dedicated/designated employment specialist staff at each regional center.</p> <p>DOR train DDS and/or have consistent collaborative-in the past work services staff for regional centers – that cadre has disappeared.</p> <p>Regional centers should go beyond adult service coordinators and begin working with school aged children and transition aged young adults so they are well educated on employment options and information is included in the IEP. Ideally every</p>

service coordinator should have employment training in their orientation training and some type of annual mandated training from an expert to explain how the process works. Expand beyond specialist and make sure every service coordinator has some knowledge on how supported employment /micro enterprise and traditional supported employment work and that they are retrained every year because the labor market and job outlook changes every year. Make sure that service coordinators are introducing the idea of employment to the students from at least junior high through high school so when they graduate they have begun to plan their goals and are geared to employment or secondary education and letting them know what options and resources are out there for them. Other training piece is working with families to help them to understand expectations. Training and models do exist need to find and customize to California.

Strategies that will allow employment first policy to be implemented and will need training and orientation component to do it and at the legislative level that will cost money. Orientation to a new way of thinking with Employment First.

As with self determination there is new knowledge or skills that staff will need to have and there is a need for training models on how to implement.

	<p>Include more education/post secondary options planning in high school; teachers need to understand and (IEP) plans should be addressing ongoing education; waiting until they are out of school is too late.</p> <p>Need to include marketing Employment First and needs to be explained and marketed. There are some initiatives e.g. We Include but the word has not spread to businesses. Has to be an aspect of training/educating businesses.</p>
<ul style="list-style-type: none"> <li>• Support models</li> </ul>	<p>Current job coaching methodologies are working fairly well.</p>
<ul style="list-style-type: none"> <li>• Innovative Strategies in United States and internationally</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring programs</li> <li>• Community College as a pathway to success</li> <li>• Strategies that connect innovative approaches to sectoral training (e.g., green jobs)</li> <li>• Improved workplace access with Universal Design</li> <li>• Inclusion/participation in Workforce Investment Act (WIA Initiatives)</li> <li>• Tax incentives</li> <li>• Outreach to employers regarding accommodation</li> <li>• Require contractors with governmental agencies to ensure at least 10% of their workforce are people with disabilities</li> </ul>
<p>Innovative strategies to be used to better support people with</p>	

developmental disabilities in integrated jobs earning at least minimum wage. Preliminary discussion centered around the following areas:	
<ul style="list-style-type: none"> <li>Decreasing discrimination</li> </ul>	See comments above. The bottom line: discrimination in the workplace should not happen to those who have disabilities, so please see that consumers and self-advocates, don't get discriminated in the workplace.
<ul style="list-style-type: none"> <li>Supporting someone's business</li> </ul>	Included in discussion above.
<ul style="list-style-type: none"> <li>Flexibility with service options</li> </ul>	Included in discussion above.
<ul style="list-style-type: none"> <li>Career Development</li> </ul>	Included in discussion above.
<ul style="list-style-type: none"> <li>Employment Preparation Programs</li> </ul>	Improve post secondary options for clients which will give individuals a competitive edge as they enter the workforce. Sample programs include: Taft College, Pathways @UCLA and College to Career.
Pilot/field demonstration to introduce additional incentives in individual placement supported employment	No funding in place and unlikely to get funding from any state agency.
Centralize job development	See comments above under Staff Training

**A few strategies to consider, in no particular order:**

<b>Issue or Problem</b>	<b>Strategy and Method of Implementation</b>
	Raising asset limits in benefits programs
Difficulty in moving people from day activities and sheltered employment into integrated employment earning at least minimum wage	<ul style="list-style-type: none"> <li>Conduct outreach to people in sheltered employment in order to help people transition into integrated employment earning at least minimum wage</li> <li>A money-follows-the-person strategy to support them in</li> </ul>

	<p>integrated employment earning at least minimum wage<sup>1</sup></p> <ul style="list-style-type: none"> <li>• Consider stopping/limiting funding to congregate day services and give people in employment first process priority. What to do with people who cannot find jobs because there still are a limited number of jobs? Improve provider capacity and job market.</li> <li>• In supported employment whole other entity you have no control over which is the job market and there is other player in the game that we can't control and employer has to make tough decisions. They have to look at the bottom line. There has to be additional incentives to make the jobs/position affordable for employer.</li> <li>• We cannot control private sector as much as we can influence public sector. (State/County/City)</li> <li>• Utilize existing programs e.g. worksites for Workability programs.</li> <li>• Another example is Project Search model and that model can be applied in other areas like county government.</li> </ul>
<p>Provide health care, reduced cost of public benefits</p>	<p>Allow Medicaid to pay private insurance premiums on either the individual market or within a group-based plan for working individuals with disabilities, so as to allow access to the private insurance market for this population while reducing Medicaid's health care costs and maintaining access to long term services and supports.<sup>2</sup></p>
	<p>Create a new Social Security disability support program designed to replace SSI for eligible individuals with disabilities ages 14-28. Such a program should not be income-limited or require an individual to not work, but should provide benefits for the purpose of financing transition-related expenses, such as post-secondary</p>

<sup>1</sup> CPSD Response to Harkin Disability Employment Summit, Pg. 6, #2

<sup>2</sup> CPSD Response to Harkin Disability Employment Summit, Pg. 6, #3

	education, employment support, assistive technology and other relevant expenses. <sup>3</sup>
	A demonstration project between DOR, local educational agencies, and service providers to braid and interweave funding to increase employment <sup>4</sup>
	Self-directed services as an option for everyone <sup>5</sup>
	Increase the rate of stabilization from 20% to 40% for people who need greater support <sup>6</sup>

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<sup>3</sup> CPSD Response to Harkin Disability Employment Summit, Pg. 6, #1

<sup>4</sup> Institute for Community Integration, Research to Practice newsletter, Pg. 2

<sup>5</sup> SB 1270 Report, Pg. 49

<sup>6</sup> SB 1270 report, Pg., 56



## Transition Sub-Committee Minutes February 2, 2011

**In Attendance:** Tony Anderson, Scott Berenson, Mary Ellen Stives, David Drazenovich, Stormy Miller, John Filley, Lisa Cooley, Eileen Richey, Garren Stumpf, Jerry Wechsler, Wendy, Jennifer Ruiz, Nancy Chiquete, Joan Burg

1. Call to Order: Tony Anderson, Chairperson, called the meeting to order at 10:05.
2. Welcome and Introductions were made.
3. Review of Minutes: Minutes from the December 1, 2010 meeting were approved as submitted. For the sake of time, Tony didn't speak too much about the January 7<sup>th</sup> full committee meeting. Mary Ellen did point out that this would be a busy meeting, as we are tasked with nailing down concrete strategies, including who, what, where, why, how, and when.
4. Public Comments: There were none.
5. Point of Transition Presentation: Stormy Miller from San Diego Regional Center and Jerry Wechsler from the TRACE program at San Diego Unified School District did a presentation on how this program works in San Diego and neighboring school districts. Please see the attached Power Point presentation for more specifics. In a nutshell, the TRACE program works in collaboration with SDRC and the Department of Rehabilitation 6-9 months in advance (although they might change this to 12 months in advance) regarding adult programs to insure a seamless transition. The DOR

paperwork is done 1.5 to 2 years in advance, and the students are taken to look at various programs, which provides the feeling of safety and comfort for both the student and the parent. The student selects a program, and begins attending (with any necessary supports provided by the school district) approximately 9 months prior to graduation. If everyone is in agreement that this is a good match for the individual, the only thing that changes upon graduation is who pays for the program.

6. Developing Recommendations and Strategies to Employment First Committee: Following the Point of Transition Presentation, the committee made specific suggestions regarding the Employment First Policy, and what aspects of “transition” should be considered. Eileen made the suggestion that we should look at a multi-year strategy in accomplishing this task.

- One aspect of the POT program that the committee felt needs to be included in the Employment First Policy is the access to adult programs students have while still under the auspices of the school district. This will need to be a conversation between the DOR, CDE and RC’s as funding issues need to be resolved. If possible, there should be some guidance from CDE if the committee feels this is imperative to successful transition.
- ARCA might be willing to sponsor webinars to share what is considered “Best Practice” information and materials with DOR, RC’s, Schools and DDS. This information could be culled from existing resources such as “Catch the Wave” information found on the San Diego Community College website, as well as looking at what other states such as Oregon and Tennessee offer, and see what can and should be replicated. Possibly DDS or SCDD could take the lead on this project.
- Encourage CDE to post a standardized form for transition planning is another suggestion. It is understood that each district has the freedom to utilize what materials they feel most beneficial, but it might be possible to offer them a user friendly form that would benefit both the students and the schools. Reviewing these suggested forms could be done with a small committee

perhaps consisting of a representative from CDE, DOR and a parent/consumer representative.

- The committee recognized that the subject of professionalizing the field for job developers has come up on more than one committee, and felt that this could be a long range goal. There was a certificate program offered through San Diego State and the DOR years ago, and if the full committee feels this would be worth researching for more information, it can be done. If there is information available that indicates this certificate program assisted in increased job development, this might be a good area to suggest that the University System and DOR join forces to collaborate on grant writing, so that this would be a low/no cost opportunity for people in the field.
- Another suggestion made was to review the DOR regulations in CA vs. the Federal regulations. It was felt that DOR could do more to promote start-up companies and self-employment situations. This research would best be done by someone familiar with both the federal and state regulations. Written guidelines pertaining to how DOR can assist with self-employment should also be created.
- Engaging the One Stops to offer more supports to individuals with developmental disabilities should be pursued.
- Setting a standard for state agencies to employ people with disabilities, as well as making LEAD easier was addressed.
- Lisa suggested that the ROP programs be used in conjunction with transition programs more, but funding for this would have to be restored. This is another example where the blended funding would be useful.
- Don made a recommendation that DDS be approached about pulling SELN in to help share best practices.
- Regional Centers and the DOR should be tasked with monitoring the College to Career grants, and if successful, consider expanding this model. (There are 5 such grants throughout the

state that will be supporting 20 Regional Center consumers in each area to attend community colleges).

7. Summarize Subcommittee Next Steps: Attend and present these recommendations and strategies to the full committee in March, and solicit more input from members that were unable to attend today.
8. Meeting was adjourned at 12:00.

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**AGENDA ITEM DETAIL SHEET**  
*Employment First Committee (EFC)*  
*March 4, 2011*

**ISSUE:** CONSUMER FEEDBACK ON EMPLOYMENT FIRST STRATEGIES

**BACKGROUND:** At the November and January Employment First Committee (EFC) meetings, an announcement was made that the representatives of consumer groups would solicit input from their respective groups to provide to the EFC at the March meeting.

**ANALYSIS/DISCUSSION:** None.

**COUNCIL STRATEGIC PLAN OBJECTIVE:** Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

**PRIOR EFC ACTIVITY:** None.

**RECOMMENDATION(S):** It is recommended that the EFC hears the input that representatives have gathered from consumer groups and determines how to incorporate such input into the strategies that will be included in the report that will be provided to the Legislature and Governor.

**ATTACHMENT(S):** None.

**PREPARED:** Christofer Arroyo, February 11, 2011



**AGENDA ITEM DETAIL SHEET**  
*Employment First Committee (EFC)*  
*March 4, 2011*

**ISSUE:** EMPLOYMENT FIRST STRATEGIES

**BACKGROUND:** The EFC must send a report to the Legislature and Governor by July 1, 2011. The report must identify strategies and incentives for increasing integrated employment for people with developmental disabilities.

**ANALYSIS/DISCUSSION:** None.

**COUNCIL STRATEGIC PLAN OBJECTIVE:** Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

**PRIOR EFC ACTIVITY:** The five EFC subcommittees (Barriers, Benefits, Employer Recruitment, Innovative Strategies, and Transition) have been meeting to develop strategies to recommend to the EFC for its consideration for inclusion in the report. Additionally, representatives have gathered input from consumer groups to recommend to the EFC for its consideration for inclusion in the report.

**RECOMMENDATION(S):** It is recommended that the EFC review all of the strategies and determine which ones to include in the report.

**ATTACHMENT(S):**

1) Strategies Developed by Subcommittees

**PREPARED:** Christofer Arroyo, February 14, 2011



# EMPLOYMENT FIRST COMMITTEE

## STRATEGIES DEVELOPED BY SUBCOMMITTEES

as of 2/16/11

### Supporting Employment

Issue or Problem	Strategy and Method of Implementation
<p>Transportation (Barriers Sub.)</p>	<p>For individuals considering employment (or in employment) require that the Individual Program Plan identify transportation options/solutions to get/keep a particular job. Among potential solutions:</p> <ul style="list-style-type: none"> <li>• Destination/mobility training.</li> <li>• Allow payment for transportation to a job for residential or day program (which provides competitive employment support) when public transportation (including paratransit) is not an option.</li> <li>• Explore if paratransit can provide vouchers for cab rides (so the cost is the same as a paratransit ride) to get people to work when paratransit is not available.</li> </ul>
<p>Skill of support staff. While there are exemplary programs and professionals providing employment supports for people with developmental disabilities, there are many people in the field who do not have the skills needed to assist people with developmental disabilities to obtain and maintain employment. (Barriers Sub.)</p>	<ul style="list-style-type: none"> <li>• Without adequate compensation and incentives that recognize employment services as valuable and desirable, the suggested solutions for standards are hollow since, in many instances, support staff is being paid less than the consumers they support. Without a guarantee of increased compensation, it is unrealistic to expect achievement of higher skill levels by direct support staff.</li> <li>• Implement standards for staff in employment services based on national standards. That DOR and DDS together put together a stakeholders' group which includes community colleges, adult providers, schools, families, consumers and other appropriate State Departments to develop these standards.</li> <li>• That SCDD and others advocate with the State Workforce Incentive Board to utilize some of their 15% discretionary funds for training/developing skills of staff who work in employment support for people with developmental disabilities.</li> </ul>
<p>Bureaucratic Barriers:</p>	<ul style="list-style-type: none"> <li>• Modify the Trailer Bill language to exempt, on an individual basis, services that</li> </ul>

<p>Mandated closure days impact the ability of people to work at their job when they receive supports from a day program (Barriers Sub.)</p>	<p>support individuals in competitive jobs.</p> <ul style="list-style-type: none"> <li>• Licensing regulations require that a staff be present whenever a resident is present in the home. This limits the ability for residents to work schedules that do not match day program schedules since they cannot be home alone. There is a possible waiver for this situation but the provider must request it and CCL must grant it. <ul style="list-style-type: none"> <li>○ Modify the regulation so that, when a resident is employed in a competitive job in the community, then that resident can be in the community care home unsupervised.</li> </ul> </li> </ul>
<p>(Employment First Policy)</p>	<p>Access to appropriate technology to maximize skills and earnings.</p>
<p>Staff Training (Innovative Strat. Sub.)</p>	<ul style="list-style-type: none"> <li>• Better staff training: most regional center case managers do not know as much and are not nearly as educated in the topic as Department of Rehabilitation staff but they are being asked to address employment and the training may not have been adequate when the transfer occurred in 2004. Strategies: <ul style="list-style-type: none"> <li>○ Additional training for regional center staff and/or include Rehabilitation staff in IPP process and/or</li> <li>○ Have dedicated/designated employment specialist staff at each regional center.</li> <li>○ DOR train DDS and/or have consistent collaborative-in the past work services staff for regional centers – that cadre has disappeared.</li> </ul> </li> <li>• Regional centers should go beyond adult service coordinators and begin working with school aged children and transition aged young adults so they are well educated on employment options and information is included in the IEP. Ideally every service coordinator should have employment training in their orientation training and some type of annual mandated training from an expert to explain how the process works. Expand beyond specialist and make sure every service coordinator has some knowledge on how supported employment /micro enterprise and traditional supported employment work and that they are retrained every year because the labor market and job outlook changes every year. Make sure that service coordinators are introducing the idea of employment to the students from at</li> </ul>

	<p>least junior high through high school so when they graduate they have begun to plan their goals and are geared to employment or secondary education and letting them know what options and resources are out there for them. Other training piece is working with families to help them to understand expectations. Training and models do exist need to find and customize to California.</p> <ul style="list-style-type: none"> <li>• Strategies that will allow employment first policy to be implemented and will need training and orientation component to do it and at the legislative level that will cost money. Orientation to a new way of thinking with Employment First.</li> <li>• As with self determination there is new knowledge or skills that staff will need to have and there is a need for training models on how to implement.</li> <li>• Include more education/post secondary options planning in high school; teachers need to understand and (IEP) plans should be addressing ongoing education; waiting until they are out of school is too late.</li> <li>• Need to include marketing Employment First and needs to be explained and marketed. There are some initiatives e.g. We Include but the word has not spread to businesses. Has to be an aspect of training/educating businesses.</li> </ul>
Support models (Innovative Strat. Sub.)	Current job coaching methodologies are working fairly well.
Innovative Strategies in United States and internationally (Innovative Strat. Sub.)	<ul style="list-style-type: none"> <li>• Mentoring programs</li> <li>• Improved workplace access with Universal Design</li> </ul>

## Education and Transition

<b>Issue or Problem</b>	<b>Strategy and Method of Implementation</b>
Preparation for work – people with developmental	<ul style="list-style-type: none"> <li>• Review of current Transition regulations to see if they can be strengthened to ensure adequate collaboration of all agencies (schools, regional center,</li> </ul>

<p>disabilities may not have the skills needed/desired by employers (Barriers Sub.)</p>	<p>Department of Rehabilitation, adult providers, etc.) to promote sufficient work experience, training and on the job training for students with developmental disabilities</p> <ul style="list-style-type: none"> <li>• Publicize and make available existing videos/curricula/manuals (through state departments DOE, DDS, DOR) that showcase successful transition programs for replication</li> <li>• Clarify in Title 17 that a referral to DOR for supported employment can be made for students 6 months to a year prior to graduation</li> <li>• Develop a vendor category for short term (1 year) program to assist individuals to develop employment skills (for internships like Project Search or similar)</li> <li>• Explore explicit regulations that would allow school districts to purchase employment services identified in the Individual Transition plan directly from an adult service provider</li> </ul>
<p>Low expectations of people with developmental disabilities (Barriers Sub.)</p>	<ul style="list-style-type: none"> <li>• Use existing and new resources to educate parents and teachers about the possibilities (including DDS videos).</li> </ul>
<p>Need schools to introduce importance of employment at each Individual Transition Plan (ITP) (Benefits Sub.)</p>	<p>SCDD LPPC to seek statutory language that requires the Individual Transition Program (ITP) team (including consumer and parents/representative) to address importance of employment at each ITP meeting. This should be sought at each reauthorization review for the IDEA and consequent CA Special Ed laws.</p>
<p>(Transition Sub.)</p>	<p>Encourage CDE to post a standardized form for transition planning is another suggestion. It is understood that each district has the freedom to utilize what materials they feel most beneficial, but it might be possible to offer them a user friendly form that would benefit both the students and the schools. Reviewing these suggested forms could be done with a small committee perhaps consisting of a representative from CDE, DOR and a parent/consumer representative.</p>
<p>(Transition Sub.)</p>	<p>ROP programs should be used in conjunction with transition programs more, but funding for this would have to be restored. This is another example where the blended funding would be useful.</p>

