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**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES
EMPLOYMENT FIRST COMMITTEE MEETING
POSTED AT: www.scdd.ca.gov**

DATE: October 26, 2017

TIME: 10:00 AM – 4:00 PM

MEETING LOCATION:
SCDD HQ OFFICE
1507 21st Street, Suite 210
Sacramento, CA 95811

TELECONFERENCE LOCATION(S):
None.

COMMITTEE CHAIR: Ning “Jenny” Yang

Item 1. CALL TO ORDER

Item 2. ESTABLISH QUORUM

Item 3. WELCOME AND INTRODUCTIONS

Item 4. PUBLIC COMMENTS

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

Item 5. APPROVAL OF JULY 2017 MINUTES  Page 4

Item 6. FEDERAL LEGISLATIVE AND REGULATORY UPDATE

*Presented by: Aaron Carruthers, Executive Director and
Cindy Smith, Deputy Director of Policy*

- a. Home and Community-Based Services Rule
 - b. Workforce Innovation and Opportunity Act
-

Item 7. BLUEPRINT IMPLEMENTATION UPDATE Page 8

Presented by: Denyse Curtright, DDS' Work Services Section Chief

- a. Written Guidance For Creating Local Partnership Agreements (“Roadmap”)
 - b. Local Partnership Agreement Template
-

Item 8. REGIONAL IMPLEMENTATION OF COMPETITIVE INTEGRATED EMPLOYMENT (EFC Priority Goal 5.1)

Item 9. LPPC PROCESS AND PRIORITIES OVERVIEW Page 57

- a. Overview - *Janelle Lewis, LPPC Chair*
 - b. Next Steps for AB 1170
-

Item 10. PLANNING AND SELECTION OF 2018 EFC TARGET PRIORITIES Page 63

- a. Next Steps for Data Sharing Legislation (SB 433 passed as part of AB 1696) (EFC Priority Goal 1.1 and 1.2)
 - b. Priorities for 2018
-

Item 11. EMPLOYMENT FIRST REPORT UPDATE & PLANNING Page 64

*Presented by: Aaron Carruthers, Executive Director and
Cindy Smith, Deputy Director of Policy*

Item 12. MEMBER CIE ACTIVITIES DISCUSSION

Item 13. MEMBER DEBRIEF

Item 14. ADJOURNMENT

Accessibility:

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 this meeting should contact (916) 322-848. Requests must be received by 5 business days prior to the meeting.

Materials:

Meeting documents and presentations for an agenda item must be submitted to SCDD no later than 2 business days prior to the meeting.



DRAFT
Employment First Committee
Meeting Minutes
July 10, 2017

Attending Members

Barbara Wheeler (USC)
Denyse Curtright (DDS)
Elena Gomez (DOR)
Ning “Jenny” Yang (SA)
Sarah Issacs (DRC)
Steve Ruder (UCD)

Members Absent

Olivia Raynor (UCLA)

Others Attending

Bob Giovati
Cindy Chiu
Robin Maitino
Vicki Smith
Aaron Carruthers
Robbie
Sam Martin
Lajuana Thompson
Eric Glunt
Michael Clay

1. CALL TO ORDER

Chairperson Jenny Yang (SA) called the meeting to order at 1:03 p.m.

2. ESTABLISH QUORUM

A quorum was established.

3. WELCOME/INTRODUCTIONS

Members and others introduced themselves as indicated.

4. PUBLIC COMMENTS

In Council member Janelle Lewis’ absence, Executive Director Aaron Carruthers provided public comment on one of the Cycle 40 Grant application that specifically focused on employment. Executive Director Carruthers stated that if approved, the Grant would bring an innovative component to Competitive Integrated Employment by field testing for validity of the Discovery Fidelity Scale as it relates to outcomes from Customized Employment with Discovery.

5. APPROVAL OF THE MAY 2017 MEETING MINUTES

It was moved/seconded (Gomez/Curtright) and carried to adopt the May 3, 2017 meeting minutes as amended. (Unanimous: Wheeler, Curtright, Gomez, Yang, Issacs; and Ruder)

Amendment 1

Page 5, last bullet, last sentence, add the word “work” after “system and” so that the sentence would now read “...maximizing the benefits of both the educational system and **work** experience...”

Amendment 2

Page 6, first sentence, replace the word “weekend” with “we can”

6. LEGISLATIVE AND PUBLIC POLICY

The LPPC chair was unable to attend.

7. ROLE OF EDD AND WORKFORCE SYSTEM IN CIE

Presenters Lajuana Thompson, Sam Martin, and Robbie from the Employment Development Department (EDD) and Eric Glunt from the Interwork Institute at San Diego State University provided an in-depth overview on the programs and services provided by EDD’s Workforce Services Branch (WSB). Presenters touched on ways that WSB and EFC could benefit from information sharing, local partnerships, and leveraging local resources.

Committee members felt that many departments and local programs were each is doing our own thing and not sharing information. Consensus was that it would be far more effective to work together to build partnerships which they felt were key to leveraging resources.

8. FINALIZE 2016 EFC REPORT

Since the last EFC meeting Executive Director Aaron Carruthers has incorporated Committee member comments on two versions since the May meeting. An overview of those comments is provided in V4 of the 2016 EFC Report.

Following their review, the Committee provided the following feedback:

- 1) Accept track changes throughout V4 of the 2016 EFC Report.

- 2) Be consistent with the term I/DD throughout the report
- 3) Spell out CIE the first time it is used and use “CIE” thereafter.
- 4) Use the State definition of the Developmental Disability
- 5) Page 4, specify “SSI” benefits not “federal benefits”
- 6) Page 6, provide footnotes with line graph definitions
- 7) Page 8, paragraph 4, note why we the numbers are not disaggregated by race/ethnicity and that with the passage with of new legislative this would now be possible. (SB433)
- 8) Rework the Executive Summary to include additional work needed on CIE.