(Transition Sub.)	Regional Centers and the DOR should be tasked with monitoring the College to Career grants, and if successful, consider expanding this model. (There are 5 such grants throughout the state that will be supporting 20 Regional Center consumers in each area to attend community colleges).
Innovative Strategies in United States and internationally (Innovative Strat. Sub.)	<ul style="list-style-type: none"> <li>• Community College as a pathway to success</li> <li>• Strategies that connect innovative approaches to sectoral training (e.g., green jobs)</li> </ul>

## Employers

<b>Issue or Problem</b>	<b>Strategy and Method of Implementation</b>
Low expectations of people with developmental disabilities (Barriers Sub.)	<ul style="list-style-type: none"> <li>• Focus and utilize existing resource (DOR) to educate employers regarding the business advantages to including people with developmental disabilities in their workforce.</li> </ul>
Educate businesses on value of employees (Benefits Sub.)	SCDD to work with DDS CAC project and get data on employment so that the Governor's committee can seek funding to make a promotional video by consumers for consumers to highlight the positive aspects of hiring people with disabilities.
Incentives (Benefits Sub.)	<ul style="list-style-type: none"> <li>• Tax Credits for businesses – though hesitancy because if incentives go away so do the positions</li> <li>• Education to businesses about the value of the employee – maybe by making a promotional video</li> <li>• Education needed at County board level (i.e. Workforce Investment Boards, One-stop centers, and Youth Training Centers) so that the boards encourage identification of employers/contractors to hire people with developmental disabilities as part of the contract</li> </ul>
Persons with	The Employment First Committee should work actively with the Governor's Committee

<p>developmental disabilities are under-represented in California’s public sector workforce. California has not yet fully achieved the intended outcomes of the Governor’s Executive Orders (S-11-10, S-04-05, S-6-04, S-18-04) and the White House Executive Order dated 7-26-2010. (Employer R. Sub.)</p>	<p>on the Employment of People with Disabilities and the designated lead agencies (the DOR and the State Personnel Board) to promote policies and actions that include persons with developmental disabilities in the successful implementation of all relevant State and Federal Executive Orders.</p> <ul style="list-style-type: none"> <li>• The EFC through the Employer Recruitment Subcommittee will coordinate with the Governor’s Committee on Employment of People with Disabilities to support their efforts to fully include persons with developmental disabilities in the implementation of the above-mentioned Executive Orders.</li> <li>• The Subcommittee will review the specific content of these Executive Orders at its next meeting and develop ideas for assisting the Governor’s Committee in its efforts.</li> </ul>
<p>Persons with developmental disabilities are underrepresented in the general workforce of private sector employers who contract with California to provide goods and services. (Employer R. Sub.)</p>	<p>“As a model employer”, California should maximize its influence in the larger employment arena by creating incentives for its vendors to demonstrate their commitment to including people with developmental disabilities within their workforce. The Employment First Committee should work with the Governor’s Committee to develop an effective communications and recognition program for the State’s private sector vendors.</p> <ul style="list-style-type: none"> <li>• The EFC through the Employer Recruitment Subcommittee will coordinate with the Governor’s Committee to develop and disseminate information regarding the State’s commitment to promoting the employment of persons with developmental disabilities as a part of their overall mission to promote the employment of all persons with disabilities.</li> <li>• The Subcommittee will engage the Governor’s Committee in discussions about the feasibility of conducting annual awards for Employers and producing an annual report highlighting the State’s positive employer partners and documenting the employment outcomes of the Committee’s work.</li> </ul>
<p>Persons with developmental disabilities</p>	<p>California should work with representatives of its organized labor partners to develop a Statement of Principle that will encourage greater participation of persons with</p>

<p>are underrepresented among the rank and file membership of California's Organized Labor partners. (Employer R. Sub.)</p>	<p>developmental disabilities within their membership. This partnership could create career path entry points for persons with developmental disabilities such as internships and apprenticeship programs.</p> <ul style="list-style-type: none"> <li>• The EFC shall propose to the Governor's Committee to host "a Roundtable discussion" with representatives of California's organized labor partners. The purpose of the Roundtable is to explore ideas regarding the implementation of the Executive Orders, as they relate to persons with developmental disabilities.</li> <li>• The proposal shall be made to the Policy and Planning Subcommittee.</li> <li>• If the Governor's Committee approves the idea, the Employer Recruitment Subcommittee would assist in the organization and staging of the discussion.</li> </ul>
<p>(Innovative Strat. Sub.)</p>	<p>Another suggestion made was to review the DOR regulations in CA vs. the Federal regulations. It was felt that DOR could do more to promote start-up companies and self-employment situations. This research would best be done by someone familiar with both the federal and state regulations. Written guidelines pertaining to how DOR can assist with self-employment should also be created.</p>
<p>(Transition Sub.)</p>	<p>Setting a standard for state agencies to employ people with disabilities, as well as making LEAD (LEAP?) easier was addressed.</p>
<p>Decrease discrimination and stereotypes (Innovative Strat. Sub.)</p>	<p>Andy Murdyk will submit strategies and methods.</p>
<p>Innovative Strategies in United States and internationally (Innovative Strat. Sub.)</p>	<ul style="list-style-type: none"> <li>• Inclusion/participation in Workforce Investment Act (WIA Initiatives)</li> <li>• Tax incentives</li> <li>• Outreach to employers regarding accommodation</li> <li>• Require contractors with governmental agencies to ensure at least 10% of their workforce are people with disabilities</li> </ul>
<p>Employment Preparation Programs (Innovative Strat. Sub.)</p>	<p>Improve post secondary options for clients which will give individuals a competitive edge as they enter the workforce. Sample programs include: Taft College, Pathways @UCLA and College to Career.</p>
<p>Pilot/field demonstration to introduce additional incentives in individual</p>	<p>No funding in place and unlikely to get funding from any state agency.</p>

placement supported employment (Innovative Strat. Sub.)	
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## Indirect Supports and Services

Issue or Problem	Strategy and Method of Implementation
Benefits maze – lack of understanding of benefits/fear of losing benefits (Barriers Sub.)	<ul style="list-style-type: none"> <li>Identify benefits counseling as service that regional centers can fund by either developing a new vendor category by DDS or another mechanism that makes this possible.</li> <li>Benefits counselors can help consumers and families understand the desirability of employment even if benefits change, can help access benefits such as Social Security Impairment related work expenses (IRWE) for transportation and other needs, etc.</li> </ul>
Not enough outreach to inform people of programs that exist to assist them (Benefits Sub.)	Need to have cross-training for agencies to be consistent in helping people understand the benefits of working and how wages affect public benefits – agencies being suggested are: day programs; DDS CAC; ARCA CAC; People First, Dept of Rehab, Independent Living Centers, Regional Centers, HR Departments, Social Security.
More training for Regional Center staff, employment personnel and support service personnel about employment and public benefits <u>(training is seen as the primary need to address many of the shortfalls of public benefits and employment)</u>	<ul style="list-style-type: none"> <li>By 12-31-2011, Uniform information packet that is consumer-friendly (available in multiple languages and all types of formats including interactive DVD) that clearly explains what wages do, and do not do, to public benefits – this should be developed by consumers for consumers (i.e., jointly between DDS CAC, People First and other Consumer-led organizations). Between 1-2012 and 6-2012, Packet should be distributed to Consumers and Families. This can be accomplished through a grant from SCDD or another entity.</li> <li>Those consumers who are well-versed on what questions to ask about their work/wages and benefits are more likely to want to work.</li> </ul>

(Benefits Sub.)	
Need training on how to use the disability benefits website (Benefits Sub.)	By 12-31-2011, consumer-led advocacy groups to develop training material on how to best teach folks how to use the disability benefits website so hard to understand. Six months after training material developed, the materials should be distributed in accessible formats and even web-based. Funding may be secured through SCDD grant or other granting organizations (or incorporated into Uniform Information Packet above).
Need to simplify the process of reporting wages (Benefits Sub.)	SCDD, in conjunction with the National Council to explore a more uniform reporting form with Social Security to make reporting wages easier.
Need to make the process of learning how to pick a new physician when your job gives you health benefits (Benefits Sub.)	Department of Healthcare Services in conjunction with DDS and Insurance Companies in CA to create fact sheets for HR Departments on how to work with consumers in picking physician in new health plan. Costs should be borne by Insurance Companies as part of their marketing or publications budget.
For the Working Disabled program, wage cap on earnings need to be changed and number of people living in household increased so more people can be served (Benefits Sub.)	SCDD, in conjunction with the National Council should explore the best way to get approval on this proposal.
Have at least one employment specialist position at each regional center to help consumers (Benefits Sub.)	SCDD and the Association of Regional Center Agencies (ARCA) to seek statutory change to Lanterman Act [WIC 4640.6(g)] to add position and funding for at least one employment specialist position at each regional center.
Make income-based programs have a standard	SCDD, in conjunction with the National Council, should explore the possibility of making all the income levels the same for income-based programs such as food

<p>income level for eligibility because right now once a consumer starts working, it may confuse them on how to calculate whether they still meet the income requirements for other programs such as Cal-Fresh, etc. (Benefits Sub.)</p>	<p>stamps, SSI, etc. Accomplishing this would simplify the consumers understanding of support programs.</p>
<p>(Transition Sub.)</p>	<p>ARCA might be willing to sponsor webinars to share what is considered “Best Practice” information and materials with DOR, RC’s, Schools and DDS. This information could be culled from existing resources such as “Catch the Wave” information found on the San Diego Community College website, as well as looking at what other states such as Oregon and Tennessee offer, and see what can and should be replicated. Possibly DDS or SCDD could take the lead on this project.</p>

## Getting a Job

<b>Issue or Problem</b>	<b>Strategy and Method of Implementation</b>
<p>Lack of flexibility in funding (Barriers Sub.)</p>	<p>On an individual, time limited-basis, allow a day program to convert its group day service rate to a 1-1 hourly service for an individual who is seeking employment so they can receive the supports they need at no additional expense to the system. When a person is employed in the community, if support is needed on an ongoing basis, it should be available.</p>
<p>The job development output of Supported Employment providers is not keeping up with the growing pool of</p>	<p>The Employment First Committee should develop a set of policy recommendations that will enhance the capabilities of Job Developers and Supported Employment Providers to increase their success in placing people with significant levels of developmental disabilities in integrated community employment matching their abilities</p>

<p>candidates for employment development and job coaching services. This problem is especially acute for people with the most significant disability related challenges. (Employer R. Sub.)</p>	<p>and their interests</p> <ul style="list-style-type: none"> <li>• The Employment First Committee should recommend/facilitate the development of a “career path” for employment service personnel such as Job Developers who are employed by Supported Employment providers. The intent is to increase the knowledge, expertise and tenure of Job Development personnel working for community based provider organizations.</li> <li>• EFC to recommend that the State establish a reimbursement mechanism that correlates to the actual costs to develop customized employment opportunities for individuals with complex developmental disabilities.</li> </ul>
<p>(Transition Sub.)</p>	<p>The committee recognized that the subject of professionalizing the field for job developers has come up on more than one subcommittee, and felt that this could be a long range goal. There was a certificate program offered through San Diego State and the DOR years ago, and if the full committee feels this would be worth researching for more information, it can be done. If there is information available that indicates this certificate program assisted in increased job development, this might be a good area to suggest that the University System and DOR join forces to collaborate on grant writing, so that this would be a low/no cost opportunity for people in the field.</p>
<p>Microenterprises/Self Employment (Innovative Strat. Sub.)</p>	<ul style="list-style-type: none"> <li>• Vended programs – people have to realize if this is going to be done in the context of state program it is a one to one funding piece. For example, a regional center would fund individuals at the same level as supported employment /individual placement and the individual demonstrates that they can achieve same/similar level of income as someone in supported employment would make. Has to be recognized that if we are going to press micro-enterprise/self employment for those people who it would be useful to and it’s going to be provided by non-supportive employment providers that leaves you the day program group and you cannot do at 3 or 4 to one ratio. Same model as supported employment in getting adequate hours and 1:1 but different process.</li> <li>• Innovation to this is that the capacity at the supported employment provider level in the state is probably limited at this time.</li> <li>• If you show that model can be vendorized and use that example, other providers would follow suit.</li> </ul>

	<ul style="list-style-type: none"> <li>• (Note the committee determined that Microenterprise and Self-Employment should be consolidated as one item.)</li> <li>• Dale Dutton will develop a couple of paragraphs regarding what is required at the vendorization level to make a support service in order to make micro-enterprise/self-employment viable.</li> </ul>
<p>Job Development/Career Development (Innovative Strat. Sub.)</p>	<ul style="list-style-type: none"> <li>• Kevin and Luana will develop a series of paragraphs because they are currently working on the issue trying to combine with the work that the Employment Development Department and what other agencies and organizations are already doing with respect to where the pools of jobs are. Additional information will be provided regarding information from the Journal of Vocational Rehabilitation and they have research regarding how supported employment is funded in other states and includes recommendations on how to better fund job development so it is not funded on the back end.</li> <li>• On a related issue of innovation to consider which relate to both self employment and job development is the process of the concept of discovery as part of the individuals planning process, spending enough time up front to either make a really good job placement that is going to hold, a job they would really like to have or you are helping them develop a business that really enjoy working in as opposed to just taking the first job they can find and which is tied to the funding. But there needs to be a mechanism to recognize the concept of discover for all is something that comes at the front end of good job development or job matching.</li> <li>• Incentives have to be in <u>all</u> the right area(s) and tied to what they want to do with their lives, not just when the person gets a job. Also ties into the innovation surrounding <u>careers</u>; not just talk about a <i>job</i>.</li> </ul>

# Other

Issue or Problem	Strategy and Method of Implementation
<p>California's Employment First Policy must include a clear, compelling and measurable goal statement for employment outcomes. (Employer R. Sub.)</p>	<p>The Employment First Committee should add the following statement and objective to its stated mission.</p> <ul style="list-style-type: none"> <li>• "California's dynamic and diverse workforce should reflect the full participation of all members of the State's population. Currently people with developmental disabilities are significantly under-represented in California's workforce resulting in their disproportionately high unemployment rate – approaching 75%.</li> <li>• The goal of the Employment First Committee is to actively promote State policies and actions that will increase job opportunities for people with developmental disabilities and reduce barriers that separate people from potential employment. The measurable outcome of these activities will be an overall California workforce that includes at least 01% people with developmental disabilities. This number represents the percentage of working age men and women with developmental disabilities in California's potential workforce.</li> </ul> <p>The Subcommittee will recommend that the Employment First Committee adopt this statement at its March 4<sup>th</sup> meeting.</p>
<p>(Transition Sub.)</p>	<p>DDS should be approached about pulling SELN in to help share best practices.</p>
<p>(Employment First Policy)</p>	<p>The Department of Developmental Services:</p> <ul style="list-style-type: none"> <li>• issues a program advisory that encourages regional center boards of directors to require at least 5% of willing people in day programs to be redirected to employment</li> <li>• shall revise the rate structure for employment services to incentivize integrated competitive employment outcomes consistent with this policy</li> <li>• develops an incentive program to encourage the movement of people with disabilities into integrated employment.</li> </ul>
<p>Financial</p>	<ul style="list-style-type: none"> <li>• Funding mechanisms-Launa is reviewing other methods from other states.</li> </ul>

<p>Structures/Funding Mechanism (Innovative Strat. Sub.)</p>	<ul style="list-style-type: none"> <li>• At this point, we are locked into the system in the state that you have got to go to the Department of Rehabilitation (DOR) first for placement/habilitation services. It may be a lot cleaner if job development and job support were funded through Department of Developmental Services. Luana noted that there are pro's and con's to both sides; when you're dealing with DOR you have staff who are very educated and well informed on the needs of employment issues for the consumers. When habilitation services switched over we found that you have a lot of case managers who just sort of inherited the work but do not have the expertise to help guide and assist the clients with a career path. In terms of funding, it does not make too much of a difference because the rate is the same for job coaching. Their agency has seen benefits of having use of DOR resources but may depend on the counselor and they have really good counselors.</li> <li>• DOR is a bit more rigid with their funding and it is time specific with very little, if any, flexibility with how long you can provide supports to an individual. If an individual is hired at a job and needs additional time in order to succeed than DOR thinks they do not have the flexibility whereas with Regional Center you do have the opportunity to have extra time. Would be nice if everything were funded through one organization but DOR is knowledgeable. DOR is fine but time limits are an issue for our population so the concept and values that go through the DDS system of working with someone for life seems to be a logical fit for a person with a disability. Possibly look at revising regulations with respect to timelines and the clients we serve.</li> <li>• Look at what other states have done and see if they have been able to free up some of the time limits.</li> <li>• Existing structure with job coaching hours and rate: the positive is that it is the same rate throughout the entire state but we could examine rates compared to other states.</li> </ul>
<p>Service Designs/Program Designs (Innovative Strat. Sub.)</p>	<p>Are there things that are in other states that are drastically different than what California is doing? Additional research is needed.</p>

A few strategies to consider, in no particular order:

Issue or Problem	Strategy and Method of Implementation
<p>Difficulty in moving people from day activities and sheltered employment into integrated employment earning at least minimum wage</p>	<p>Raising asset limits in benefits programs</p> <ul style="list-style-type: none"> <li>• Conduct outreach to people in sheltered employment in order to help people transition into integrated employment earning at least minimum wage</li> <li>• A money-follows-the-person strategy to support them in integrated employment earning at least minimum wage<sup>1</sup></li> <li>• Consider stopping/limiting funding to congregate day services and give people in employment first process priority. What to do with people who cannot find jobs because there still are a limited number of jobs? Improve provider capacity and job market.</li> <li>• In supported employment whole other entity you have no control over which is the job market and there is other player in the game that we can't control and employer has to make tough decisions. They have to look at the bottom line. There has to be additional incentives to make the jobs/position affordable for employer.</li> <li>• We cannot control private sector as much as we can influence public sector. (State/County/City)</li> <li>• Utilize existing programs e.g. worksites for Workability programs.</li> <li>• Another example is Project Search model and that model can be applied in other areas like county government.</li> </ul>
<p>Provide health care, reduced cost of public benefits</p>	<p>Allow Medicaid to pay private insurance premiums on either the individual market or within a group-based plan for working individuals with disabilities, so as to allow access to the private insurance market for this population while reducing Medicaid's health care costs and maintaining access to long term services and supports.<sup>2</sup></p>
	<p>Create a new Social Security disability support program designed to replace SSI for eligible individuals with disabilities ages 14-28. Such a program should not be income-</p>

<sup>1</sup> CPSD Response to Harkin Disability Employment Summit, Pg. 6, #2

<sup>2</sup> CPSD Response to Harkin Disability Employment Summit, Pg. 6, #3

	limited or require an individual to not work, but should provide benefits for the purpose of financing transition-related expenses, such as post-secondary education, employment support, assistive technology and other relevant expenses. <sup>3</sup>
	A demonstration project between DOR, local educational agencies, and service providers to braid and interweave funding to increase employment <sup>4</sup>
	Self-directed services as an option for everyone <sup>5</sup>
	Increase the rate of stabilization from 20% to 40% for people who need greater support <sup>6</sup>

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<sup>3</sup> CPSD Response to Harkin Disability Employment Summit, Pg. 6, #1

<sup>4</sup> Institute for Community Integration, Research to Practice newsletter, Pg. 2

<sup>5</sup> SB 1270 Report, Pg. 49

<sup>6</sup> SB 1270 report, Pg., 56

**AGENDA ITEM DETAIL SHEET**  
*Employment First Committee (EFC)*  
*March 4, 2011*

**ISSUE:** CONSUMER FEEDBACK ON EMPLOYMENT FIRST POLICY

**BACKGROUND:** At the November and January Employment First Committee (EFC) meeting, an announcement was made that the representatives of consumer groups would solicit input from their respective groups to provide to the EFC at the March meeting.