It was moved/seconded (Curtright/Gomez) and carried to recommend Council approval of the 2016 EFC Report with the above changes.
(Unanimous: Wheeler, Curtright, Gomez, Yang, Issacs; and Ruder)

Following the approval of the revised report, Committee member Elena Gomez offered to have staff at the Department of Rehabilitation review the report for accessibility.

9. **SCDD REGIONAL EMPLOYMENT ACTIVITIES REPORT**

Deputy Director Vicki Smith reported on regional employment activities that have occurred since the last meeting.

Committee member Barbara Wheeler requested that more summaries be provided which differed for the more blended approach of reporting numbers and narrative at the May meeting. Deputy Vicki Smith informed the committee that they could pull for whatever numbers the committee is looking for but is not quite sure of the specifics the committee wants. Chair Nang reminded the committee that they just adopted the CECY platform and that perhaps the committee needed to go through that to figure out which statistics they would be looking for.

10. **BLUEPRINT**

a. Targeted Outcomes and Local Partnership Agreements

Committee member Denyse Curtright and Michael Clay presented the final CIE Blueprint goals and targeted outcomes to the Committee.

Targeted outcomes for the three Blueprint goals include, written guidance outlining coordination at state and local level, increased opportunities for individuals with I/DD who choose CIE, and adequately preparing individuals with I/DD engage in CIE.

b. Oversight and Outreach

Committee member Sarah Isaacs provided verbal report on DRC's progress on oversight and outreach activities stating that it has been exciting for advocates to see the shift from family members being resistant, to family members now asking how to get their children into a work setting.

DRC is currently reviewing and updating their annual advocacy plan as well as looking at their five-year planning process for the advocacy plan. Updates are expected to be completed in October with the three main priorities being community outreach, workshop monitoring, and internship monitoring.

The Committee discussed ways that they, or perhaps the State Council's Self-Advocacy Advisory Committee (SAAC), could assist with community outreach. Committee Chair Yang will work with Council staff to get this topic on a future SAAC agenda.

11. **REVIEW EFC GOALS AND IDENTIFY NEW PRIORITIES**

This agenda item was tabled until the October meeting.

12. **MEMBER CIE ACTIVITIES DISCUSSION**

Committee Member Barbara Wheeler reported that USC was currently working with the Los Angeles Regional Office on two CIE projects.

13. **MEETING DEBRIEF**

The next meeting was scheduled for October 24th from 10:00 AM to 3:00 PM.

14. **ADJOURNMENT**

Meeting adjourned at 4:30 p.m.

Competitive Integrated Employment for Individuals with Intellectual Disabilities and Developmental Disabilities

“Real Work for Real Pay in the Real World”



WRITTEN GUIDANCE FOR CREATING LOCAL PARTNERSHIP AGREEMENTS

This is a written guidance for local education agencies (LEAs), the Department of Rehabilitation (DOR) districts, regional centers and other community services to help prepare people with ID/DD for competitive integrated employment (CIE) by creating local partnership agreements (LPAs).

Table of Contents

Introduction -----	3
Vision -----	4
Core Principles -----	4
Section I. Understanding the Laws -----	6
A. Employment First Policy -----	6
B. Individuals with Disabilities Education Act (IDEA) -----	7
C. Workforce Innovation and Opportunity Act (WIOA) -----	8
D. The Lanterman Act (California’s Employment First Policy) -----	11
Section II. Local Partnership Agreements -----	13
A. What are Local Partnership Agreements? -----	13
B. Who is Included in a Local Partnership Agreement? -----	14
C. When should Local Partnership Agreements be Created? -----	15
D. Where Should a Copy of the Written Local Partnership Agreements be Sent? -----	15
E. Where can someone get more information about LPAs -----	15
Section III. Exemplary, Effective, and Emerging (“Triple E”) Practices -	16
What is Possible when Services for People with ID/DD use Triple E Practices? -----	16

Section IV. Where to Find More Help -----	17
A. Assistive Technology (Things that help people with a physical disability) -----	17
B. Benefits Planning (SSI, SDI, SSA, Medi-Cal and Medicare Help) -	18
C. Career Planning Resources (Other help to find a type of job) ----	18
D. Community Resources (Other community services) -----	18
F. Family (Help for families of people with ID/DD) -----	19
G. Informed Choice (How to advocate for people with ID/DD) -----	19
H. Person-Centered Planning -----	20
I. Teacher Resources (Help for teachers) -----	21

Introduction

The California Department of Education (CDE), the California Department of Rehabilitation (DOR), and the California Department of Developmental Services (DDS) have come together to give people with intellectual disabilities and developmental disabilities (ID/DD) a better chance to get ready for and find competitive integrated employment (CIE).

This guidance document will help local education agencies (LEAs), DOR districts and regional centers to work together so people with ID/DD can get CIE. Below is a short description about each section in the guide:

- **Section I**



Section I is about policy and the statutory law supporting CIE and what is possible when our state and local agencies work together.

- **Section II**



Section II is about the way local-level services (schools, employment services and more) will work with LEAs, DOR districts and regional centers as well as other stakeholders (people who have the same interests) to help people with ID/DD get CIE.

- **Section III**



Is about finding the best ways to transition from high school and into CIE with the help of local services.

- **Section IV**



Is about other types of help everyone can use to help people with ID/DD get CIE.



Vision

Every person with an intellectual and developmental disability has the chance to get ready for and to get a good paying job working with people without disabilities.

Core Principles

Principles (a rule or belief that helps a person or organization know what to do when making a decision) that will guide CDE, DOR, and DDS when they make a decision about ways to help people with ID/DD get CIE.



needs.

1. The person with ID/DD is the most important person at all planning meetings so all services need to take care of what the person with ID/DD wants and



2. When it is okay, CDE, DOR, and DDS will talk to the families of people with ID/DD to let them know about CIE and how CDE, DOR and DDS will help their family member. The family of a person of ID/DD will be included in the CIE planning meetings when it is okay for the family to join the meeting.



3. People with ID/DD and their families will get information and help to understand how getting paid to work will change their benefits (SSI, SDI, Medi-Cal) so they can get the most money and keep their medical benefits



4. All people with ID/DD will get a chance to learn about different types of jobs, how to get ready for these jobs, job training services and about going to college to improve their work skills.



5. Learning about jobs will include work experience at real jobs.



6. People with ID/DD will focus on finding real jobs that pay minimum wage and more.



7. Everyone will work toward “Triple E” standards, which means they will do their best to find the best ways to help a person with ID/DD be successful in CIE.

Section I. Understanding the Laws

Understanding the laws helps LEAs, DOR districts and regional centers to help people with ID/DD understand the many ways people with ID/DD can choose from to get CIE.



The United States government made a law for states to create their own law for Employment First so that the United States government could give the states money to help make this law work. In 2013, California made their own Employment First Policy law.

A. California's Employment First Policy



It is a law that says the first choice to give working age people with ID/DD should be the opportunity to work toward competitive integrated employment. This means helping people with ID/DD:



- To find a job where they want to work;



- To find a job where they are working with people without disabilities;



- To find a job where they make minimum wage and above;



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- To find a job where they receive benefits (health insurance, money for retirement, vacation and more);



- To find a job where they will be able to promote (move up to higher paying jobs).

This law will help people with ID/DD to become more independent and to live



more freely in their community. This law also makes CDE, DOR, DDS, LEA's and service providers work together more closely which will create better services for people with ID/DD.

B. Individuals with Disabilities Education Act



The Individuals with Disabilities Education Act (IDEA) is a national law that says LEAs must be sure to make Individualized Education Programs (IEPs) with students that have ID/DD and then they must do what they agreed to do in the IEP.

What IEPs need to have:



A student with ID/DD and their IEP team will find out what type of training, education, employment and independent living skills the student will need and wants before they leave high school. This information must be added to their IEP as measurable goals.



- The IEP needs to include what the student needs to reach these goals.
- These goals must be a part of the students IEP by the time they are 16 years old.
- The IEP needs to say that the student understands that when they are 18 years old, they have the right to choose what they want to do for their future. This must be a part of the students IEP no later than one year before they are 18 years old.

C. Workforce Innovation and Opportunity Act



Workforce Innovation Opportunity Act (WIOA) means new ideas and chances for people who want to work. WIOA requires DOR to create an Individual Plan for Employment (IPE) with people with ID/DD to get the skills to work in CIE.

Other things WIOA requires:

- CDE, DDS, the Employment Development Department, and the California Workforce Development system to work together.
- Pre-employment transition services (Pre-ETS), which means services that help a person get a job, to be available to all students with ID/DD.
- DOR to participate in the IEP and Individual Program Plan (IPP) meetings, when invited, for students with ID/DD receiving Pre-ETS or moving from high school and into college, job skills training or a job.
- Giving people with ID/DD the same chance to help create workforce development activities from working with American Job Center of California.
- Lower the use of below minimum wage paying jobs for people with ID/DD.
- Higher skills training so a person with ID/DD can move from one job to a higher paying job. Training may include learning

more about working with computers, building things, working with machines and math.

What's Possible with the WIOA:

- **Future Focus**



People with ID/DD will get the services they need to find a good job. Their individual plan for employment (IPE) will include training and job experience to help a person get a good job working with people who do not have disabilities. The person with ID/DD will decide if they want to work part-time or full-time.

- **Collaboration** (working together)



DOR districts, LEAs and/or regional centers will work together and organize how they are going to help a person with ID/DD work toward getting and keeping CIE. They will create a Local Planning Agreement (LPA) which will include local businesses who will hire persons with ID/DD. The members of the LPA will find ways to help the person with ID/DD meet the needs of the employer and help the employer meet the needs of the person with ID/DD. The LPA will reach out to the person with ID/DD's natural resources, like their family, to help these resources understand how the LPA will work.

- **Business Engagement**



People with ID/DD will work with America's Job Center of California to create equal and real work for people with ID/DD.

- **Creating Opportunity**



People with ID/DD can choose from supported employment services, on-the-job training, customized employment, and creating a microenterprise (business owned by person with ID/DD) to help get CIE, which includes the things they are good at, they can do, and what they like to do.

- **Coordination**



An person with ID/DD's IPE goals must work with the plans in their individual education plan (IEP) and their individual program plan (IPP).

D. The Lanterman Act (California's Employment First Policy)



The Law says the first choice DDS services must give people with ID/DD, when they are old enough to work, is the choice to choose CIE no matter what type of disability they have. If they choose CIE, the goals and services they need to get CIE, must be added to their IPP.

What the Lanterman Act says DDS has to do:



- DDS has to first offer people with ID/DD, who are working age, the choice to get services so they can get CIE.



- DDS has to make sure people with ID/DD understand what their choices are when they are planning their future and what services they want and will need.



- When DDS knows what services a person with ID/DD wants and needs, this information will be added to their IPP, which will tell the people working with them what services they need.