**ANALYSIS/DISCUSSION:** None.

**COUNCIL STRATEGIC PLAN OBJECTIVE:** Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

**PRIOR EFC ACTIVITY:** None.

**RECOMMENDATION(S):** It is recommended that the EFC hears the input that representatives have gathered from consumer groups and determines how to incorporate such input into the employment first policy that will be included in the report that will be provided to the Legislature and Governor.

**ATTACHMENT(S):** None.

**PREPARED:** Christofer Arroyo, February 14, 2011



**AGENDA ITEM DETAIL SHEET**  
*Employment First Committee (EFC)*  
*March 4, 2011*

**ISSUE:** EMPLOYMENT FIRST POLICY

**BACKGROUND:** The Employment First Committee (EFC) must send a report to the Legislature and Governor by July 1, 2011. An employment first policy must be included in the report.

**ANALYSIS/DISCUSSION:** None.

**COUNCIL STRATEGIC PLAN OBJECTIVE:** Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

**PRIOR EFC ACTIVITY:** The employment first policy and its requirements were discussed at September's EFC meeting. The EFC then drafted an employment first policy at November's EFC meeting, the subcommittee meetings in early December, and at January's EFC meeting.

**RECOMMENDATION(S):** Pending review and possible revisions at this meeting, it is recommended that action be taken to adopt the employment first policy.

**ATTACHMENT(S):**

- 1) SCDD DRAFT Employment First Policy (no mark-ups)
- 2) SCDD DRAFT Employment First Policy (with mark-ups)

**PREPARED:** Christofer Arroyo, February 11, 2011



# California Employment First Policy

## Employment First Committee

Updated 2/2/11 by the Employment First committee

*Employment First is a service delivery strategy regarding the use of public funding for people with developmental disabilities.*

### Statement on Employment First<sup>1</sup>

*Assuming one's health and welfare are secured, employment<sup>1</sup> in the general workforce is the first and preferred daily activity for all working age people with developmental disabilities,<sup>2</sup> regardless of level of disability.*

### Underlying Principles

1. The individual program plan (IPP) and the provision of services and supports is centered on the individual and the family of the individual with developmental disabilities and takes into account the needs and preferences of the individual and family, where appropriate, as well as promoting community integration, independent, productive, and normal lives, and stable and healthy environments.
2. The current low employment rate of people with developmental disabilities in the workforce is unacceptable.
3. Employment is the first and preferred option when exploring goals and a life path for people with developmental disabilities. Individuals still retain the right to make choices about their own lives.
4. All people, regardless of disability, have the right to pursue the full range of available employment opportunities, and to earn a prevailing wage in a job of their choosing, based on their talents, skills, and interests.

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<sup>1</sup> Employment includes all income generation activities such as traditional jobs or owning one's own business.

<sup>2</sup> While this policy is intended to specifically apply to people with developmental disabilities, it may equally apply to all people with disabilities. Additionally, the federal definition is used when referring to "developmental disability", which is broader and more inclusive than the California definition.

5. Access to choices and opportunities to earn prevailing wages is essential if people with developmental disabilities are contributing members of society .
6. All working age youths and adults with developmental disabilities are able to and will have the choice and opportunity to work work in jobs fully integrated within the general workforce, working side-by-side with co-workers without disabilities, earning benefits and prevailing wage or higher.
7. As with all other individuals, employees with developmental disabilities require assistance and support to ensure job success and have a right to those supports necessary to succeed in the workplace.

### **Characteristics of Successful Implementation of Employment First**

1. Implementation of Employment First principles must be based on clear public policies, adequate funding, and practices that ensure employment of people with developmental disabilities within the general workforce.
2. Inclusion or exclusion of the specific term “Employment First” does not determine whether a public system or agency has adopted Employment First principles. Such a determination can only be made by examining whether the underlying policies, procedures, funding structure, and infrastructure are designed for and ultimately result in increased integrated employment in the general workforce for people with developmental disabilities.
3. There are measurable increases in employment, income, continuity of employment, and benefits of people with developmental disabilities within the general workforce, earning minimum wage or higher with benefits.
4. Measurable increases in opportunities exist for people with developmental disabilities to pursue self-employment and the development of microenterprises or small businesses.

5. People with developmental disabilities are employed within the general workforce, regardless of the severity of disability and assistance required.
6. Young people with developmental disabilities have work experiences that are typical of other youth.
7. Individuals with developmental disabilities are valued by employers as an integral part of their workforce, and evidenced by their inclusion of people with developmental disabilities within their workforce culture, career development, and general recruitment and hiring efforts as standard practice.
8. Individuals with developmental disabilities have avenues for increasing income and benefits, accruing assets, and building their wealth.
9. People with developmental disabilities have increased opportunities to advance in their careers.
10. In order for long-term success, employers fulfill their obligations to provide reasonable accommodations and quality services and supports are available as needed.
11. Plans for youth and adults with developmental disabilities (such as individual program plans) must address integrated employment earning at least minimum wage while respecting an individual's right to choice.
12. Goals are set to move people who are in non-work activities and/or sheltered workshops into integrated employment earning at least minimum wage.
13. Regional centers and other agencies have the capability to track changes and work status over time.
14. Technical assistance<sup>3</sup>, appropriate funding, knowledge, and skill development is available to people with developmental disabilities, providers, job developers, job coaches, agencies, and employers.

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<sup>3</sup> Technical assistance is imparting brief, professional information.

15. The track to employment should provide the options of post secondary education, career education, adult education, etc. and are considered positive steps toward employment.
16. Disabled students enrollment and graduation rates increase each year by Increasing rates and annual goals are set for higher education and trade school enrollments.
17. Every school district has working arrangements with the Department of Rehabilitation, regional centers, and local providers and colleges involving students of transition age in work and post secondary education.
18. The employment of people with developmental disabilities follows natural proportions.

To include amongst the strategies:

1. The Department of Developmental Services:
  - issues a program advisory that encourages regional center boards of directors to require at least 5% of willing people in day programs to be redirected to employment
  - shall revise the rate structure for employment services to incentivize integrated competitive employment outcomes consistent with this policy
  - develops an incentive program to encourage the movement of people with disabilities into integrated employment.
2. Access to appropriate technology to maximize skills and earnings.

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<sup>i</sup> Many thanks to APSE (Association for Persons in Supported Employment for their inspiration

# California Employment First Policy

## Employment First Committee

Updated 2/2/11 by the Employment First committee

*Employment First is a service delivery strategy regarding the use of public funding for people with developmental disabilities.*

### Statement on Employment First<sup>1</sup>

*Assuming one's health and welfare are secured, ~~E~~employment<sup>1</sup> in the general workforce is the first and preferred daily activity outcome in the provision of publicly funded services for all working age people with developmental disabilities,<sup>2</sup> regardless of level of disability.*

### Underlying Principles

- 1. The individual program plan (IPP) and the provision of services and supports is centered on the individual and the family of the individual with developmental disabilities and takes into account the needs and preferences of the individual and family, where appropriate, as well as promoting community integration, independent, productive, and normal lives, and stable and healthy environments.*
- 2. The current low employment rate of people with developmental disabilities in the workforce is unacceptable.*
- 3. ~~While e~~Employment is the first and preferred option when exploring goals and a life path for people with developmental disabilities. ~~i~~Individuals still retain the right to make choices about their own lives.*
- 4. All people, regardless of disability, have the right to pursue the full range of available employment opportunities, and to earn a prevailing wage in a job of their choosing, based on their talents, skills, and interests.*

<sup>1</sup> Employment includes all income generation activities such as traditional jobs or owning one's own business.

<sup>2</sup> While this policy is intended to specifically apply to people with developmental disabilities, it may equally apply to all people with disabilities. Additionally, the federal definition is used when referring to "developmental disability", which is broader and more inclusive than the California definition.

- ~~4.~~
5. Access to choices and opportunities to earn prevailing wages is essential if people with developmental disabilities are contributing members of society to avoid lives of poverty, dependence, and isolation.
6. ~~It is presumed that a~~All working age youths and adults with developmental disabilities are able to and will have the choice and opportunity to work work in jobs fully integrated within the general workforce, working side-by-side with co-workers without disabilities, earning benefits and prevailing wage or higher.
7. As with all other individuals, employees with developmental disabilities require assistance and support to ensure job success and have a right to those supports necessary to succeed in the workplace.
8. ~~All people, regardless of disability, have the right to pursue the full range of available employment opportunities, and to earn a prevailing wage in a job of their choosing, based on their talents, skills, and interests.~~

## Characteristics of Successful Implementation of Employment First

1. Implementation of Employment First principles must be based on clear public policies, adequate funding, and practices that ensure employment of people with developmental disabilities within the general workforce. ~~is the priority for public funding and service delivery.~~
2. Inclusion or exclusion of the specific term “Employment First” does not determine whether a public system or agency has adopted Employment First principles. Such a determination can only be made by examining whether the underlying policies, procedures, funding structure, and infrastructure are designed for and ultimately result in increased integrated employment in the general workforce for people with developmental disabilities.
3. There are measurable increases in employment, income, continuity of employment, and benefits of people with developmental disabilities within the general workforce, earning minimum wage or higher with benefits.

4. Measurable increases in opportunities exist for people with developmental disabilities to pursue self-employment and the development of microenterprises or small businesses.
5. ~~While employment is the first and preferred option when exploring goals and a life path for people with developmental disabilities, individuals still retain the right to make choices about their own lives.~~
6. People with developmental disabilities are employed within the general workforce, regardless of the severity of disability and assistance required.
7. Young people with developmental disabilities have work experiences that are typical of other youth.
8. Individuals with developmental disabilities are valued by employers as an integral part of their workforce, and evidenced by their inclusion of people with developmental disabilities within their workforce culture, career development, and general recruitment and hiring efforts as standard practice.
9. Individuals with developmental disabilities have avenues for increasing income and benefits, accruing assets, and building their wealth.
10. People with developmental disabilities have ~~greater~~ increased opportunities to advance in their careers.
11. In order for long-term success, employers fulfill their obligations to provide reasonable accommodations and quality services and supports are available as needed.
12. Plans for youth and adults with developmental disabilities (such as individual program plans) must address integrated employment earning at least minimum wage while respecting an individual's right to choice.
13. ~~The Department of Developmental Services~~
  - ~~issues a program advisory that encourages regional center boards of directors to require at least 5% of willing people in day programs to be redirected to employment~~

- ~~• shall revise the rate structure for employment services to incentivize integrated competitive employment outcomes consistent with this policy~~
- ~~• develops an incentive program to encourage the movement of people with disabilities into integrated employment.~~

~~14. [Insert an item to reflect “Developing and implementing specific target goals including identified percentage of people who are in non-work and sheltered employment that will move to integrated employment earning at least minimum wage by a designated time with specific benchmarks established at two time intervals over a 5 year period of time.] Specific target goals and dates are set for the implementation of adopted Employment First Policy recommendations along with specific identified goals for the percentage of people currently in non-work and sheltered employment programs that will move to integrated employment earning at least minimum wage as a result of the implementation of EFC Policy Recommendations.~~

~~15.14. Goals are set to move people who are in non-work activities and/or sheltered workshops into integrated employment earning at least minimum wage.~~

~~16.15. It must be ensured that rRegional centers and other agencies have the capability to track changes and work status over time.~~

~~17.16. Technical assistance<sup>3</sup>, appropriate funding, knowledge, and skill development is available to people with developmental disabilities, providers, job developers, job coaches, agencies, and employers.~~

~~18.17. [Discuss post secondary education, mentorships and other opportunities for career development and advancement] The track to employment should provide the options of post secondary education, career education, adult education, etc. and are considered positive steps toward employment.~~

~~19.18. Disabled students enrollment and graduation rates increase each year by Increasing rates and regional center boards and set annual goals are set for higher education and trade school enrollments.~~

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<sup>3</sup> Technical assistance is imparting brief, professional information.

~~20.19.~~ Every school district has working arrangements with the Department of Rehabilitation, regional centers, and local providers and colleges involving students of transition age in work and post secondary education.

~~21.20.~~ The employment of people with developmental disabilities follows natural proportions. ~~so that no job classification or department becomes the “job classification or department for people with developmental disabilities”.~~

Include as strategies: (renumbering will occur in original document, but not here to prevent page size from being reduced)

22.21. The Department of Developmental Services

- issues a program advisory that encourages regional center boards of directors to require at least 5% of willing people in day programs to be redirected to employment
- shall revise the rate structure for employment services to incentivize integrated competitive employment outcomes consistent with this policy
- develops an incentive program to encourage the movement of people with disabilities into integrated employment.

Access to appropriate technology to maximize skills and earnings.

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<sup>1</sup> Many thanks to APSE (Association for Persons in Supported Employment for their inspiration



**AGENDA ITEM DETAIL SHEET**  
*Employment First Committee (EFC)*  
*March 4, 2011*

**ISSUE:** EXISTING EMPLOYMENT DATA

**BACKGROUND:** The essential elements of the report to the Legislature and Governor include the requirement to identify existing resources for employment data, recommend goals for increasing integrated employment for people with developmental disabilities, and recommend approaches to measure progress of the goals.

**ANALYSIS/DISCUSSION:** Not only is identifying existing resources of employment data required, but it is essential in order to accurately measure progress towards completing goals that increase integrated employment for people with developmental disabilities earning at least minimum wage.

**COUNCIL STRATEGIC PLAN OBJECTIVE:** Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

**PRIOR EFC ACTIVITY:** At the January meeting, the EFC reviewed existing resources of employment data and reviewed handouts that presented the data that is available from the Department of Developmental Services (DDS) and the Department of Rehabilitation (DOR).

**RECOMMENDATION(S):** It is recommended that the EFC adopts a multi-year goal which eventually will lead to unifying the sources of data such that:

- the data will accurately describe and quantify the number of people with developmental disabilities in integrated employment earning at least minimum wage;
- the data will reflect the various methods people may earn an income (e.g., microenterprises);
- the data will be able to describe and quantify factors such as the average number of hours worked per week and the average income; and,

- the data will indicate the number of people with developmental disabilities involved in indirect work related activities such as post secondary education.

The initial implementation of this goal may require small steps in order to attain it – for example, the initial strategy may include getting all of the agencies to meet together to determine what data is collected by whom, if the data can be shared with other agencies, and if necessary, identify any barriers that may exist in doing so.

**ATTACHMENT(S):** None.

**PREPARED:** Christofer Arroyo, February 14, 2011

**AGENDA ITEM DETAIL SHEET**  
*Employment First Committee (EFC)*  
March 4, 2011

**ISSUE:** GOALS AND MEASURING PROGRESS TOWARDS GOALS

**BACKGROUND:** At the September Employment First Committee (EFC) meeting, the essential elements of the report to the governor and legislature were reviewed, which included the requirements to identify existing resources for employment data, recommend goals for increasing integrated employment for people with developmental disabilities, and recommend approaches to measure progress of the goals.

**ANALYSIS/DISCUSSION:** Goals and ways to measure progress towards those goals must be recommended in the report that will be submitted to the Legislature and Governor.

Because employment data is housed amongst multiple agencies and tracked for differing purposes, getting precise data that meets the EFC's needs are difficult. However, accuracy is not the issue; evaluating if change occurred is. Therefore, using a set of data to measure progress may not be *absolutely* accurate, but it will be *relatively* accurate. Such data can be used until precise data is available and can be obtained.

For example, if the number of people in the Department of Rehabilitation's (DOR) supported employment individual placement program were used, it would include some people who use that program, but do not have a regional center case. If the number of people in this program was 3,000 one year and then 3,600 the next year, we know there was a relative increase of 600 people in the program. While it is true we would not know how many of those 3,600 people would have a regional center case, we would know that there was an increase in the number of people working. Again, such estimates may suffice until precise data is available and can be obtained.

**COUNCIL STRATEGIC PLAN OBJECTIVE:** Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

**PRIOR EFC/COUNCIL ACTIVITY:** At the January meeting, the EFC received information regarding goals and their essential elements.