- The regional center must give people with ID/DD, who are 16 years old and older and their families, information about the Employment First Policy, CIE, and the types of services and supports including college or other training schools.



- People with ID/DD have the right to work toward CIE no matter what their disability is.

What is Possible with the Lanterman Act:

1. Tailored Day Services, which can help people with ID/DD to go to college, to job training schools and to other adult education schools.
2. Paid internship programs (getting paid to learn about a job and working at the same time).
3. A microenterprise (a small business owned by people with ID/DD).
4. When people with ID/DD are old enough to work, they can choose CIE, but they do not have to choose CIE. They can choose other goals.



Section II. Local Partnership Agreements

Local educational agencies (LEAs), DOR districts, and regional centers will work together to create Local Partnership Agreements (LPAs)

What are Local Partnership Agreements (LPAs)?



LPAs are a team of people who talk to each other about the best and fastest ways they can work together to give persons with ID/DD services to get

CIE. LPAs will also create ways to teach their community about CIE and find CIE opportunities. LPAs figure out what will work best for persons with ID/DD and the LPA team.

An LPA must do these things:



- Talk about CIE to people in their communities.
- Create an easy way to send information about a person with ID/DD, who wants CIE, to the right agency to get the services the person wants and needs.
- Get other people in their community to join the LPA.
- Make sure the IEP, IPE and IPP person centered plans are all working toward the same goal and that they work with each other.
- Make sure everyone in the LPA understands what they need to do to help the person with ID/DD get CIE.
- Make sure the person with ID/DD is not getting the same services from two different agencies.
- Make sure the agencies know the times that another agency is working with a person with ID/DD and what they are doing.
- Make sure the agencies understand the best times to start and end their services.
- Make sure everyone in the LPA keeps their promise to do what they agreed to do.
- LPAs should create better ways to give services to people with ID/DD so people with ID/DD can get CIE.

Who is Included in a Local Partnership Agreement?

LEAs, DOR districts and regional centers are the main part of the LPA, and they invite community partners to join the LPA like:

- County Social Services
- Juvenile Justice System
- County Mental Health
- Parent and Consumer organizations
- Family Resource Centers
- Youth Leadership Organizations
- Independent living Centers
- Family Resource Centers
- American Job Center of California
- Rotary and other Business organizations
- Chambers of Commerce
- Colleges and Universities
- And more...

When should Local Partnership Agreements be created?

LPAs can be created any time. Right now, LEAs, DOR districts and regional centers are being asked to create LPAs as soon as possible. The CIE Blueprint says that there must be at least 13 LPAs created by June 30, 2018. The goal is to have LPAs developed between DOR districts, regional centers and 270 LEAs in five years by 2022.

Where should a copy of the written Local Partnership Agreement be sent?

All LPA written agreements must be sent to the CIE Interagency Leadership Workgroup through the California CIE inbox at CaliforniaCIE@dor.ca.gov. They will be posted in the CIE Toolbox at the CIE Website as a resource. CaliforniaCIE@dor.ca.gov.

E. Where can someone get more information about LPAs?

People can send questions to the California CIE inbox at CaliforniaCIE@dor.ca.gov.

Section III. Exemplary, Effective, and Emerging (“Triple E”) Practices



Exemplary means the supports and services a person with ID/DD is getting for CIE are the best.

Effective means the supports and services that people with ID/DD get for CIE works.

Emerging means new ways of giving supports and services to people with ID/DD to get CIE.

What is possible when services for people with ID/DD use the “Triple E” Practices?

From the time a student with ID/DD starts going to school and until they graduate, they will know that when they become adults they can

get a job and be successful. People with ID/DD will learn about the things they can do to help them get a job like:

- Learning about different types of jobs.
- Following a person with a job around that person's job to learn about the type of work the person does.
- Getting a chance to work somewhere to find out what it feels like to work there.
- People with ID/DD who get CIE understand that the money they make at their jobs can pay for what they need and that they do not always need SSI to pay for what they need.
- People with ID/DD can get services from CDE, DOR and DDS to get CIE, especially when they are moving from High School and into a real community job.
- The businesses are able to find people with ID/DD to work for them.
- People with ID/DD can get services from CDE, DOR and DDS that gets them ready for CIE.
-

Section IV. Where to Find More Help

There are other tools and information to help make LPAs. Below is a list of other tools and information that can help find more people or community organizations and businesses to join an LPA, more services for people with ID/DD, and other ideas to help make CIE successful.



A.Assistive Technology (Things to help with a physical disability)

- Ability Tools

<http://abilitytools.org/>

- Assistive Technology Program

<http://www.dor.ca.gov/AT/index.html>

- Center for Accessible Technology

<http://www.cforat.org/>



Benefits Planning (SSI/SSD, Medi-Cal help)

- Social Security Work Incentives

<http://www.dor.ca.gov/VRED/Social-Security-Work-Incentives-Status.html>

- Disability Benefits 101

<https://ca.db101.org/>



Career Planning Resources (Other help to find a job)

- California Career Center

<http://calcareercenter.org/>

- California Career Zone

<https://www.cacareerzone.org/>

- America's Job Center of California

<http://americasjobcenter.ca.gov/>



Community Resources (Other community services)

- Independent Living Centers

<http://www.dor.ca.gov/ILS/ILS-What-Is-ILC.html>

- Regional Centers Directory

<http://www.dds.ca.gov/RC/RCList.cfm>



Family (Help for families of people with ID/DD)

- California Early Start Program

<http://www.dds.ca.gov/EarlyStart/index.cfm>

- CA Parent Training and Information Center

<http://www.parentcenterhub.org/findurcenter/california/>

- Family Resource Centers

<http://www.frcnca.org/>



Informed Choice (How to advocate for people with ID/DD)