**RECOMMENDATION(S):** It is recommended that the EFC consider and act upon the following:

- create specific goals such as those below to measure progress in future years:
  - increase the number of people with developmental disabilities working in integrated employment earning at least minimum wage by X% from 2012-2013 FY;
    - as measured by DDS and DOR data;
  - increase the number of people with developmental disabilities working in supported employment individual placement earning at least minimum wage by X% from 2012-2013 FY;
    - as measured by DOR data;
  - increase the number of people engaged in microenterprise businesses by X% from 2012-2013 FY;
    - as measured by ??? data;
    - consider a definition for microenterprise that includes a minimum income level;
  - increase the number of people with developmental disabilities who transition into integrated employment earning at least minimum wage from high school by X% from 2012-2013 FY;
    - as measured by California Department of Education (CDE) data;
  - increase the number of people with developmental disabilities who transition into post secondary education by X% from 2012-2013 FY;
    - as measured by ??? data;
  - increase the number of people with developmental disabilities earning at least minimum wage by X% from 2012-2013 FY;
    - as measured by DDS data (CDER – Client Development Evaluation Report); and,
- adopt a goal regarding reduced reliance of people with developmental disabilities on public benefits (benefits such as SSI are by definition for people who are unable to work).

**ATTACHMENT(S):**

- 1) DDS CDER Training Manual
- 2) DDS Statewide Reports
- 3) DDS Description of Data
- 4) DOR Supported Employment Data

**PREPARED:** Christofer Arroyo, February 11, 2011

## EVALUATION ELEMENT

### A. SKILLS DEMONSTRATED IN DAILY LIFE

These questions address the consumer's level of skill in tasks necessary for daily living. The response options for each question represent increasing skill. Select the level that best matches the behavior most often displayed by the consumer during the past 6 months, not the highest level he or she has demonstrated. If two adjacent answers apply, and they describe patterns that have been observed equally often, choose the higher level of performance. Do not adjust for age or other factors that might affect skill development. Behaviors during previous periods should not be considered.

When a question mentions **familiar settings**, it refers to a residence, school, day program, work-site or other setting the consumer frequents on a routine basis. All other situations are considered to be **unfamiliar**. The term **assistance** refers to help given to a consumer who is performing a task mostly on his/her own, and **supervision** applies to situations in which a consumer performs a task independently, but someone must check to make sure it is done correctly. A **reminder** is a prompt given to a consumer who knows how to perform a task, but may forget to do so.

Please use the best informant available for each question. It is important that the person(s) providing information for this section be sufficiently knowledgeable about the relevant aspect of the consumer's life to provide an accurate and unbiased picture. In most cases, this will be someone who has directly observed the consumer's daily behavior for at least 1 week within the preceding 6 months.

**If you are unable to provide a response to a question, please explain why.**

- ⇒ If for any reason the question is not appropriate for the consumer, record *Question Does Not Apply (N)*.
- ⇒ If a knowledgeable person is not available to provide information, record *Current Information Not Available (Q)*.

**These questions are written to be understood and answered by service coordinators. Do not read them to consumers, family members, or caregivers verbatim. Instead, use your own words to request the information that you need to answer the question.**

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1  **Using Hands**

- 1 = Does not use either hand
- 2 = Grasps objects with one hand
- 3 = Grasps objects with both hands
- 4 = Uses fingers of one hand to manipulate objects
- 5 = Uses fingers of both hands to manipulate objects

N= Question does not apply  
Q= Current information not available

2  **Walking**

- 1 = Cannot walk
- 2 = Walks with support
- 3 = Walks alone at least ten (10) feet, but is unsteady
- 4 = Walks alone at least twenty (20) feet, but is unsteady
- 5 = Walks alone at least twenty (20) feet with good balance

N= Question does not apply  
Q= Current information not available

3  **Using a Wheelchair**

- 1 = Sits in manual or motorized wheelchair, but cannot move it
- 2 = Uses manual or motorized wheelchair, but needs assistance
- 3 = Uses manual or motorized wheelchair independently, but has difficulty steering
- 4 = Uses manual or motorized wheelchair independently and smoothly in some situations
- 5 = Uses manual or motorized wheelchair independently and smoothly in nearly all situations

N= Question does not apply, e.g., does not use a wheelchair on a regular basis

Q= Current information not available

4  **Taking Prescription Medication**

- 1 = Requires assistance to take medication.
- 2 = Takes medication with supervision
- 3 = Takes medication when reminded
- 4 = Usually takes medication without reminders
- 5 = Always takes medication without reminders

N= Question does not apply, e.g., does not take medication, resides in a facility where not permitted

Q= Current information not available

5  **Eating**

- 1 = Does not feed self; must be fed completely
- 2 = Eats with fingers with assistance
- 3 = Eats with fingers without assistance
- 4 = Eats with at least one utensil, with spillage
- 5 = Eats with at least one utensil, without spillage

N= Question does not apply

Q= Current information not available

6  **Toileting**

- 1 = Not toilet or habit trained
- 2 = Habit trained only (toilets at preset intervals)
- 3 = Toilets when prompted
- 4 = Toilets without prompting, but needs assistance
- 5 = Toilets independently; does not require assistance

N= Question does not apply

Q= Current information not available

7  **Bladder and Bowel Control**

- 1 = No control of either bladder or bowel
- 2 = Wetting and/or soiling occur at least once a week during waking hours
- 3 = Wetting and/or soiling occur at least once a week at night
- 4 = Wetting and/or soiling occur no more than once a month
- 5 = Complete control of bladder and bowel

N= Question does not apply

Q= Current information not available

- 8  **Personal Care**  
(Brushing teeth, washing, bathing/showering, hair care, use of deodorant, and care related to gender and age; e.g., shaving and menses. If the consumer can do some of these tasks, but not all, choose the answer that most accurately reflects how much support the consumer requires.)

1 = Does not perform or assist with personal care activities  
2 = Assists with personal care activities by performing helpful movements  
3 = Performs personal care activities, but needs assistance  
4 = Performs personal care activities independently when reminded  
5 = Performs personal care activities independently without reminders

N= Question does not apply  
Q= Current information not available

- 9  **Dressing**  
(Putting on and removing clothing and shoes, fastening zippers, velcro tabs, and buttons. If the consumer can do some of these tasks, but not all, choose the answer that most accurately describes how much support the consumer requires.)

1 = Does not dress self  
2 = Assists with dressing by performing helpful movements  
3 = Dresses self, but needs assistance  
4 = Dresses self independently, but needs reminders to complete  
5 = Dresses self independently without reminders

N= Question does not apply  
Q= Current information not available

- 10  **Safety Awareness**  
(Following safety rules and avoiding hazardous situations. The phrase “all settings” includes both familiar and unfamiliar situations.)

1 = Requires constant supervision during waking hours to prevent injury/harm in all settings  
2 = Requires someone nearby during waking hours to prevent injury/harm in all settings  
3 = Requires constant supervision to prevent injury/harm in unfamiliar settings only  
4 = Requires someone nearby to avoid injury/harm in unfamiliar settings only  
5 = Does not require supervision to prevent injury/harm

N= Question does not apply  
Q= Current information not available

- 11  **Focusing on Tasks and Activities**  
(Visual or other kinds of direct attention to tasks requiring cognitive activity and response; TV watching not included. If the consumer shows different levels of skill in different situations, choose the answer that describes what the consumer does most frequently.)

1 = Focuses on a preferred task or activity for less than 1 minute  
2 = Focuses on a preferred task or activity for between 1 and 5 minutes  
3 = Focuses on a preferred task or activity for between 5 and 15 minutes  
4 = Focuses on a preferred task or activity for between 15 and 30 minutes  
5 = Focuses on a preferred task or activity for more than 30 minutes

N= Question does not apply  
Q= Current information not available

12  **Verbal Communication**

(Use of words to ask for something or to indicate needs.)

- 1 = Does not use words to communicate
- 2 = Uses words to communicate, but speech is not easily understood by strangers
- 3 = Uses simple statements of one or two words (e.g. “I go” or “Give me”)
- 4 = Uses sentences of three words or more and has a limited vocabulary (30 words or less)
- 5 = Uses sentences of three words or more and has a vocabulary of more than 30 words

N= Question does not apply

Q= Current information not available

If the consumer does **not** use words to communicate (level 1), answer question 13. If the consumer does use words to communicate (levels 2 through 5), record *Question Does Not Apply (N)* and skip to question 14.

13  **Nonverbal Communication**

(Communication through means other than words, including the use of specialized devices that allow or facilitate communication.)

- 1 = Does not use signals, gestures, or signs to communicate
- 2 = Communicates through movement, smiling, making eye contact, etc.
- 3 = Communicates through simple gestures such as pointing, shaking head, or leading by the hand
- 4 = Uses signs/gestures and facial expressions to communicate, but does not understand those of other people
- 5 = Uses and understands signs/gestures and facial expressions in communication

N= Question does not apply

Q= Current information not available

14  **Social Interaction**

(Two-way communication with others using either verbal or nonverbal cues. The interaction may involve either peers, family members, or staff. If the consumer shows different levels of skill in different situations, choose the answer that describes what the consumer does most frequently.)

- 1 = Does not engage in interaction with others
- 2 = Does not initiate interaction with others
- 3 = Initiates interactions with others
- 4 = Initiates and maintains interactions in familiar situations/settings
- 5 = Initiates and maintains interactions in familiar and unfamiliar situations/settings

N= Question does not apply

Q= Current information not available

## B. CHALLENGING BEHAVIORS

These questions capture the frequency and/or intensity of challenging behaviors. The response options for each question represent decreasing levels of challenging behaviors. Select the level that best matches the behavior most often displayed by the consumer during the past 12 months. Do not adjust for age or other factors that might affect these behaviors. Behaviors during previous periods should not be considered.

In the questions below, the term **never** indicates that a behavior does not occur or that occurs so rarely that it is not possible to quantify it. **Injury** refers to harm to oneself or another that requires either first aid or treatment by a licensed medical care provider.

Please use the best informant available for each question. It is important that the person(s) providing information for this section be sufficiently knowledgeable about the consumer's behavior to provide an accurate and unbiased picture. In most cases, this will be someone who has directly observed the consumer's daily behavior for at least 2 of the preceding 12 months.

**If you are unable to provide a response to a question, please explain why.**

- ⇒ Record *Question Does Not Apply (N)* if the consumer is too young to display a particular behavior, or if for any other reason the question is not appropriate.
- ⇒ If a knowledgeable person is not available to provide information, record *Current Information Not Available (Q)*.

**These questions are written to be understood and answered by service coordinators. Do not read them to consumers, family members, or caregivers verbatim. Instead, use your own words to request the information that you need to answer the question.**

- 
- 15  **Disruptive Social Behavior**  
(Behavior that has a negative impact on social participation in group settings at school, day program, home, or work; the impact should be severe enough to interrupt or prevent participation in activities.)

- 1 = Disruptive behavior interferes with social participation almost every day
- 2 = Disruptive behavior interferes with social participation at least once a week, but not every day
- 3 = Disruptive behavior interferes with social participation at least once a month, but not every week
- 4 = Disruptive behavior interferes with social participation less than once a month
- 5 = Disruptive behavior never occurs

N= Question does not apply  
Q= Current information not available

- 16  **Aggressive Social Behavior**  
(Behavior that harms or has the potential of harming others.)

- 1 = Physical aggression resulting in injury occurred more than one time within the past 12 months
- 2 = Physical aggression resulting in injury occurred one time within the past 12 months
- 3 = The consumer has not caused injury within the past 12 months, but physical aggression occurs once a month or more
- 4 = The consumer has not caused injury within the past 12 months, but physical aggression occurs less than once a month
- 5 = Physical aggression never occurs

N= Question does not apply  
Q= Current information not available

- 17  **Self-Injurious Behavior**  
(Biting, scratching, or causing injury by putting inappropriate objects into ear, mouth, etc.)
- 1 = Self-injurious behavior causes injury requiring first aid or medical care almost every day
  - 2 = Self-injurious behavior causes injury requiring first aid or medical care at least once a week, but not every day
  - 3 = Self-injurious behavior causes injury requiring first aid or medical care at least once a month, but not every week
  - 4 = Self-injurious behavior occurs, but no apparent injury occurs
  - 5 = Self-injurious behavior never occurs
- N= Question does not apply  
Q= Current information not available
- 18  **Destruction of Property**  
(Intentional damage to physical property belonging to self or other; value of object must be \$25 or more)
- 1 = Has caused major damage (requiring replacement and/or substantial repair of object) more than once within the past 12 months
  - 2 = Has caused major damage (requiring replacement and/or substantial repair of object) once within the past 12 months
  - 3 = Has caused minor damage (requiring little or no repair of object) more than once within the past 12 months
  - 4 = Has caused minor damage (requiring little or no repair of object) once during the past 12 months
  - 5 = Intentional destruction of property never occurs
- N= Question does not apply  
Q= Current information not available
- 19  **Running or Wandering Away**  
(Leaving premises without authorization and/or supervision in such a way that safety is endangered; do not consider intentionality or volition)
- 1 = Running/wandering away occurs or is attempted almost every day
  - 2 = Running/wandering away occurs or is attempted at least once a week, but not every day
  - 3 = Running/wandering away occurs or is attempted at least once a month, but not every week
  - 4 = Running/wandering away occurs or is attempted less than once a month
  - 5 = Running/wandering away never occurs
- N= Question does not apply  
Q= Current information not available
- 20  **Emotional Outbursts**  
(Sustained and intense displays of negativity related to frustration, fear, or anger. Intervention refers to intervention by a staff member.)
- 1 = Outbursts occur at least once a week and usually require intervention
  - 2 = Outbursts occur at least once a week, but do not typically require intervention
  - 3 = Outbursts occur less than once a week and usually require intervention
  - 4 = Outbursts occur less than once a week, but do not typically require intervention
  - 5 = Emotional outbursts never occur
- N= Question does not apply  
Q= Current information not available

## PERSONAL OUTCOMES ELEMENT

### A. PHYSICAL AND SOCIAL ENVIRONMENT

These questions capture the quality of the consumer's school, work, and living environments. The response options for each question represent increasing levels of independence, well-being, inclusion, and/or productivity. Select the level that best describes the consumer's current situation, disregarding both past circumstances and any temporary fluctuations (e.g., being out of school on vacation) that may be occurring now.

In the questions below, the phrase **person with a disability** refers to someone other than the consumer who has a developmental disability or special need for support in a given setting. **Speaking the consumer's language** means being able to communicate about daily matters and engage in social interaction with the consumer.

Please use the best informant available for each question. It is important that the person(s) providing information for this section be sufficiently knowledgeable about the particular area of a consumer's life to provide an accurate and unbiased picture.

**If you are unable to provide a response to a question, please explain why.**

⇒ Record *Question Does Not Apply (N)* if for any reason the question is not appropriate.

⇒ If a knowledgeable person is not available to provide information, record *Current Information Not Available (Q)*.

**These questions are written to be understood and answered by service coordinators. Do not read them to consumers, family members, or caregivers verbatim. Instead, use your own words to request the information that you need to answer the question.**

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#### School & Work

Questions in this section do not apply to all consumers. If the consumer does not participate in the type of setting specified in a question, record *Question Does Not Apply (N)* and proceed to the next one. Please note:

Questions 1 through 3 apply only to consumers who attend school.  
Questions 4 through 6 apply only to consumers who work and/or attend a day program.  
Questions 7 and 8 apply only to consumers who work for pay.

1  What type of school does the consumer attend?

- 1 = In-home instruction
- 2 = School with special education students only
- 3 = Integrated school with some integrated classes
- 4 = Integrated school with fully integrated academic classes

N= Question does not apply  
O= Attends college, adult education classes, or trade school  
Q= Current information not available

2  On a typical day, how much contact does the consumer have at school with students who do not have a disability?

- 1 = No contact
- 2 = Contact outside of academic classes only
- 3 = Some contact in academic classes, but not all day
- 4 = Contact all day (Fully included)

N= Question does not apply  
Q= Current information not available

- 3  On a typical day, how many people does the consumer interact with at school who speak the consumer's primary language (e.g., Spanish, English, Cambodian)?
- 1 = None
  - 2 = At least one
  - 3 = More than one but not all
  - 4 = All
- N= Question does not apply  
Q= Current information not available
- 4  In what type of work or day program does the consumer participate most often?
- 1 = Day program
  - 2 = Sheltered workshop/facility based employment
  - 3 = Community based employment with supports by vendor agency
  - 4 = Community based employment without supports by vendor agency
- N= Question does not apply  
V= Volunteer or other unpaid work  
Q= Current information not available
- 5  On a typical day, how many people does the consumer interact with at the day program and/or work site who do not have a disability? (Include both peers and staff.)
- 1 = None
  - 2 = A few
  - 3 = Most
  - 4 = All
- N= Question does not apply  
Q= Current information not available
- 6  On a typical day, how many people does the consumer interact with at the day program and/or work site who speak the consumer's primary language (e.g., Spanish, English, Cambodian)? (Include both peers and staff.)
- 1 = None
  - 2 = At least one
  - 3 = More than one but not all
  - 4 = All
- N= Question does not apply  
Q= Current information not available
- 7  In a typical week, how many hours is the consumer paid for work? (Please estimate if the consumer is paid for productivity.)
- 1 = Less than 10 hours
  - 2 = 10 to 25 hours
  - 3 = 26 to 39 hours
  - 4 = 40 hours or more
- N= Question does not apply, e.g., consumer does not work for pay  
Q= Current information not available

- 8  In a typical week, how much does the consumer earn per hour of work? (Please estimate if the consumer is paid for productivity.)
- 1 = Consumer is paid less than minimum wage
  - 2 = Consumer is paid minimum wage
  - 3 = Consumer is paid more than minimum wage
  - 4 = Consumer is a salaried employee
- N= Question does not apply  
Q= Current information not available

### **Community & Social Life**

- 9  During the past 6 months, about how often did the consumer participate in community outings for personal errands, recreation, entertainment, or church?
- 1 = Once a month or less
  - 2 = More than once a month, but not every week
  - 3 = At least once a week, but not every day
  - 4 = Almost every day
- N= Question does not apply  
Q= Current information not available

- 10  How many friends does the consumer have?  
(Friends include individuals with whom the consumer maintains an ongoing relationship by initiating contact, sharing confidences, and/or engaging in special activities; may include family members, but not paid staff or support persons.)
- 1 = None
  - 2 = One
  - 3 = Two or three
  - 4 = More than three
- N= Question does not apply  
Q= Current information not available

### **Out-of-Home Living**

This section applies only to consumers living in an out-of-home setting (i.e., any setting other than a family residence). If the consumer lives at home with family, record *Question Does Not Apply (N)* for each question below and proceed to the next section.