- How I Want to Spend My Time

http://www.dds.ca.gov/ConsumerCorner/docs/HowIWantoSpendMyTime_English.pdf

- Making Informed Choices

http://www.dds.ca.gov/ConsumerCorner/docs/MakingInformedChoices_English.pdf

- Making My Own Choices

<http://www.dds.ca.gov/ConsumerCorner/docs/MakingMyOwnChoices.pdf>

- Tailored Day Services

<http://www.dds.ca.gov/WorkServices/docs/tailoredDayProgramII.pdf>



Person-Centered Planning (help to find a job that fits the needs and wants of a person with ID/DD)

- Building a

Career http://www.dds.ca.gov/ConsumerCorner/thinkplando/Building_a_Career.pdf

- Finding a Job

http://www.dds.ca.gov/ConsumerCorner/thinkplando/Finding_a_Job.pdf

- From Conversations to Actions Using the

IPP http://www.dds.ca.gov/ConsumerCorner/docs/CAC_IPP_2004.pdf

- Having My Own

Business http://www.dds.ca.gov/ConsumerCorner/thinkplando/Having_My_Own_Business.pdf

- Person-Centered Planning

http://www.dds.ca.gov/Publications/docs/Person_Ctrd_Planning.pdf

- Ways to Find

Jobs http://www.dds.ca.gov/ConsumerCorner/docs/LearnAboutSeries_FindingAJob.pdf

- Work Services

<http://www.dds.ca.gov/WorkServices/index.cfm>



Teacher Resources (Help for teachers)

- California School Directory (K-12)

<http://www.cde.ca.gov/schooldirectory/>

- California Community College Campuses

<http://californiacommunitycolleges.cccco.edu/AlphaList.aspx>

- California State University Campuses

<https://www2.calstate.edu/attend/campuses>

- University of California Campuses

<https://www.universityofcalifornia.edu/uc-system/parts-of-uc>

“Real Work for Real Pay in the Real World”

Local Partnership Agreement Template

California Department of Education
California Department of Rehabilitation
California Department of Developmental Services

July 2017

Table of Contents

Introduction to the Local Partnership Agreement Template	4
Core Principles	5
Coordinating Efforts through LPAs	5
A. What are Local Partnership Agreements?	5
B. Who is Included in a Local Partnership Agreement?	6
C. Why are Local Partnership Agreements Important?	7
D. When Should Local Partnership Agreements be Developed?	8
E. Where Should Local Partnership Agreements be Submitted?	8
F. Where can Technical Assistance be Obtained for Local Partnership Agreements?	8
Pathways to Employment	8
I. Transition Services	9
II. Adult Pathways to Employment	9
III. Post-Secondary Education Activities	10
IV. Supported Employment Services, Customized Employment, and Other Employment Support Options	10
V. Business Partner Engagement	11
Local Partnership Agreement Template	13
How to Use the LPA Template	13
I. Intent/Purpose	13
II. Identification of Core Partners	13
III. Identification of Community Partners	13
IV. Roles and Responsibilities: Collaboration through Person-Centered Processes	14
1. Referral and Intake	15
2. Coordinating Person-Centered Planning	15
3. Information Sharing and Documentation Processes	16
4. Resources	17
V. Communication	18
1. Informational	18
2. Functional	18

3. System Measures..... 18

4. Contact Information 18

VI. Optional Attachments/Appendices 18

Appendix A – Interagency System Overview (Excerpt from the CIE Blueprint)..... 20

Introduction to the Local Partnership Agreement Template

The California Department of Education (CDE), the Department of Rehabilitation (DOR), and the Department of Developmental Services (DDS) seek to foster an environment of collaboration to increase competitive integrated employment (CIE) opportunities for individuals with intellectual disabilities and developmental disabilities (ID/DD).

Competitive Integrated Employment is described in plain language by the motto: “Real Work for Real Pay in the Real World.” The term means working for pay (at least minimum wage) in the community alongside people without disabilities. Work can be full-time (up to 40 hours per week) or part-time with the same level of benefits and opportunities for advancement as other employees.

The [CIE Blueprint](#) outlines the collaborative efforts between the three departments on a statewide level. A Local Partnership Agreement (LPA) identifies the ways in which partners will work together on a local level. Each agreement is built around the core partners of one or more local educational agencies (LEA), one or more DOR districts, and one or more regional centers, and can include any number of additional local community partners.

The LPA Template is designed to facilitate conversations that result in collaborative plans to assist consumers in achieving CIE. It will help guide LEAs, DOR districts, and regional centers in establishing agreements that will include the following:

- A plan to expand the capacity of the pathways to employment in supporting individuals to achieve CIE, including those in underserved regions and populations.
- Linkages to local and regional resources to include in conversations about transition, service delivery, and accommodations and supports (including assistive technology as appropriate).
- Coordination of mandatory services and documentation for youth and adults related to limitations on subminimum wage employment.

Refer to [Appendix A – Interagency System Overview](#) for an overview of the service delivery system for each department (CDE, DOR, and DDS).

Core Principles

The core principles that guide the overarching systems change efforts by the three departments are:

1. Individuals with ID/DD will be connected with community resources and natural supports from transition through adulthood to achieve the work goals identified in their person-centered planning document.
2. All individuals and families will have information and assistance on benefits planning to encourage maximizing earnings and employment.
3. As with all other students and adults, individuals with ID/DD will be afforded opportunities for career exploration, career development, and post-secondary education and training.
4. Career exploration and development activities will include work experience in CIE settings in the community.
5. User-friendly information on transition and employment services will reflect the cultural context of the individuals and their families.
6. Individuals age 24 and under will not be placed in jobs earning less than minimum wage unless certain conditions are met.
7. Individuals will be placed in settings in the community interacting with people without disabilities rather than segregated work settings consistent with federal and state requirements.
8. All individuals will be transitioned out of places that are segregated and into work or other pathways to work in the community.