- 11  Including the consumer, how many people with disabilities live in the household? (Include both peers and staff.)
- 1 = Five or more people with disabilities
  - 2 = Three or four people with disabilities
  - 3 = One or two people with disabilities
  - 4 = Consumer is the only person with a disability
- N= Question does not apply  
A = Consumer lives alone  
Q= Current information not available

12  How many times has the consumer moved from one residence to another in the last 2 years?

- 1 = Three times or more
- 2 = Twice
- 3 = Once
- 4 = Consumer has not moved

N= Question does not apply

Q= Current information not available

13  On a typical day, how many people who live at the consumer's household speak the consumer's primary language (e.g., Spanish, English, Cambodian)? (Include both peers and staff.)

- 1 = None
- 2 = At least one
- 3 = More than one but not all
- 4 = All

N= Question does not apply

A = Consumer lives alone

Q= Current information not available

## B. HEALTH & SAFETY

These questions capture the extent to which the consumer is safe and has access to needed health care services. The response options for each question represent increasing levels of care. For each question, select the response option that most accurately describes the consumer's situation during the preceding 12 months. (*Please note change in time frame from the previous section.*)

Please use the best informant available for each question. It is important that the person(s) providing information for this section be sufficiently knowledgeable about the particular area of a consumer's life to provide an accurate and unbiased picture.

**If you are unable to provide a response to a question, please explain why.**

- ⇒ Record *Question Does Not Apply (N)* if for any reason the question is not appropriate.
- ⇒ If a knowledgeable person is not available to provide information, record *Current Information Not Available (Q)*.
- ⇒ Record *Consumer Refused Care (X)* if care was made available, but consumer refused it.

**These questions are written to be understood and answered by service coordinators. Do not read them to consumers, family members, or caregivers verbatim. Instead, use your own words to request the information that you need to answer the question.**

- 
- 14  Did the consumer see a physician, nurse practitioner, or physician's assistant for medical care (including check-ups) during the past 12 months?

- 1 = No, but medical care was needed
- 2 = Yes, but needs were not met
- 3 = Yes, but needs were only partially met
- 4 = Yes, and needs were fully met

N= Question does not apply, e.g., medical care was neither needed or sought  
X= Consumer refused care  
Q= Current information not available

- 15  Did the consumer see a dentist for dental care (including check-ups) during the past 12 months?

- 1 = No, but dental care was needed
- 2 = Yes, but needs were not met
- 3 = Yes, but needs were only partially met
- 4 = Yes, and needs were fully met

N= Question does not apply, e.g., dental care was neither needed or sought  
X= Consumer refused care  
Q= Current information not available

- 16  Does the consumer currently have a medical and/or dental condition for which appropriate care is not being provided, although it should be?

- 1 = Yes, and problems are life threatening
- 2 = Yes, and problems are serious enough to affect well-being
- 3 = Yes, but problems are not serious enough to affect well-being
- 4 = No

N= Question does not apply  
X= Consumer refused care  
Q= Current information not available

### C. CONSUMER SURVEY

These questions capture the consumer's own feelings about his or her life. The consumer must provide the information in this section without someone else interpreting the response. If the consumer is not able or willing to provide any of this information, indicate why below.



**If the consumer did not answer any of the questions in this section, indicate why by selecting one of the responses below. You should also put the appropriate response next to all questions in this section.**

X = The consumer is not able to respond without interpretation and/or cannot understand the questions.

Q = The consumer is not available to respond at this time.

R = The consumer chooses not to respond to any of the questions.

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Begin by explaining that the purpose of the questionnaire is to find out how the consumer feels about his or her life. Make sure the consumer understands that he or she should describe feelings and impressions that are current (within the previous month or two), not those that may have occurred at an earlier time.

These questions should be read aloud. Fill in the name of the pertinent person, place, or agency as needed, using terms the consumer would recognize (e.g., "Do you like going to the Lauren Training Center?"). You may paraphrase the question if the consumer asks for clarification or repeat the question as needed.

**Do not read the response options to the consumer. Instead, allow the consumer to respond naturally. Listen carefully to the consumer's response, requesting clarification as needed.**

- ⇒ If a particular question is not appropriate for this consumer, do not read it. Record *Question Does Not Apply (N)* and move on to the next question.
  - ⇒ Record *Not Sure (X)* if the consumer is unsure or does not understand the question.
  - ⇒ Record *Consumer Chooses Not To Answer (R)* if the consumer prefers not to answer a particular question.
-

Insert the name of the place the consumer lives in each question below. If the consumer lives in a residence within a facility, use the name of the residence.

Questions 17 and 18 apply only to consumers who do not live at home. Question 19 applies only to adult consumers who do not live at home.

17 *Some people like where they live and others don't. When you think about how you feel most of the time...*

Do you like living at \_\_\_\_\_?

0 = Negative Response  
1 = Ambivalent or Mixed Response  
2 = Positive Response

N = Question does not apply  
X = Consumer is not sure or does not understand  
Q = The consumer is not available to respond at this time  
R = Consumer chooses not to answer

18 *Some people like the people who help them at home and others don't. When you think about how you feel most of the time...*

Do you like the people who help you at \_\_\_\_\_?

0 = Negative Response  
1 = Ambivalent or Mixed Response  
2 = Positive Response

N = Question does not apply  
X = Consumer is not sure or does not understand  
Q = The consumer is not available to respond at this time  
R = Consumer chooses not to answer

19 *Some people wish they could live some place else. Others want to stay where they are. When you think about how you feel most of the time...*

Do you want to keep living at \_\_\_\_\_?

0 = Negative Response  
1 = Ambivalent or Mixed Response  
2 = Positive Response

N = Question does not apply  
X = Consumer is not sure or does not understand  
Q = The consumer is not available to respond at this time  
R = Consumer chooses not to answer

Insert the name of the school, job, or day program the consumer attends most often in each question below. .  
Volunteer jobs are included.

Questions 20 and 21 apply only to consumers who attend a school, day program, and or work-site. Question 22 applies only to adult consumers who attend a school, day program, and or work-site.

20 *Some people like their school (or day program or job) and others don't. When you think about how you feel most of the time...*

Do you like going to \_\_\_\_\_?

- 0 = Negative Response
- 1 = Ambivalent or Mixed Response
- 2 = Positive Response

- N = Question does not apply
- X = Consumer is not sure or does not understand
- Q = The consumer is not available to respond at this time
- R = Consumer chooses not to answer

21 *Some people like the people who help them at their school (or day program or job) and others don't. When you think about how you feel most of the time...*

Do you like the people who help you at \_\_\_\_\_?

- 0 = Negative Response
- 1 = Ambivalent or Mixed Response
- 2 = Positive Response

- N = Question does not apply
- X = Consumer is not sure or does not understand
- Q = The consumer is not available to respond at this time
- R = Consumer chooses not to answer

22 *Some people wish they could go to another school (or day program or job). Others want to stay where they are. When you think about how you feel most of the time...*

Do you want to keep going to \_\_\_\_\_?

- 0 = Negative Response
- 1 = Ambivalent or Mixed Response
- 2 = Positive Response

- N = Question does not apply
- X = Consumer is not sure or does not understand
- Q = The consumer is not available to respond at this time
- R = Consumer chooses not to answer

23 *We all feel sad or unhappy sometimes. Talking to other people about what happened can help us feel better.*

**Who do you talk to when you are sad or unhappy?** (Ask *Who Else?* after the first name is given. Do not repeat a second time.)

- 0 = Consumer does not name anyone
- 1 = Consumer names one person
- 2 = Consumer names more than one person.

- N = Question does not apply
- X = Consumer is not sure or does not understand
- Q = The consumer is not available to respond at this time
- R = Consumer chooses not to answer

24 *We all feel afraid or scared sometimes. Some people feel like that a lot of the time. Others feel safe most of the time.*

**Do you feel safe or afraid most of the time?**

- 0 = Afraid
- 1 = Ambivalent or Mixed Response (e.g., maybe; it depends, sometimes)
- 2 = Safe

- N = Question does not apply
- X = Consumer is not sure or does not understand
- Q = The consumer is not available to respond at this time
- R = Consumer chooses not to answer

25 *We all feel sad or unhappy sometimes. Some people feel like that a lot of the time. Others feel happy most of the time.*

**Are you happy or sad most of the time?**

- 0 = Sad
- 1 = Ambivalent or Mixed Response (e.g., maybe; it depends, sometimes)
- 2 = Happy

- N = Question does not apply
- X = Consumer is not sure or does not understand
- Q = The consumer is not available to respond at this time
- R = Consumer chooses not to answer

26 *We all have times when we need something or want to do something different. Sometimes we speak up and sometimes we keep quiet about it.*

**Do you tell people what you want most of the time?**

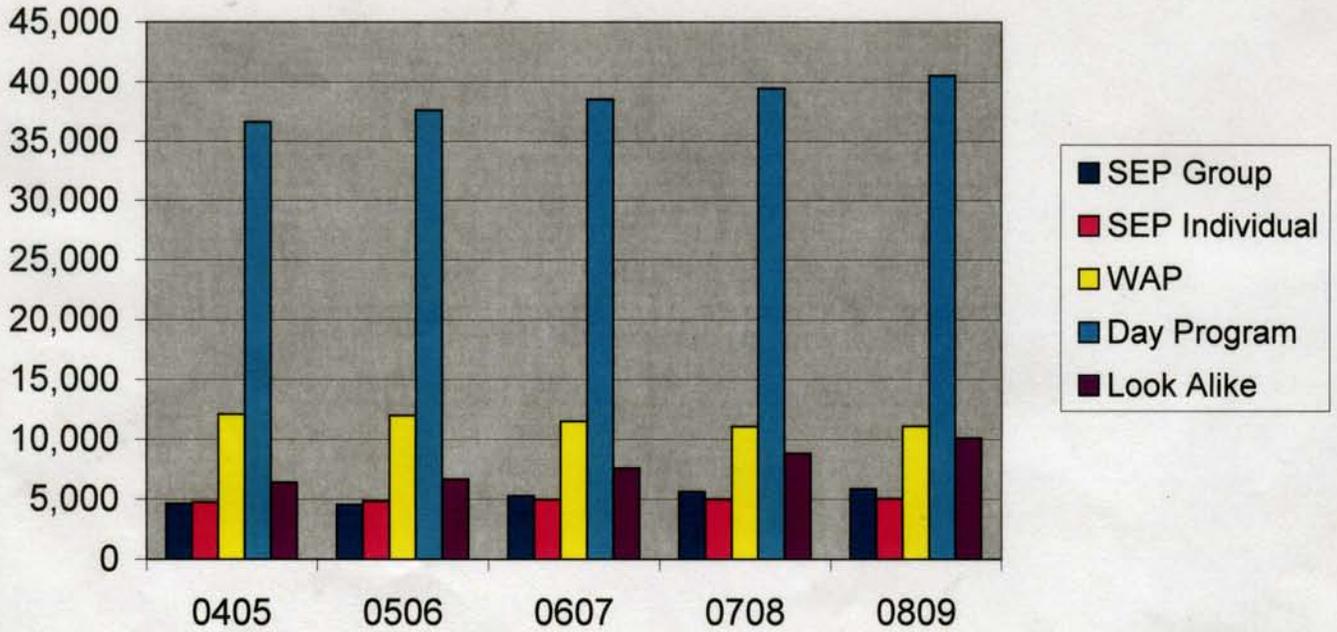
- 0 = Negative Response
- 1 = Ambivalent or Mixed Response (e.g., maybe; it depends, sometimes)
- 2 = Positive Response

- N = Question does not apply
- X = Consumer is not sure or does not understand
- Q = The consumer is not available to respond at this time
- R = Consumer chooses not to answer



Persons Receiving Services: Statewide					
FY	SEP Group	SEP Individual	WAP	Day Program	Look Alike
0405	4,610	4,757	12,090	36,641	6,396
0506	4,548	4,842	11,988	37,629	6,651
0607	5,258	4,976	11,499	38,555	7,565
0708	5,623	5,004	11,063	39,472	8,820
0809	5,863	5,054	11,093	40,528	10,096

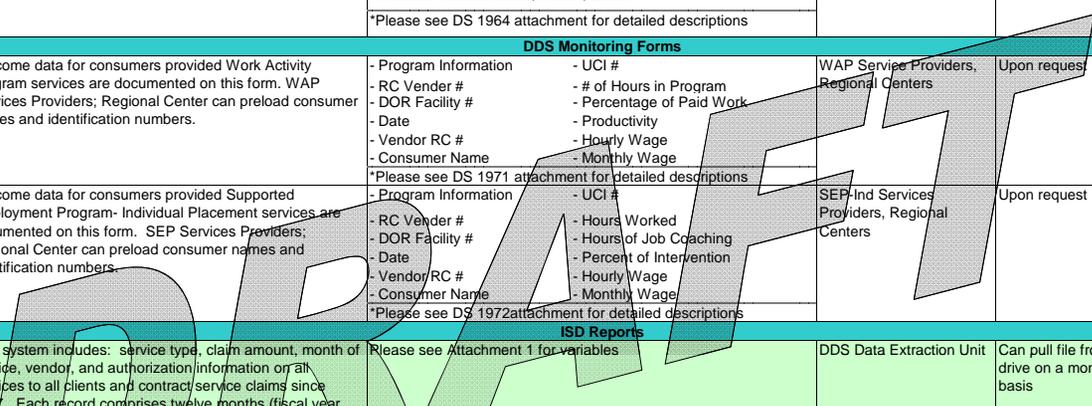
**Persons Receiving Services - Statewide**





**COMMUNITY DEVELOPMENT BRANCH EMPLOYMENT DATA**

TITLE	DESCRIPTION	VARIABLES	WHO PROVIDES THE DATA	HOW OFTEN WE RECEIVE THE DATA	DATA USED FOR
<b>DDS Forms</b>					
1962s - Request For New SEP Group	A copy is given to: DOR, RC, DDS, and CPS A Supported Employment Program-Group Placement (SEP-GP) approval request is submitted by service providers to DDS to obtain approval of new SEP groups. <i>This form has number of consumers in group, where the group will work, hours, days, and start date, and group id.</i>	- Provider Contact Information - Worksite Information - Weekly Work Schedule *Please see DS 1962 attachment for detailed descriptions	SEP-GP Service	Upon request	Approval of new SEP groups
1964s - Supported Employment Group Billing and Attendance Form	This form must be completed as an excel file, password protected and submitted to regional centers, DOR and DDS monthly.	- Service Provider Name - Funded By - Regional Center ID - Service Month/Year - Regional Center Vendor ID - Sep Group ID - RC CADDIS Vendor ID - Name - DOR Facility ID - Consumer Average Wage - UCI # - Approved Lunch - Authorization # - Approved Staggered Lunch - Productivity - Total Hours - Provider Contact Name, Phone, Email *Please see DS 1964 attachment for detailed descriptions	SEP-GP Service Providers	Monthly	SEP - Group billing and attendance
<b>DDS Monitoring Forms</b>					
1971s - WAP/Work Activity Program Consumer Monthly Report	Outcome data for consumers provided Work Activity Program services are documented on this form. WAP Services Providers; Regional Center can preload consumer names and identification numbers.	- Program Information - UCI # - RC Vendor # - # of Hours in Program - DOR Facility # - Percentage of Paid Work - Date - Productivity - Vendor RC # - Hourly Wage - Consumer Name - Monthly Wage *Please see DS 1971 attachment for detailed descriptions	WAP Service Providers, Regional Centers	Upon request	Work Activity Program services outcome data for consumers are documented on this form.
1972s - SEP/Supported Employment Individual Placement Consumer Monthly Report	Outcome data for consumers provided Supported Employment Program- Individual Placement services are documented on this form. SEP Services Providers; Regional Center can preload consumer names and identification numbers.	- Program Information - UCI # - RC Vendor # - Hours Worked - DOR Facility # - Hours of Job Coaching - Date - Percent of Intervention - Vendor RC # - Hourly Wage - Consumer Name - Monthly Wage *Please see DS 1972 attachment for detailed descriptions	SEP-Ind Services Providers, Regional Centers	Upon request	Supported Employment Program - Individual Placement Services outcome data for consumers are documented on this form.
<b>ISD Reports</b>					
POS Claims	This system includes: service type, claim amount, month of service, vendor, and authorization information on all services to all clients and contract service claims since 1987. Each record comprises twelve months (fiscal year base) of information. The 150 service types currently delivered include living arrangement support, medical and non-medical professional services, medical care and equipment, day programs, respite, prevention, and transportation.	Please see Attachment 1 for variables	DDS Data Extraction Unit	Can pull file from K drive on a monthly basis	Reports that require type of services, consumer, vendor, and claim amount.
Vendor System	This system tracks vendor information for all DDS service providers. Vendors include large service provision organizations to single client service providers. Currently, the system contains 300,000 vendor records with 80,000 active vendors. Database includes: vendor name, vendor type, vendor number, contracting regional center, other authorized regional centers, vendor address, vendor billing address, etc.	Please see Attachment 1 for variables	DDS Data Extraction Unit	Per Request	Any report that needs information on vendor ID, address, vendoring regional center.
Client Master File	This file contains demographic and address information on all persons served by DDS. Currently, it contains information on over 750,000 clients historically served, 200,000 active clients, 106 data elements. The file is extracted and archived monthly from June 1992 forward, with over 36,000,000 historical records. It is updated as needed, with most clients contacted at least yearly, and usually more frequently. Database includes: unique client identifier, name, birth date, SSN, MediCal number, addresses, phone, gender, ethnicity(ies), marital status, regional center, living arrangement, IPP frequency, case mgr. ID, etc.	Please see Attachment 1 for variables	DDS Data Extraction Unit	Per Request	A report that requires Client ID, name, address, biographics, and demographics.



TITLE	DESCRIPTION	VARIABLES	WHO PROVIDES THE DATA	HOW OFTEN WE RECEIVE THE DATA	DATA USED FOR
Client Development Evaluation Report (CDER)	The CDER system is the largest developmental disability diagnostic information database in the world, serves as a model system and as an unparalleled resource for research and planning throughout the United States. Recently it has been fundamental to groundbreaking autism research in several studies nationwide. The system comprises diagnostic, developmental, and behavioral assessment information on all active service recipients over the age of three. It contains over 190,000 active cases, 2,000,000 unduplicated historical assessments, and 194 raw data elements. Reports are updated yearly in most cases, tri-annually in some. It is extracted and archived monthly back through June 1992 (twice yearly from June 1986 through December 1991), with over 22,000,000 historical records.	Please see Attachment 1 for variables	DDS Data Extraction Unit	Accessible on DDS website	Developmental disability diagnostic and functioning evaluation for clients over 36 months of age.
Early Start Report System (ESR)	This system contains diagnostic, developmental, and behavioral assessment information on active population under the age of three. Records include 22,000 active cases, 157 raw data elements, 400,000 historical assessments. ESRs are to be updated at least yearly. Compiled since 1997, the archive file has new and updated records added on a monthly basis.	Please see Attachment 1 for variables	DDS Data Extraction Unit	Per Request	Acquiring information on developmental delay and service information for clients less than 36 months of age.