Coordinating Efforts through LPAs

A. What are Local Partnership Agreements?

Local Partnership Agreements are the result of conversations. They articulate the ways in which local partners will work together to streamline service delivery, engage their communities, and increase CIE opportunities for individuals with ID/DD. These agreements provide the opportunity for each set of local partners to determine what strategies will work best for individuals with ID/DD.

An LPA will include strategies for each of the following:

- Outreach to underserved communities
- Coordination of referral processes
- Inclusion of community partners
- Integration of corresponding person-centered plans
- Communication between partners
- Fidelity to agreements
- Leveraging of resources
- Coordinated and well-sequenced services

The strategies in the LPA will result in the following outcomes:

- Increased CIE opportunities for individuals with ID/DD
- Seamless delivery of services
- Collaborative person-centered planning processes
- Focus on the individual and the individual's dreams and future plans
- Career choices based on the individual's strengths, abilities, preferences, lifestyle, cultural background, and informed choice
- Engagement and participation of underserved communities, including racially and ethnically diverse groups
- Trust, communication, and respect between partners

B. Who is Included in a Local Partnership Agreement?

Both core and community partners may enter into an LPA. Core partners are LEAs, DOR districts, and regional centers. Community partners are any other local stakeholders whose participation supports the intentions of the LPA.

An LPA can include any number of local community partners. The incorporation of local community partners expands on what's *possible* when creating an LPA but is not required. Potential community partners will vary based on the local resources, but may include the following:

- **Public Community Services**
Including County Social Services, [Juvenile Justice System](#), and County Mental Health.
- **Private Non-Profit Services and Organizations**
Including [Family Resource Centers](#), Parent and Consumer Organizations, Youth Leadership Organizations, [Independent Living Centers](#), Faith Based Organizations, Foster Care Agencies, [Tailored Day Services](#), and Community Rehabilitation Programs.

- **Employment Services**
Including [America's Job Center of California](#) and Local Workforce Development Boards (LWDB).
- **Business Partners**
Including the [Small Business Administration](#), Rotary and Other Business Organizations, [Chamber of Commerce](#), Mayor's Business Advisory Committees, and Inclusive Business Support Organizations ([Hispanic Chamber of Commerce](#), [Asian Chamber of Commerce](#), Rainbow Chamber of Commerce, Black Chamber of Commerce, etc.).
- **Education**
Including [Adult Education](#), Community Colleges, Adult and Community College Consortium, [California State University](#) and [University of California](#), College to Career, Project Search, and Alternative Schools for Secondary Education.

C. Why are Local Partnership Agreements Important?

Local Partnership Agreements create frameworks that transcend changes to personnel, funding, and political climates. They are critical in efforts to change the ways mutual consumers of the core partners are served, to better utilize resources, and to produce improved employment outcomes. By taking the time to develop a plan for working together, partners create a shared vision of what's possible.

Benefits of LPAs include:

- Coordinated and well-sequenced services
 - Prevents and reduces duplication of services.
 - Expands system capacity.
 - Strengthens collaboration, cooperation, and trust between partners.
 - Optimally supports each individual's employment goal over time by coordinating the provision and timing of the unique services from multiple local partners.
- Shared resources
 - Increases the pool of resources available to each partner.
 - Creates opportunity to tap under-utilized resources.
 - Consolidates the individual's access to resources from multiple sources.

- Individual outcomes and opportunities
 - Creates engagement with local and regional business partners, resulting in “job-driven” training and other pathways to CIE in both the public and private sectors.
 - Opportunities for earlier work experience for youth and students.
 - Identifies pathways to inclusive activities and new services for students with disabilities to increase their ability to flourish in their community and life.
 - Increases CIE opportunities for individuals with ID/DD.

D. When Should Local Partnership Agreements be Developed?

Local Partnership Agreements may be developed at any time. Core partners are encouraged to initiate the process now to ensure compliance with the commitments made in the CIE Blueprint.

The CIE Blueprint states:

- By June 30, 2018, the departments have a goal to establish at least 13 new LPAs between LEAs, DOR districts, and regional centers, including linkages to the workforce development system, and other key partners and stakeholders.
- Over the next five years (by 2022) the goal is to have LPAs developed between DOR districts, regional centers, and 270 LEAs.

E. Where Should Local Partnership Agreements be Submitted?

The DOR will require all District Administrators to send a copy of all new LPAs to the CIE Interagency Leadership Workgroup through the California CIE inbox at CaliforniaCIE@dor.ca.gov. The LPAs will be posted in the CIE Toolbox as a resource for other areas.

F. Where can Technical Assistance be Obtained for Local Partnership Agreements?

Submit questions and requests for technical assistance to the CaliforniaCIE inbox at CaliforniaCIE@dor.ca.gov.

Pathways to Employment

The five fundamental career development pathways to employment shall be the focus for the core partners as they create their LPAs. The pathways to employment are included in the [CIE Blueprint](#) and are also summarized below.

I. Transition Services

Special education and related services under the Individuals with Disabilities Education Act (IDEA) support a pathway to employment through the transition services portion of a student's Individualized Education Program (IEP). These transition services are based on each youth's or student's strengths, preferences and interests.