**Reports from other Agencies**

DOR Regional Center Consumers	WSS receives DOR report on a quarterly basis and is then sent to the Data Extraction Unit to have it matched with DDS' data to produce the Regional Center Consumer Report (J6942 DOR Regional Center Consumers).	This report provides information on consumers: <ul style="list-style-type: none"> <li>- Client ID Number</li> <li>- Regional Center Number</li> <li>- Regional Center</li> <li>- Date of Birth</li> <li>- Name (Last, First, Middle)</li> <li>- SSI Number</li> <li>- SSA Number</li> <li>- Secondary</li> <li>- District Name</li> <li>- Branch</li> <li>- District Number</li> <li>- Counselor Last Name</li> <li>- Plan Code</li> <li>- Current Status</li> <li>- ST14 Counseling Guidance</li> <li>- ST16 Physical Mental Restoration</li> <li>- ST18 Training Placement</li> <li>- ST20 Ready for Employment</li> <li>- ST22 Employed</li> <li>- Date Closed</li> <li>- Reason for Closure</li> <li>- Employment Status</li> </ul>	DOR	Quarterly	In response to the RC request for data to assist in the management of employment and related services. RCs may share the report with the service providers.
EDD Wage Data	Brian Winfield from Regional Center Operations Section receives the EDD Wage Data from EDD and forwards it to Work Services upon request.	This report provides wage information by quarters for each RC: <ul style="list-style-type: none"> <li>- Total Consumers 16+</li> <li>- Average Wages</li> <li>- Number of Consumers Receiving Wages</li> <li>- Percentage of RC Population Receiving Wages</li> </ul>	EDD	Annual upon request	To provide the summary of percentage of RC Consumers 16+ Receiving Wages, number of consumers receiving wages and average consumer wages for ARCA report

**Association of Regional Center Agencies (ARCA):**

TITLE	DESCRIPTION	WHO PROVIDES THE DATA	HOW OFTEN WE RECEIVE THE DATA	DATA USED FOR
Age of Individuals	Data Run J6540 – Status 0, 1, 2 Consumers by Age Group (based upon CMF) Status 0: Diagnosis and Evaluation, Status 1: Early Start <36 Months, Status 2: Active Consumers	DDS Data Extraction Unit	Upon request	ARCA report
Community Caseload	There are two charts displayed for Caseload Growth. The first chart shows the growth through an 8 year span for status codes 1 and 2. The second chart shows the cumulative percent of caseload growth with annual percent changes between 8 years.	DDS Facts and Stats Monthly Consumer Caseload reports	We can pull this data from OASIS Facts and Stats as needed. The DDS Fact book is update on an annual	ARCA report
Quarterly DOR Data	DOR sends their quarterly client data and WSS forward it to Data Extraction Unit to complete a match with DDS data	DOR and DDS Data Extraction Unit	Quarterly	ARCA report
EDD	Used the data from Cornell University Disability Status Report, UMASS National Report on Employment Services and Outcomes, and CA EDD Data to calculate the Percent Employed, Annual Earnings, and Annual Percent Change	Cornell University, UMASS, and EDD	Annual basis	ARCA report
POS Dollars	Used data from the Budget Category Table from the DDS Fact Book to display the percentage of prior year POS dollars for each service area in a pie chart.	DDS Fact Book	We can pull this data from OASIS Facts and Stats as needed. The DDS Fact book is update on an annual basis.	ARCA report
Statewide Reports	Data run for report J6387 Transition between SEP Ind SEP Grp Hab Day and Look Alikes by FY, J6387 Hab Services Transition with Synthetic Waiver. This was broken out by all ages and 22-31 age groups. J6387 report can also be filtered for ages 18-21. This data looks at the prior four years.	DDS Data Extraction Unit	Upon request	ARCA report

Other Reports Requested				
TITLE	DESCRIPTION	WHO PROVIDES THE DATA	HOW OFTEN WE RECEIVE THE DATA	DATA USED FOR
DOR	Compared the statuses between Regional Centers for the number of individuals having their cases closed after receiving employment and individuals with cases closed without employment. WSS receives DOR report on a quarterly basis and is then sent to the Data Extraction Unit to have it matched with DDS' data to produce the Regional Center Consumer Report (J6942 DOR Regional Center Consumers). This information is then broken out as SEP Individuals and SEP Group by two age groups (Under Ages 32 and Ages 32 and Older).	DOR and DDS Data Extraction Unit	Quarterly	Comparing statuses between Regional Centers
ICI Report	On an annual basis, Institute for Community Inclusion (ICI), requests a report that displays the percent funding for each ICI designated groups (Day Programs, SEP and WAP) using the November Estimates and May Revise.	DDS Budget Office and Estimates	We have access to the November Estimates and May Revise after each process is done for the year.	ICI report that displays the percent funding for each ICI designated group

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VARIABLES					
Client Master File (CMF)		Client Development Evaluation Report (CDER)			
Client ID Number	Last Name Mom	Unique Client Identifier	Epilepsy Seizure Frequency 2	Impact of Major Medical Cond. 6	Unacceptable Social Beh.
Regional Center	First Name Mom	Client ZIP Code	Epilepsy Condition Impact 2	Hearing Loss Uncorrected	Aggression
Last Name	Mid Initl Mom	Reporting Regional Center	Epilepsy Type Seizure 3	Hearing Loss Corrected	Self Injur Behav. Freq
First Name	Phone Num Mom	Client Health District	Epilepsy Seizure Frequency 3	Vision Loss Uncorrected	Self Injur Behav. Sev.
Middle Initial	Last Name Dad	Client Birthday	Epilepsy Condition Impact 3	Vision Loss Corrected	Smearing
Date of Birth	First Name Dad	Client Sex	Epilepsy Etiology 1	Antipsychotic Medication	Destruction of Property
Date of Death	Mid Initl Dad	CMF Active Record Code	Epilepsy Etiology 2	Antidepressant Medication	Run or Wander Away
Gender	Phone Num Dad	Current Residence	Client Takes Anticonv Rx	Antianxiety Medication	Depress Behav.
SSI Number	Mother SSN	Current Status Effective Date	Status Epilepticus	Sedative/Hypnotic Medication	React Frustration
Medi-Cal Number	Father SSN	CMF Client Status	Icd-9 Type of Other Disability	Stimulant Medication	Repeat Body Movements
Health District	Mother Date of Birth	Counselor ID	Icd-9 Type of Other Disability	Other Psychotropic Medication	Inapp. Undressing
Active Record Code	Father Date of Birth	County of Legal Presence	Icd-9 Etiology of Other Disability	Hist of Rx for Maladapt Behav	Hyperactivity
Day Program Code	Mother Disabled	County of Physical Presence	Icd-9 Etiology of Other Disability	Parkinsonism	Temper Tantrums
Living Arrangement	Father Disabled	Initial Interview Date	Low Birth Weight	Dystonia	Resistiveness
Prior Residence Type	Mother Deceased	Ethnic Code	Teen Pregnancy	Dyskinesia	Adj. Chg. Soc. Rel.
SSA Number	Father Deceased	Primary Language	Maternal Age GT 34 Years	Akathisia	Adj. Chg. Phy. Env.
SSA Suffix	Case Management Code	Legal Status	Near Drowning	Paroxysmal	Auditory Perception
Phone Number	Part H Flag	Case Level Freq	Auto Accident	Special Aids 1-10	Visual Perception
Status Date	Language of Caretaker	IPP Frequency	Other Vehicle Accident	Special Condition (Item 86-100)	Assoc. Time/Events
Prior Status	Case Level Freq	Case Management Code	Other Accidents	Rolling And Sitting	Number Awareness
Previous Prior Status	BIC	CDER Sending Agency	Environmental Toxins	Hand Use	Writing Skills
Prior Status Date	Transfer Close Date	CDER Status Code	Drug/Alcohol Abuse	Arm Use	Reading Skills
Prior.Prior Status Date	Children	CDER Report Date	Environmental Deprivation	Crawling Or Standing	Attention Span
Initial Interview Date	Residence Date	Client Height	Family MR History	Ambulation	Safety Awareness
First Address Line	Legal Stat Chg Date	Client Weight	Child Abuse	Climbing Stairs	Remember Instr.
Second Address Line	IPP Frequency	Program	Other Causes 1	Wheel Chair Mobility	Word Usage
City	Legal Commitment	Section	Other Causes 2	Food Preparation	Express Nonverbal Com.
ZIP Code	Marital	Unit	Other Causes 3	Bed Making	Recept Nonverbal Com.
Current Status	Other Contacts	Adaptive Behavior (16)	Type of Mental Disorder Axis1 1	Washing Dishes	Receptive Language
Case Manager Code	Prior Residence Date	Retardation Level	Date of Last Evaluation Axis1 1	Household Chores	Expressive Language
Sending Regional Center	Underlying Offense	MR Etiology 1	Condition Impact Axis1 1	Basic Med. Self Help	Recept Sign Language
Sending Date	RC Shared	MR Etiology 2	Type of Mental Disorder Axis1 2	Self Medication	Express Sign Language
Report Date	Language Mom	Date of Last Eval (A3) (MMYY)	Date of Last Evaluation Axis1 2	Eating	Express Comm/Aids
County of Legal Residence	Language Dad	IQ	Condition Impact Axis1 2	Toileting	Speech Clarity
County of Physical Presence	Maiden Name Mom	Intelligence Test	Type of Mental Disorder Axis2 1	Bladder Cntl Level	Major Behavior Problems
Date of Last CMF Update	Birth Place	Pres of Cerebral Palsy	Date of Last Evaluation Axis2 1	Bowel Cntl Level	Primary Need
Maiden Name	State	Cerebral Palsy Etiology 1	Condition Impact Axis2 1	Personal Hygiene	Developmental Level
Ethnicity 1-21	Mail Name	Cerebral Palsy Etiology 2	Type of Mental Disorder Axis2 2	Bathing	Physical Indicator
Hispanic Flag	Mail Address 1	Motor Dysfunction Level	Date of Last Evaluation Axis2 2	Dressing	Frankland Factor
Primary Language	Mail Address 2	Motor Dysfunction Type	Condition Impact Axis2 2	Mvmt in Familiar Setting	Dual Diagnoses
Date Eligibility Determined	Mail City	Motor Dysfunction Location	Major Medical Condition 1	Mvmt in Unfamiliar Setting	Rate
Legal Status	Mail State	Motor Dysfunction Cond Impact	Impact of Major Medical Cond. 1	Transport Comm.	Preferred Program
Referral Source	Mail Zip	Autism Level	Major Medical Condition 2	Money Handling	Motor Count
<b>Vendor System</b>		Autism Etiology 1	Impact of Major Medical Cond. 2	Making Purchases	Control Factor
Vendor	Zip Code	Autism Etiology 2	Major Medical Condition 3	Order Food in Public	Self Sufficiency
County	Invoice Address Lines 1-3	Date Autism Determined (MMYY)	Impact of Major Medical Cond. 3	One to One Interact Peer	Client Age at Report Date
Vendoring Regional Center	Telephone	Autism Condition Impact	Major Medical Condition 4	One to One Interact Others	CDER Action Code
Sending Regional Center	Vendor Type	Epilepsy Type Seizure 1	Impact of Major Medical Cond. 4	Friendship Formation	Operator Initials
Send Date	Tax ID	Epilepsy Seizure Frequency 1	Major Medical Condition 5	Friendship Maintenance	Date CDER Transmitted
Active Record	Other Vendoring Regional Centers 01-21	Epilepsy Condition Impact 1	Impact of Major Medical Cond. 5	Participation Social Act.	CDER Expiration Date
Name	Regional Centers Dates 01-21	Epilepsy Type Seizure 2	Major Medical Condition 6	Participation Group Act.	
Address Lines 1-3	Provider Agreement				
State	Activity Flag				
<b>POS Claims</b>					
Fiscal Year	Service Sub Code				
Authorization Number	Account Code				
Regional Center	Vendor ID				
UCI	Claim \$ Amounts July-June				
Service Code	Cost Center				

VARIABLES			
Early Start Report System (ESR)			
UCI	DD Type- Autism	PrchA-Infant Dev Prog	Freq of 2nd Type Epil
Regional Center	DD Type- Cerebral Palsy	PrchA-Svs Coord/Case Mgmt	Freq of 3rd Type Epil
Selpa Code	DD Type- Epilepsy	PrchA-Transportation	Impact of 1st Type-Epil
Referral Source	DD Type- Other Dev Dis	PrchA-Hlth Svs/Interv	Impact of 2nd Type-Epil
Report Reason	Vision Status	PrchA-Beh Interv	Impact of 3rd Type-Epil
Report Date	Hearing Status	Test Code 1	Etiol ICD-9-1
IFSP Last Date	SpEqp- None	Mental Test Score 1 (Numeric)	Etiol ICD-9-2
Weight in Pounds	SpEqp- Feeding Tube (N.G.)	Motor Test Score (Numeric)	Takes Anti-Convulsive Rx
Weight in Ounces	SpEqp- Gastrostomy Tube	Behavior Rating Index 1 (Numeric)	Seizure in Past Year
Weight in Grams	SpEqp- Other Ostomy Equipment	Language Score 1 (Numeric)	Other Type of DD - A
Birth Weight (pounds)	SpEqp- Apnea Monitor	Test Date 1 (YYYYMM)	Other-DD ICD-9
Birth Weight (ounces)	SpEqp- Oxygen Equipment	Mental Test Score 1 (Age Equivalent)	Other-DD Etiol ICD-9
Birth Weight (grams)	SpEqp- Feeding Devices	Motor Test Score 1 (Age Equivalent)	Other Type of DD - B
Current Length (in)	SpEqp- Positioning Equipment	Behavior Rating Index 1 (Age Equivalent)	Other DD ICD-9-2
Current Length (cm)	SpEqp- Splints, Casts, Braces	Language Score 1(Age Equivalent)	Other DD Etiol 2
Baby Delivered At	SpEqp- Tracheostomy Equipment	Test Code 2	Last Name
Hospital Code	SpEqp- Other Assistive Devices	Mental Test Score 2 (Numeric)	First Name
Family Income	Clients Ambulation Status	Motor Test Score 2 (Numeric)	Middle Initial
Mothers Education Level	Medical Assessment/Consultation	Behavior Rating Index 2 (Numeric)	Test Code 3
Fathers Education Level	Nutrition Assessment/Consultation	Language Score 2 (Numeric)	Mental Test Score 3 (Numeric)
Mothers Disability	Nursing Assessment/Intervention	Test Date 2 (YYYYMM)	Motor Test Score 3 (Numeric)
Fathers Disability	Developmental/Psychological Assessment	Mental Test Score 2 (Age Equivalent)	Behavior Rating Index 3 (Numeric)
Mothers Maiden Name	Social Work Services	Motor Test Score 2 (Age Equivalent)	Language Score 3 (Numeric)
Very Low Birth Weight (1500 Gms)	Family Training & Counseling	Behavior Rating Index 2 (Age Equivalent)	Test Date 3 (YYYYMM)
Prematurity (<32 Wks)	Occupational Therapy	Language Score 2 (Age Equivalent)	Mental Test Score 3 (Age Equivalent)
Metabolic Problem	Physical Therapy	Tms Refrl-School	Motor Test Score 3 (Age Equivalent)
CNS Infection/Abnormality	Language/Speech Services	Tms Refrl-Private Agency	Behavior Rating Index 3 (Age Equivalent)
Seizure Activity During 1st Week of Life	Audiology	Tms Refrl-Head/Start	Language Score 3 (Age Equivalent)
Serious Biomedical Insult (CNS Bleeds)	Vision Services	Tms Refl-Family Resource Cntr	PrmSrv-Early Intervention Prog
Multi Congenital Anomalies Req Spec Svs	Assistive Technology Services	Tms Refrl-Other Regional Cntr	PrmSrv-Family Child Care
Pos Neonatal Tox Screen/Drug Withdrw	Respite Care	Tms Refrl-None Required	PrmSrv-Home
Significantly SGA	Infant Development Program	Level of Retardation	PrmSrv-Hospital, Inpatient
Prolonged Hypoxemia	Service Coordination/Case Management	Etiology of MR Code 1	PrmSrv-Outpatient Svc Facility
Hyperbilirubinemia	Transportation	Etiology of MR Code 2	PrmSrv-Regular Nursery/Child Care
Prenatal Exposure to Teratogens	Health Service/Intervention	MR - Last Eval Date	PrmSrv-Residential Facility
Significant Failure to Thrive	Behavior Intervention	Cerebral Palsy	PrmSrv-Other Setting
Mothers 2nd Disability	Mothers 3rd Disability	CP Etiol ICD9-1	Transmission Flag
Fathers 2nd Disability	Fathers 3rd Disability	CP Etiol ICD9-2	Client Status (CMF)
Clinical Risk- Born to DD Parents	PrchA-Med Assess/Consult	Level of CP	County of Presence (CMF)
Clinical Risk- Tonal Problems	PrchA-Nutri Assess/Consult	Type of CP	Sequential Record Number
Counselor ID #	PrchA-Nursing Assess/Consult	Location of CP	Date of Birth (CMF)
Delay- Cognitive	PrchA-Dev/Psyc Assess	Impact of Condition-CP	Gender
Delay- Physical	PrchA-Social Work Svs	Autism	Ethnicity
Delay- Communication	PrchA-Family Trng & Counsel	Contributing Factor 1	Current Residence
Delay- Social/Emotional	PrchA-Occup Trng	Contributing Factor 2	File Date
Delay- Adaptive/Self-Help Skills	PrchA-Phys Therapy	Date of Determination	
Risk Cond 1 (ICD-9-CM)	PrchA-Lang/Speech Svs	Impact of Condition-Autism	
Risk Cond 2 (ICD-9-CM)	PrchA-Audiology	1st Type of Seiz/Epil	
Risk Cond 3 (ICD-9-CM)	PrchA-Vision Svs	2nd Type of Seiz/Epil	
Risk Cond 4 (ICD-9-CM)	PrchA-Assist Tech Svs	3rd Type of Seiz/Epil	
DD Type- Mental Retardation	PrchA-Respite Care	Freq of 1st Type Epil	

## DEPARTMENT OF REHABILITATION

### Supported Employment Data

FY 2005/2006

AH10-160 Requested By: Megan Hellam

**Note:**

- The Open column shows the number of cases which were still open or closed with status other than 26 or 28 during the fiscal year.
- The Total Open data has not been "cleaned" and will contain some duplicate records.
- The Average Wage is the weekly income at 26 closure and is the total weekly income divided by the number 26 closure.