Each agency, the local school staff, the local DOR staff, and the local regional center staff, all have a role to play in the coordination of the student's transition to adult life. Students may receive supports concurrently through each of the departments' person-centered planning processes (the IEP, Individualized Plan for Employment (IPE) and Individual Program Plan (IPP)).

The presumption is that all students with disabilities will have the opportunity to identify their employment goals and, as appropriate, develop their individual career pathways. Each student's success will then be supported through local level coordination of the goals and services outlined in each student's IEP, IPE and IPP, as appropriate.

Transition services available through local level coordination may include:

- WorkAbility I programs
- Transition Partnership Programs
- Supports for transition to post-secondary education
- Work-based learning opportunities through DOR, LEAs, or local volunteer organizations, including:
 - Paid and unpaid work experience
 - Internships
 - Volunteer opportunities
- Employment preparation opportunities, including:
 - Foundational employment skills development
 - Self-advocacy training
- Work trials and assessments opportunities through partnerships between LEAs and adult work service providers

II. Adult Pathways to Employment

Adult pathways to employment can be made available in a variety of service systems, including adult education, America's Job Center of California (one-stop), and day program settings that provide employment preparation services.

Services can be provided while in school, post-secondary education, vocational training, and day services. Efforts to effectively coordinate and sequence the funding of services, career development planning and other prevocational services are designed to prepare individuals for CIE.

Adult pathways to employment may include:

- Opportunities to learn about an individual's interests and skills
- Job shadowing or participation in work trials and internships
- Access to information about job services and supports
- Benefits planning for individuals who utilize public benefits
- Career specific training and placement
- Career exploration and foundational skills development

III. Post-Secondary Education Activities

As a pathway to employment, post-secondary education (PSE) activities assist individuals to prepare for the career of their choice. The path an individual chooses should be tied to the career planning process and include supports to achieve the individual's identified vocational goal.

To leverage existing resources, local area collaborative groups may consider inviting entities who provide PSE and training activities to be part of the planning efforts. The PSE providers can identify resources to support individuals with ID/DD to participate and succeed in PSE programs, leading to CIE outcomes.

An example of this type of partnership is the use of Tailored Day Services to provide supports to an individual enrolled in a community college program.

The PSE activities can include a wide range of training programs, including:

- Vocational training programs
- College programs
- Internships
- Adult education programs

IV. Supported Employment Services, Customized Employment, and Other Employment Support Options

The provision of job placement services is another pathway to employment in CIE. Job placement services result in employment that matches the needs

of the business with the strengths and interests of the individual, and may include employment supports to assist individuals in succeeding in CIE placements. Additionally, some individuals may achieve and be supported in CIE through other mechanisms, including self-employment, internship programs, vocational training programs, and natural supports.

Job placement services may include:

- Negotiation with employers
- Short-term or on-going job coaching
- Development of and transition to natural supports.

Employment supports may include:

- Supported Employment
 - Consists of a specific array of services, typically funded by the DOR program for up to 24 months, and subsequently funded as extended services by regional centers' habilitation services program.
 - Includes job placement supports and job coaching.
- Customized Employment
 - Defined as a flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. It is based on an individualized match between the strengths, abilities, and interests of a job candidate and the identified business needs of an employer. Customized employment utilizes an individualized approach to employment planning and job development — one person at a time... one employer at a time.

V. Business Partner Engagement

Career development pathways are strengthened through business partner engagement. Business partner engagement is the development and coordination of linkages and “job-driven” training with the regional and sector jobs in the business community in order to increase meaningful employment opportunities for individuals with ID/DD.

Linkages with business partners may result in:

- Expanded outreach and engagement with business partners
- Increased awareness of the business community of the benefits of hiring individuals with disabilities.

- Increased awareness of service providers and consumers of the opportunities and staffing needs of local businesses.
- Training to and by business partners.

Local Partnership Agreement Template

How to Use the LPA Template

The LPA Template provides an outline for LEAs, DOR districts, and regional centers to coordinate systems to support a seamless delivery of services. The following provides guidance on how to effectively use the template:

For each section heading:

- Review the instructions and inquiries listed beneath each heading in *italic* font.
- The information is designed to assist in considering a variety of circumstances to create effective agreements. The agreement does not have to respond to every instruction and inquiry.
- Discuss and identify the contents and strategies for each section.

Note: Examples are provided for some headings to help start the conversation between the local partners. None of the examples are exhaustive.

I. Intent/Purpose

The purpose of this collaboration is to foster preparation for and achievement of competitive integrated employment (CIE) for individuals with disabilities including individuals with intellectual disabilities and developmental disabilities (ID/DD).

As appropriate, expand upon the intentions and purpose of the LPA in accordance with the needs and characteristics of the local partnership area.

II. Identification of Core Partners

Identify all participating core partners here. Core partners are the LEAs, DOR districts, and regional centers. The LPA may include multiple LEAs, DOR districts, and regional centers.

III. Identification of Community Partners

Identify all participating community partners here. Community partners may be any local organizations or stakeholders whose participation supports the intentions of the LPA.

Sample Community Partners:

- **Public Community Services**
Including County Social Services, [Juvenile Justice System](#), and County Mental Health.
- **Private Non-Profit Services and Organizations**
Including [Family Resource Centers](#), Parent and Consumer Organizations, Youth Leadership Organizations, Advocacy and Self Advocate Organizations, [Independent Living Centers](#), Faith Based Organizations, Foster Care Agencies, [Tailored Day Services](#), and Community Rehabilitation Programs.
- **Employment Services**
Including [America's Job Center of California](#) and LWDB.
- **Education**
Including [Adult Education](#), Community Colleges, Adult and Community College Consortium, [California State University](#) and [University of California](#), College to Career, Project Search, and Alternative Schools for Secondary Education.
- **Business Partners**
Including the [Small Business Administration](#), Rotary and Other Business Organizations, [Chamber of Commerce](#), Mayor's Business Advisory Committees, and Inclusive Business Support Organizations ([Hispanic Chamber of Commerce](#), [Asian Chamber of Commerce](#), Rainbow Chamber of Commerce, Black Chamber of Commerce, etc.).