Region	District	Individual Placement (Hab and Non-Hab)						Group Placement (Hab and Non-Hab)						VR / WAP					
		Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage
560	560: Blind Field Services	10	1	1	50.0%	\$203.00	\$879.67	2	1		100.0%	\$237.00	\$1,027.00	6	1		100.0%	\$75.00	\$325.00
<b>560 Total</b>		<b>10</b>	<b>1</b>	<b>1</b>	<b>50.0%</b>	<b>\$203.00</b>	<b>\$879.67</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>100.0%</b>	<b>\$237.00</b>	<b>\$1,027.00</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>100.0%</b>	<b>\$75.00</b>	<b>\$325.00</b>
Northern	110: Redwood Empire	231	36	47	43.4%	\$183.58	\$795.53	56	20	18	52.6%	\$148.95	\$645.45	77	45	40	52.9%	\$145.84	\$631.99
	130: Northern Sierra	314	97	91	51.6%	\$214.37	\$928.94	52	21	15	58.3%	\$119.33	\$517.11	77	9	45	16.7%	\$154.78	\$670.70
	150: San Joaquin	265	55	58	48.7%	\$162.64	\$704.76	151	75	40	65.2%	\$140.09	\$607.07	26	12	8	60.0%	\$121.42	\$526.14
	210: Greater East Bay	213	79	27	74.5%	\$214.09	\$927.72	47	36	9	80.0%	\$166.83	\$722.94	21	6	14	30.0%	\$159.50	\$691.17
	230: San Francisco	393	74	47	61.2%	\$188.58	\$817.18	22	6	5	54.5%	\$99.83	\$432.61	101	9	28	24.3%	\$192.56	\$834.41
	250: San Jose	183	38	20	65.5%	\$209.68	\$908.63	68	15	6	71.4%	\$175.67	\$761.22	69	9	22	29.0%	\$190.00	\$823.33
	320: Santa Barbara	358	94	68	58.0%	\$193.26	\$837.44	141	49	29	62.8%	\$129.14	\$559.62	51	7	11	38.9%	\$121.86	\$528.05
<b>Northern Total</b>		<b>1957</b>	<b>473</b>	<b>358</b>	<b>56.9%</b>	<b>\$195.17</b>	<b>\$845.74</b>	<b>537</b>	<b>222</b>	<b>122</b>	<b>64.5%</b>	<b>\$139.98</b>	<b>\$606.58</b>	<b>422</b>	<b>97</b>	<b>168</b>	<b>36.6%</b>	<b>\$155.14</b>	<b>\$672.26</b>
Southern	340: Inland Empire	235	84	40	67.7%	\$210.90	\$913.92	340	144	40	78.3%	\$127.28	\$551.57	131	71	39	64.5%	\$146.14	\$633.28
	350: San Diego	333	155	70	68.9%	\$177.60	\$769.60	122	87	41	68.0%	\$173.57	\$752.16	91	29	35	45.3%	\$120.72	\$523.14
	410: Van Nuys/Foothill	427	107	101	51.4%	\$189.98	\$823.25	150	58	32	64.4%	\$169.93	\$736.37	1	2	3	40.0%	\$214.50	\$929.50
	440: Greater Los Angeles	97	43	69	38.4%	\$182.56	\$791.09	48	19	19	50.0%	\$96.53	\$418.28	72	12	43	21.8%	\$206.75	\$895.92
	530: LA South Bay	154	36	48	42.9%	\$194.08	\$841.03	108	44	20	68.8%	\$123.39	\$534.67	119	27	63	30.0%	\$116.15	\$503.31
	550: Orange/San Gabriel	460	149	67	69.0%	\$186.56	\$808.41	102	56	23	70.9%	\$165.75	\$718.25	270	90	111	44.8%	\$124.61	\$539.98
<b>Southern Total</b>		<b>1706</b>	<b>574</b>	<b>395</b>	<b>59.2%</b>	<b>\$190.28</b>	<b>\$824.55</b>	<b>870</b>	<b>408</b>	<b>175</b>	<b>70.0%</b>	<b>\$142.74</b>	<b>\$618.55</b>	<b>684</b>	<b>231</b>	<b>294</b>	<b>44.0%</b>	<b>\$154.81</b>	<b>\$670.85</b>
<b>Grand Total</b>		<b>3673</b>	<b>1048</b>	<b>754</b>	<b>58.2%</b>	<b>\$193.63</b>	<b>\$839.08</b>	<b>1409</b>	<b>631</b>	<b>297</b>	<b>68.0%</b>	<b>\$148.09</b>	<b>\$641.74</b>	<b>1112</b>	<b>329</b>	<b>462</b>	<b>41.6%</b>	<b>\$149.27</b>	<b>\$646.85</b>

SGA 2005 \$830  
 SGA 2006 \$860  
 TWL 2005 \$590  
 TWL 2006 \$620

**DEPARTMENT OF REHABILITATION**

**Supported Employment Data**

**FY 2006/2007**

AH10-160 Requested By: Megan Hellam

**Note:**

- The Open column shows the number of cases which were still open or closed with status other than 26 or 28 during the fiscal year.
- The Total Open data has not been "cleaned" and will contain some duplicate records.
- The Average Wage is the weekly income at 26 closure and is the total weekly income divided by the number 26 closure.

Region	District	Individual Placement (Hab and Non-Hab)						Group Placement (Hab and Non-Hab)						VR / WAP					
		Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage
560	560: Blind Field Services	14			#DIV/0!		\$0.00	4			#DIV/0!		\$0.00	5	1		100.0%	\$155.00	\$671.67
<b>560 Total</b>		<b>14</b>	<b>0</b>	<b>0</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>100.0%</b>	<b>\$155.00</b>	<b>\$671.67</b>
Northern	110: Redwood Empire	242	56	44	56.0%	\$166.93	\$723.36	107	21	24	46.7%	\$113.86	\$493.38	53	42	29	59.2%	\$163.88	\$710.15
	130: Northern Sierra	356	78	53	59.5%	\$193.28	\$837.56	64	35	7	83.3%	\$181.66	\$787.18	119	10	11	47.6%	\$171.20	\$741.87
	150: San Joaquin	279	60	57	51.3%	\$180.55	\$782.38	181	78	38	67.2%	\$150.69	\$653.00	28	16	3	84.2%	\$126.31	\$547.35
	210: Greater East Bay	196	67	39	63.2%	\$204.19	\$884.84	79	17	5	77.3%	\$198.12	\$858.51	14	1	6	14.3%	\$203.00	\$879.67
	230: San Francisco	359	64	99	39.3%	\$212.95	\$922.80	21	4	7	36.4%	\$98.50	\$426.83	53	4	52	7.1%	\$51.75	\$224.25
	250: San Jose	192	32	27	54.2%	\$208.69	\$904.31	77	11	7	61.1%	\$211.18	\$915.12	54	7	18	28.0%	\$161.71	\$700.76
	320: Santa Barbara	369	110	31	78.0%	\$184.95	\$801.43	178	28	8	77.8%	\$139.39	\$604.04	47	4	4	50.0%	\$99.00	\$429.00
<b>Northern Total</b>		<b>1993</b>	<b>467</b>	<b>350</b>	<b>57.2%</b>	<b>\$193.08</b>	<b>\$836.67</b>	<b>707</b>	<b>194</b>	<b>96</b>	<b>66.9%</b>	<b>\$156.20</b>	<b>\$676.87</b>	<b>368</b>	<b>84</b>	<b>123</b>	<b>40.6%</b>	<b>\$139.55</b>	<b>\$604.72</b>
Southern	340: Inland Empire	255	51	36	58.6%	\$203.55	\$882.05	346	145	57	71.8%	\$134.20	\$581.53	134	43	37	53.8%	\$148.51	\$643.55
	350: San Diego	353	150	56	72.8%	\$180.67	\$782.92	153	87	25	77.7%	\$177.68	\$769.94	94	12	28	30.0%	\$184.58	\$799.86
	410: Van Nuys/Foothill	419	158	88	64.2%	\$188.01	\$814.69	144	57	63	47.5%	\$184.26	\$798.47	1		1	0.0%		\$0.00
	440: Greater Los Angeles	135	31	14	68.9%	\$173.26	\$750.78	60	27	5	84.4%	\$136.04	\$589.49	65	15	5	75.0%	\$150.13	\$650.58
	530: LA South Bay	133	56	37	60.2%	\$197.68	\$856.61	120	54	36	60.0%	\$133.57	\$578.82	122	22	33	40.0%	\$109.55	\$474.70
	550: Orange/San Gabriel	450	158	75	67.8%	\$186.99	\$810.28	107	56	14	80.0%	\$159.57	\$691.48	243	63	79	44.4%	\$157.59	\$682.88
<b>Southern Total</b>		<b>1745</b>	<b>604</b>	<b>306</b>	<b>66.4%</b>	<b>\$188.36</b>	<b>\$816.22</b>	<b>930</b>	<b>426</b>	<b>200</b>	<b>68.1%</b>	<b>\$154.22</b>	<b>\$668.29</b>	<b>659</b>	<b>155</b>	<b>183</b>	<b>45.9%</b>	<b>\$150.07</b>	<b>\$650.31</b>
<b>Grand Total</b>		<b>3752</b>	<b>1071</b>	<b>656</b>	<b>62.0%</b>	<b>\$190.90</b>	<b>\$827.23</b>	<b>1641</b>	<b>620</b>	<b>296</b>	<b>67.7%</b>	<b>\$155.29</b>	<b>\$672.91</b>	<b>1032</b>	<b>240</b>	<b>306</b>	<b>44.0%</b>	<b>\$144.79</b>	<b>\$627.41</b>
SGA 2006	\$860																		
SGA 2007	\$900																		
TWL 2006	\$620																		
TWL 2007	\$640																		

**DEPARTMENT OF REHABILITATION**

**Supported Employment Data**

**FY 2007/2008**

AH10-160 Requested By: Megan Hellam

**Note:**

- The Open column shows the number of cases which were still open or closed with status other than 26 or 28 during the fiscal year.
- The Total Open data has not been "cleaned" and will contain some duplicate records.
- The Average Wage is the weekly income at 26 closure and is the total weekly income divided by the number 26 closure.

Region	District	Individual Placement (Hab and Non-Hab)						Group Placement (Hab and Non-Hab)						VR / WAP					
		Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage
560	560: Blind Field Services	15	1		100.0%	\$200.00	\$866.67	4			#DIV/0!		\$0.00	6			#DIV/0!		\$0.00
<b>560 Total</b>		<b>15</b>	<b>1</b>	<b>0</b>	<b>100.0%</b>	<b>\$200.00</b>	<b>\$866.67</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>#DIV/0!</b>		<b>\$0.00</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>#DIV/0!</b>	<b>0</b>	<b>0</b>
<b>Northern</b>	110: Redwood Empire	216	71	33	68.3%	\$196.32	\$850.74	125	43	34	55.8%	\$172.88	\$749.16	21	27	11	71.1%	\$171.81	\$744.53
	130: Northern Sierra	395	79	59	57.2%	\$220.24	\$954.38	66	35	9	79.5%	\$170.09	\$737.04	118	21	11	65.6%	\$202.19	\$876.16
	150: San Joaquin	294	73	53	57.9%	\$176.05	\$762.90	202	106	43	71.1%	\$155.65	\$674.49	12	21		100.0%	\$117.14	\$507.62
	210: Greater East Bay	182	74	44	62.7%	\$194.46	\$842.66	89	48	14	77.4%	\$196.17	\$850.06	6	4	4	50.0%	\$208.00	\$901.33
	230: San Francisco	338	54	56	49.1%	\$206.80	\$896.12	30	5	3	62.5%	\$90.60	\$392.60	40	8	22	26.7%	\$110.63	\$479.38
	250: San Jose	176	39	46	45.9%	\$183.51	\$795.22	70	37	17	68.5%	\$192.51	\$834.23	9	9	39	18.8%	\$183.78	\$796.37
	320: Santa Barbara	376	94	73	56.3%	\$192.23	\$833.01	179	50	33	60.2%	\$137.18	\$594.45	13	15	19	44.1%	\$60.27	\$261.16
<b>Northern Total</b>		<b>1977</b>	<b>484</b>	<b>364</b>	<b>57.1%</b>	<b>\$195.66</b>	<b>\$847.86</b>	<b>761</b>	<b>324</b>	<b>153</b>	<b>67.9%</b>	<b>\$159.30</b>	<b>\$690.29</b>	<b>219</b>	<b>105</b>	<b>106</b>	<b>49.8%</b>	<b>\$150.55</b>	<b>\$652.36</b>
<b>Southern</b>	340: Inland Empire	293	52	37	58.4%	\$196.08	\$849.67	362	154	63	71.0%	\$147.71	\$640.10	97	34	38	47.2%	\$158.32	\$686.07
	350: San Diego	358	140	77	64.5%	\$190.55	\$825.72	153	84	37	69.4%	\$178.18	\$772.11	93	31	21	59.6%	\$149.29	\$646.92
	410: Van Nuys/Foothill	413	143	115	55.4%	\$203.92	\$883.67	111	53	45	54.1%	\$179.11	\$776.16	1			#DIV/0!		\$0.00
	440: Greater Los Angeles	94	56	34	62.2%	\$199.88	\$866.13	68	27	14	65.9%	\$132.00	\$572.00	75	14	4	77.8%	\$193.86	\$840.05
	530: LA South Bay	183	38	34	52.8%	\$225.55	\$977.39	126	63	41	60.6%	\$152.48	\$660.73	83	33	30	52.4%	\$133.06	\$576.60
	550: Orange/San Gabriel	426	139	83	62.6%	\$194.86	\$844.38	140	60	21	74.1%	\$161.10	\$698.10	224	58	71	45.0%	\$158.90	\$688.55
<b>Southern Total</b>		<b>1767</b>	<b>568</b>	<b>380</b>	<b>59.9%</b>	<b>\$201.81</b>	<b>\$874.49</b>	<b>960</b>	<b>441</b>	<b>221</b>	<b>66.6%</b>	<b>\$158.43</b>	<b>\$686.53</b>	<b>573</b>	<b>170</b>	<b>164</b>	<b>50.9%</b>	<b>\$158.69</b>	<b>\$687.64</b>
<b>Grand Total</b>		<b>3759</b>	<b>1053</b>	<b>744</b>	<b>58.6%</b>	<b>\$198.60</b>	<b>\$860.62</b>	<b>1725</b>	<b>765</b>	<b>374</b>	<b>67.2%</b>	<b>\$158.90</b>	<b>\$688.55</b>	<b>798</b>	<b>275</b>	<b>270</b>	<b>50.5%</b>	<b>\$153.94</b>	<b>\$667.06</b>

SGA 2007 \$900  
 SGA 2008 \$940  
 TWL 2007 \$640  
 TWL 2008 \$670

**DEPARTMENT OF REHABILITATION**

**Supported Employment Data**

**FY 2008/2009**

AH10-160 Requested By: Megan Hellam

**Note:**

- The Open column shows the number of cases which were still open or closed with status other than 26 or 28 during the fiscal year.
- The Total Open data has not been "cleaned" and will contain some duplicate records.
- The Average Wage is the weekly income at 26 closure and is the total weekly income divided by the number 26 closure.

Region	District	Individual Placement (Hab and Non-Hab)						Group Placement (Hab and Non-Hab)						VR / WAP					
		Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage
560	560: Blind Field Services	14	1	1	50.0%	\$75.00	\$325.00	2		2	0.0%		\$0.00	4	1	2	33.3%	\$0.00	\$0.00
<b>560 Total</b>		<b>14</b>	<b>1</b>	<b>1</b>	<b>50.0%</b>	<b>\$75.00</b>	<b>\$325.00</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0.0%</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>33.3%</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Northern</b>	110: Redwood Empire	226	43	33	56.6%	\$196.05	\$849.53	117	61	33	64.9%	\$181.74	\$787.53	16	5	13	27.8%	\$164.80	\$714.13
	130: Northern Sierra	408	76	74	50.7%	\$204.64	\$886.79	61	38	13	74.5%	\$159.13	\$689.57	84	13	46	22.0%	\$164.31	\$712.00
	150: San Joaquin	241	67	94	41.6%	\$177.28	\$768.23	208	120	44	73.2%	\$149.73	\$648.84	7	4	2	66.7%	\$152.50	\$660.83
	210: Greater East Bay	149	66	45	59.5%	\$208.95	\$905.47	83	49	19	72.1%	\$173.43	\$751.52	1	3	2	60.0%	\$166.33	\$720.78
	230: San Francisco	347	70	39	64.2%	\$195.41	\$846.80	32	7	4	63.6%	\$110.71	\$479.76	22	9	16	36.0%	\$101.67	\$440.56
	250: San Jose	129	60	38	61.2%	\$196.57	\$851.79	60	29	9	76.3%	\$206.38	\$894.31	3	3	3	50.0%	\$182.67	\$791.56
	320: Santa Barbara	332	99	101	49.5%	\$180.32	\$781.40	153	62	46	57.4%	\$147.08	\$637.35	2	5	6	45.5%	\$138.80	\$601.47
<b>Northern Total</b>		<b>1832</b>	<b>481</b>	<b>424</b>	<b>53.1%</b>	<b>\$194.18</b>	<b>\$841.43</b>	<b>714</b>	<b>366</b>	<b>168</b>	<b>68.5%</b>	<b>\$161.17</b>	<b>\$698.41</b>	<b>135</b>	<b>42</b>	<b>88</b>	<b>32.3%</b>	<b>\$153.01</b>	<b>\$663.05</b>
<b>Southern</b>	340: Inland Empire	265	74	75	49.7%	\$227.01	\$983.73	326	183	65	73.8%	\$170.59	\$739.22	40	18	37	32.7%	\$203.50	\$881.83
	350: San Diego	346	150	77	66.1%	\$185.97	\$805.86	173	111	42	72.5%	\$169.16	\$733.04	73	27	31	46.6%	\$185.89	\$805.52
	410: Van Nuys/Foothill	369	135	136	49.8%	\$205.49	\$890.45	94	61	34	64.2%	\$166.16	\$720.04	1			#DIV/0!		\$0.00
	440: Greater Los Angeles	104	26	19	57.8%	\$201.54	\$873.33	77	21	10	67.7%	\$184.76	\$800.63	44	8	31	20.5%	\$133.75	\$579.58
	530: LA South Bay	179	52	66	44.1%	\$235.46	\$1,020.33	122	72	47	60.5%	\$136.28	\$590.54	40	25	32	43.9%	\$125.44	\$543.57
	550: Orange/San Gabriel	382	117	138	45.9%	\$199.68	\$865.30	140	82	40	67.2%	\$174.95	\$758.12	106	75	86	46.6%	\$160.43	\$695.18
<b>Southern Total</b>		<b>1645</b>	<b>554</b>	<b>511</b>	<b>52.0%</b>	<b>\$209.19</b>	<b>\$906.50</b>	<b>932</b>	<b>530</b>	<b>238</b>	<b>69.0%</b>	<b>\$166.98</b>	<b>\$723.60</b>	<b>304</b>	<b>153</b>	<b>217</b>	<b>41.4%</b>	<b>\$161.80</b>	<b>\$701.14</b>
<b>Grand Total</b>		<b>3491</b>	<b>1036</b>	<b>936</b>	<b>52.5%</b>	<b>\$192.10</b>	<b>\$832.43</b>	<b>1648</b>	<b>896</b>	<b>408</b>	<b>68.7%</b>	<b>\$163.85</b>	<b>\$710.04</b>	<b>443</b>	<b>196</b>	<b>307</b>	<b>39.0%</b>	<b>\$144.62</b>	<b>\$626.69</b>

SGA 2008 \$940  
 SGA 2009 \$980  
 TWL 2008 \$670  
 TWL 2009 \$700

**DEPARTMENT OF REHABILITATION**

**Supported Employment Data**

**FY 2009/2010**

AH10-160 Requested By: Megan Hellam

**Note:**

- The Open column shows the number of cases which were still open or closed with status other than 26 or 28 during the fiscal year.
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Region	District	Individual Placement (Hab and Non-Hab)						Group Placement (Hab and Non-Hab)						VR / WAP						
		Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Avg Weekly Wage	Average Monthly Wage	
560	560: Blind Field Services	13	2	1	66.7%	\$300.50	\$1,302.17	2			#DIV/0!		\$0.00		4	1		100.0%	\$0.00	\$0.00
<b>560 Total</b>		<b>13</b>	<b>2</b>	<b>1</b>	<b>66.7%</b>	<b>\$300.50</b>	<b>\$1,302.17</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>100.0%</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>Northern</b>	110: Redwood Empire	180	34	54	38.6%	\$202.18	\$876.10	109	43	26	62.3%	\$179.07	\$775.97	8	3	6	33.3%	\$156.67	\$678.89	
	130: Northern Sierra	328	63	65	49.2%	\$230.35	\$998.18	47	29	11	72.5%	\$164.72	\$713.80	81	12	5	70.6%	\$205.83	\$891.94	
	150: San Joaquin	228	48	71	40.3%	\$205.15	\$888.97	169	129	52	71.3%	\$148.34	\$642.81	6	2	2	50.0%	\$187.50	\$812.50	
	210: Greater East Bay	147	57	30	65.5%	\$211.54	\$916.69	71	56	12	82.4%	\$158.79	\$688.07			1	0.0%		\$0.00	
	230: San Francisco	296	75	79	48.7%	\$182.89	\$792.54	27	5	10	33.3%	\$89.20	\$386.53	10	3	7	30.0%	\$170.67	\$739.56	
	250: San Jose	127	32	14	69.6%	\$192.91	\$835.93	35	24	4	85.7%	\$225.71	\$978.07	2	1		100.0%	\$160.00	\$693.33	
320: Santa Barbara	312	57	46	55.3%	\$189.30	\$820.29	107	78	17	82.1%	\$136.77	\$592.67	1			#DIV/0!		\$0.00		
<b>Northern Total</b>		<b>1618</b>	<b>366</b>	<b>359</b>	<b>50.5%</b>	<b>\$202.04</b>	<b>\$875.53</b>	<b>565</b>	<b>364</b>	<b>132</b>	<b>73.4%</b>	<b>\$157.51</b>	<b>\$682.56</b>	<b>108</b>	<b>21</b>	<b>21</b>	<b>50.0%</b>	<b>\$176.13</b>	<b>\$763.24</b>	
<b>Southern</b>	340: Inland Empire	220	43	63	40.6%	\$267.70	\$1,160.02	290	158	72	68.7%	\$176.27	\$763.85	17	7	18	28.0%	\$172.14	\$745.95	
	350: San Diego	377	91	73	55.5%	\$184.13	\$797.90	137	131	49	72.8%	\$172.99	\$749.63	44	24	11	68.6%	\$145.92	\$632.31	
	410: Van Nuys/Foothill	257	123	135	47.7%	\$196.19	\$850.14	64	59	30	66.3%	\$154.63	\$670.05			1	0.0%		\$0.00	
	440: Greater Los Angeles	107	25	6	80.6%	\$175.00	\$758.33	69	32	13	71.1%	\$154.34	\$668.82	35	5	13	27.8%	\$173.20	\$750.53	
	530: LA South Bay	160	46	43	51.7%	\$192.07	\$832.28	114	82	32	71.9%	\$145.34	\$629.81	9	17	14	54.8%	\$116.94	\$506.75	
550: Orange/San Gabriel	367	91	71	56.2%	\$208.63	\$904.05	136	92	40	69.7%	\$168.86	\$731.72	48	26	23	53.1%	\$163.23	\$707.33		
<b>Southern Total</b>		<b>1488</b>	<b>419</b>	<b>391</b>	<b>51.7%</b>	<b>\$203.95</b>	<b>\$883.79</b>	<b>810</b>	<b>554</b>	<b>236</b>	<b>70.1%</b>	<b>\$162.07</b>	<b>\$702.31</b>	<b>153</b>	<b>79</b>	<b>80</b>	<b>49.7%</b>	<b>\$154.29</b>	<b>\$668.57</b>	
<b>Grand Total</b>		<b>3119</b>	<b>787</b>	<b>751</b>	<b>51.2%</b>	<b>\$209.89</b>	<b>\$909.54</b>	<b>1377</b>	<b>918</b>	<b>368</b>	<b>71.4%</b>	<b>\$159.62</b>	<b>\$691.68</b>	<b>265</b>	<b>101</b>	<b>101</b>	<b>50.0%</b>	<b>\$150.19</b>	<b>\$650.83</b>	

SGA 2009 \$980  
 SGA 2010 \$1000  
 TWL 2009 \$700  
 TWL 2010 \$720



**AGENDA ITEM DETAIL SHEET**  
*Employment First Committee (EFC)*  
*March 4, 2011*

**ISSUE:** CONSUMER FEEDBACK ON ROLES AND RESPONSIBILITIES OF STATE AND LOCAL AGENCIES RE: EMPLOYMENT OPPORTUNITIES FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES

**BACKGROUND:** At the September Employment First Committee (EFC) meeting, the essential elements of the report to the Governor and Legislature were reviewed, which included the roles and responsibilities of state and local agencies. At the November and January Employment First Committee (EFC) meetings, an announcement was made that the representatives of consumer groups would solicit input from their respective groups to provide to the EFC at the March meeting.

**ANALYSIS/DISCUSSION:** None.

**COUNCIL STRATEGIC PLAN OBJECTIVE:** Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

**PRIOR EFC ACTIVITY:** In the November and January EFC meetings, there were discussions that the report should identify the roles and responsibilities of state and local agencies; additionally, it could perhaps include where opportunities lie for those agencies to better collaborate to create a seamless service delivery system that increases integrated employment for people with developmental disabilities earning at least minimum wage. At the January meeting, the EFC requested that agencies who play a role in the employment of people with developmental disabilities flesh out the details of their agency's role and responsibilities, discuss any barriers as they see them, include strategies to resolve such barriers, and present it all to the EFC at the March meeting.

**RECOMMENDATION(S):** It is recommended that the EFC hears the input that representatives have gathered from consumer groups and determines how to incorporate such input into the strategies regarding the roles and responsibilities of agencies in enhancing integrated and gainful employment opportunities for people with

developmental disabilities that will be included in the report that will be provided to the Legislature and Governor.

**ATTACHMENT(S):** None.

**PREPARED:** Christofer Arroyo, February 14, 2011

**AGENDA ITEM DETAIL SHEET**  
*Employment First Committee (EFC)*  
*March 4, 2011*

**ISSUE:** ROLES AND RESPONSIBILITIES OF STATE AND LOCAL AGENCIES RE: EMPLOYMENT OPPORTUNITIES FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES

**BACKGROUND:** At the September Employment First Committee (EFC) meeting, the essential elements of the report to the Governor and Legislature were reviewed, which included the roles and responsibilities of state and local agencies.

**ANALYSIS/DISCUSSION:** None.

**COUNCIL STRATEGIC PLAN OBJECTIVE:** Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

**PRIOR EFC ACTIVITY:** In the November and January EFC meetings, there were discussions that the report should identify the roles and responsibilities of state and local agencies; additionally, it could perhaps include where opportunities lie for those agencies to better collaborate to create a seamless service delivery system that increases integrated employment for people with developmental disabilities earning at least minimum wage. At the January meeting, the EFC requested that agencies who play a role in the employment of people with developmental disabilities flesh out the details of their agency's role and responsibilities, discuss any barriers as they see them, include strategies to resolve such barriers, and present it all to the EFC at the March meeting.

**RECOMMENDATION(S):** It is recommended that the EFC review the attachments before the meeting and be prepared to share ideas about where opportunities lie for those agencies to better collaborate to create a seamless service delivery system that increases integrated employment for people with developmental disabilities earning at least minimum wage. It is recommended that agencies who play a role in the employment of people with developmental disabilities flesh out the details of their agency's role and responsibilities, discuss any barriers as they see them, include strategies to resolve such barriers, and present it all to the EFC at the March meeting.

Lastly, it is recommended that the EFC determines how to incorporate input from consumer groups into the strategies regarding the roles and responsibilities of agencies.

**ATTACHMENT(S):**

- 1) Agency Statement – Department of Rehabilitation
- 2) Agency Statement – Employment Development Department
- 3) Agency Statement – Department of Health Care Services
- 4) Agency Statement – Department of Developmental Services

**PREPARED:** Christofer Arroyo, February 14, 2011

# **CALIFORNIA DEPARTMENT OF REHABILITATION**

## **Role and Responsibility for the Provision of Vocational Rehabilitation Services**

The mission of the California Department of Rehabilitation (DOR) is to work in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living and equality for individuals with disabilities.

The DOR helps individuals with physical, psychiatric or cognitive disabilities face the challenges of the modern workplace. This includes identifying job goals based on individual interests and aptitudes, providing funds for college and vocational training, assessing worksite accommodations, educating an employer about the Americans with Disabilities Act, or assisting an individual returning to work after adjusting to a new disabling condition. Vocational rehabilitation (VR) services can often reduce or remove barriers to employment. Priority is given to those individuals who have the most severe disabilities in areas such as communication, mobility, work tolerance and work skills.

The DOR is the state agency that administers the federally mandated and regulated VR Program. The Rehabilitation Act of 1973, as amended, authorizes the allocation of Federal funds on a formula basis of State and Federal dollars for the administration and operation of a VR program to assist individuals with disabilities in preparing for and engaging in gainful employment. The DOR VR program provides a wide range of services and job training to people with disabilities who want to work. DOR serves more than 100,000 eligible individuals. Priority is given to people with the most severe disabilities.

To be eligible for DOR VR, a person must have a physical or mental impairment that is a substantial impediment to employment; be able to benefit from VR services in terms of employment; and require VR services to prepare for, enter, engage in, or retain employment.

The DOR assists persons with disabilities to secure employment by developing and maintaining close relationships with local businesses. Furthermore, they assist persons served to become tax paying citizens and to reduce their reliance on entitlement programs.

To help the population of unemployed persons with disabilities join the workforce, DOR provides comprehensive rehabilitation services that go way beyond those found in routine job training programs. This frequently includes work evaluation and adjustment services; assessment for and provision of assistive technology, such as specialized software or customized computer interfaces for persons with physical or sensory disabilities; job counseling services, and medical and therapeutic services.

The DOR collaborates with a statewide network of private, non-profit community rehabilitation facilities for the provision of supported employment services. Supported Employment (SE) is paid competitive employment in an integrated setting with ongoing support for individuals with the most severe disabilities (i.e., developmental disabilities, psychiatric disabilities, traumatic brain injury, deafness and blindness, extreme mobility impairments, and other most severe disabilities) for whom competitive employment has not traditionally occurred, and who, because of the nature and severity of their disability, need on-going support services in order to obtain, perform, and retain their job. The DOR authorized SE services for eligible consumers provide assistance such as job coaching and job placement, assistance in interacting with employers, on-site assistive technology training, specialized job training, and individually tailored supervision.

The DOR and local education agencies have joined together to establish cooperative programs that provide successful training and employment services. These programs include:

- Transition Partnership Programs (Secondary School Programs)
- WorkAbility II ( Regional Occupational Centers)
- WorkAbility III (Community Colleges)
- WorkAbility IV (Universities)

These programs have been developed with consumer and family member participation, and closely adhere to the values of comprehensive service linkages, career development, placement in a competitive integrated environment, and reasonable accommodations. These programs serve all eligible persons with disabilities including individuals with developmental disabilities.

## **California Employment Development Department**

The Employment Development Department promotes California's economic growth by providing services to keep employers, employees, and job seekers competitive. Following federal and state laws with fairness and equity, and ensuring fiscal integrity, we:

- Operate the State's employment service – connecting employers with job seekers,
- Act as an economic stabilizer through the administration of the Unemployment Insurance program,
- Provide prompt and accurate services that enable taxpayers to easily report data and meet their tax responsibilities,
- Minimize the financial impact of non-occupational disabilities through the administration of the Disability Insurance program,
- Provide partial wage replacement when workers must care for a seriously ill family member or bond with a new child,
- Encourage self-sufficiency in the current and future workforce,
- Serve as the central source for California's labor market information, and
- Plan, deploy, and manage technology to improve our business processes and access to our services.

The Workforce Services Branch (WSB) of the Employment Development Department administers the Workforce Investment Act (WIA) and Wagner-Peyser programs which prepare adults, youth, and dislocated workers for participation in the workforce and brings employers with job openings together with qualified job seekers. The WSB also prepares up-to-date statistical information, demographics, and analyses impacting the State's business climate. The WSB is comprised of three Field Divisions which directly deliver services to the public: the Northern Division, the Greater Los Angeles/Ventura Division, and the Southern Division. The WSB also has two Central Office Divisions: the Workforce Services Division and the Labor Market Information Division, which support EDD staff in the field and provide program guidance to WIA-funded partners located throughout California.

### **The Three Field Divisions**

The Northern, Los Angeles/Ventura, and Southern Divisions provide staff who are key partners in local One-Stop Offices throughout California. These staff provide core and intensive services in concert with complementary services provided to clients served by the Local Workforce Investment Area staff. Job seeker core services may include access to job listings, registration on CalJOBSSM, job search and placement services, support services, information and referral services, and job search workshops. Employer core services include facilitating job listings, positive recruitment for new and expanding business, and résumé search.

### **Workforce Services Division (WSD)**

Responsible for administering the Wagner-Peyser and the WIA programs. These programs provide critical services to California's job seekers and employers through local One-Stop Offices by providing training programs and initiatives that focus on preparing adults, youth, dislocated workers, and special populations for participation in the labor force. The WSD provides technical assistance to stakeholders and providers of employment and training services for populations facing multiple barriers such as people with disabilities, at risk youth, veterans, and older workers.

The WSD provides services 24-hours a day, seven days a week, anywhere there is an Internet connection, through its no fee labor exchange system, CalJOBSSM.

### **Labor Market Information Division (LMID)**

Prepares up-to-date statistical information, demographics, and analyses concerning the State's economic climate. The LMID collects, researches, analyzes, and publishes economic, and demographic information to support labor market research, program planning, economic development, and career exploration. The LMID services include federal/state cooperative data collection programs, applied research, prevailing wage determinations, occupational research, employment estimates, unemployment rates, labor market information publications, and labor market information on the Internet at [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Local area consultants provide assistance to local workforce investment area staff, economic developers, educators, news media, and other local customers of labor market information.

## **CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES**

California's version of the federal Medicaid program, known as Medi-Cal, is administered by the Department of Health Care Services (DHCS). Medi-Cal is intended to provide medical/health care for low income Californians who otherwise would not have access to services. Those eligible may receive a variety of health and dental services and related supports (i.e. durable medical equipment and medical transportation).



# **CALIFORNIA DEPARTMENT OF DEVELOPMENTAL SERVICES**

## **Role and Responsibility of the Work Services Program**

The mission of the California Department of Developmental Services (DDS) is to provide services and supports to individuals with developmental disabilities. These disabilities include mental retardation, cerebral palsy, epilepsy, autism, and related conditions. Services are provided through community facilities, state-operated developmental centers, and 21 non-profit regional centers.

To be eligible for services, a person must have a disability that begins before the person's 18<sup>th</sup> birthday, be expected to continue indefinitely and present a substantial disability as defined in Section 4512 of the California Welfare and Institutions Code.

The Work Services Program addresses the employment needs of persons with developmental disabilities. The Work Services Program provides work and community integration opportunities through Supported Employment Programs (SEPs) and Work Activity Programs (WAPs). These programs are available to persons who are Regional Center clients.

The Department of Rehabilitation (DOR) is the main Supported Employment (SE) service provider for adults with developmental disabilities. However, if they are unable to provide services due to fiscal reasons, the regional center may be able to help individuals served get a job by referring them to other programs that provide SE-like services, if these services are available in their area.

The DDS collaborates with the regional centers, DOR, and a statewide network to implement Supported Employment (SE) services, aimed at finding competitive work in a community integrated work setting for persons with severe disabilities who need ongoing support services to learn, perform, and retain their job. SE placements can be individual placements, group placements, and work activity programs, such as, work crews, and landscaping crews. Support is usually provided by a job coach who meets regularly with the individual on the job to help him or her learn the necessary skills and behaviors to work independently. As the individual gains mastery of the job, the support services are gradually phased out.

The DDS provides ongoing SE services to those individuals who need job coaching support and other services to maintain their jobs, along with providing technical assistance, training, and review of supported employment programs, and work activity programs.

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