IV. Roles and Responsibilities: Collaboration through Person-Centered Processes

This section invites the local partners to become familiar with each others' person-centered planning processes to identify how services can best be synchronized to support the individual. Once completed, these sections will identify each partner's roles and responsibilities in the overarching coordination of services to individuals.

Within each section, consider:

1. *Which community partners will be involved in which sections, and in what ways?*
2. *How will collaboration occur between partners?*
3. *How will duplication be reduced?*

4. How will collaborative efforts differ when serving the following groups?

a. Students in secondary school

i. Ages 16 through 17

ii. Ages 18 through 21

b. Individuals not in secondary school

i. Ages 18 through 21

ii. Ages 22 through 24

iii. Ages 25 and older

1. **Referral and Intake**

Describe the referral process for each partner. Describe how the referral processes work together to create coordinated and well-sequenced service delivery for individuals and how to optimize the use of local partner resources.

Consider, from a person-centered planning perspective:

- When is the appropriate time(s) to invite DOR, regional center, and other partners to an Individualized Education Program (IEP) meeting?
- What does the coordination between an LEA, DOR district, and a regional center look like for an individual choosing to pursue CIE?
- How do you make a referral to a regional center for an eligibility determination?
- How do you determine and invite other partners that are able to support an individual's CIE goal?

2. **Coordinating Person-Centered Planning**

Describe the person-centered planning process for each partner. Describe how the person-centered plans (i.e., IEP, IPE, and IPP) are connected and how together they can support the individual and, as appropriate, their family. Identify how and when person-centered plans will be coordinated and who will be responsible for each aspect of coordination.

- Individualized Education Program (IEP) *(Describe the IEP process and timeline.)*
 - The IEP will be developed in collaboration with the IEP team, the parents, teacher, student, and others as requested.

- When a purpose of the IEP meeting is the consideration of transition services for a student, the LEA shall invite the student and, to the extent appropriate and with the consent of the parent or adult student, a representative of any other agency that is likely to be responsible for providing or paying for the transition services.
- Individualized Plan for Employment (IPE) (*Describe the IPE process and timeline.*)
 - The IPE will be developed in collaboration with the consumer, the DOR Rehabilitation Counselor, and others as requested.
- Individual Program Plan (IPP) (*Describe the IPP process and timeline.*)
 - The IPP will be developed in collaboration with the consumer, the regional center Service Coordinator, and others as requested.

3. Information Sharing and Documentation Processes

Describe how existing documentation will be utilized for the purposes of eligibility and planning. Define the process to address individuals for whom documentation is not available. Include person-centered processes for consent for release of information and to inform the individual with ID/DD as to what information will be released and how that should occur.

For example:

- Eligibility documentation such as:
 - Medical evaluations and records
 - Social evaluations and records
 - Shared plans (IEP, IPE, and IPP)
 - Other
- Assessment documentation such as:
 - Interest Assessments/Surveys as part of transition planning (CDE)
 - Situational Assessment (DOR)
 - Client Diagnostic Evaluation Report (DDS)
 - Other
- Individual's Employment Portfolio (paper and/or virtual)
 - Summary of Performance (CDE)
 - Paid and non-paid work experience including volunteer work
 - Letters of reference
 - Resume/Vitae
 - CalWORKs and/or Talent Acquisition Portal (TAP) account

- Internship/apprenticeship documents
- Education and training history
- Transcripts
- Diplomas and/or certificates
- Other
- Consent forms such as:
 - LEA Consent for Release of Information
 - DOR Medical and Non-Medical Information Consent
 - DDS DS1968 – Vocational Rehabilitation Referral
 - DDS Regional Center Consent for Release of Information
 - Other
- Documentation for youth and adults related to limitations on subminimum wage employment
- Other documentation relevant to the collaboration of the local partners such as:
 - Benefits planning documents

4. Resources

Describe available resources, how they will be used, and how they can improve efficiency.

Consider resources such as:

- Resources from various core and community partners
 - Tailored Day Services
 - Future community-based vocational development services (authorized by Senate Bill 577)
- Existing local agreements
 - Such as Memorandum of Understandings with Local Workforce Development Boards
- Local Workforce Development Boards (LWDB)
 - Local and Regional Plans
- America's Job Center of California
- Education Programs
 - Local career pathways
 - College to Career
 - Adult Education Programs
 - Community Colleges Disability Support Programs & Services
 - Project Search
- Other state and community resources
 - Independent Living Centers

V. Communication

1. Informational

Describe the communication process for core partners, including meeting type and frequency. Describe how information will be disseminated to staff, stakeholders, and individuals and their families.

Describe the communication process with state leadership for technical assistance and feedback.

2. Functional

Describe how communication is structured between the core partners.

Describe the communication process between the LPA partners and the individuals they serve. Identify who is responsible for orienting individuals to pathways available through collaboration within the LPAs.

Define how leadership for implementation of the LPA will be provided. Describe the process for updating the LPA.

3. System Measures

Describe the process the local partnership will use to annually plan for improving CIE outcomes. This can include the use of data and local measures compared to the state wide measures that will be reported in the annual CIE report.

4. Contact Information

List the core LPA members (LEA, DOR district, and regional center) including their contact information. List any community partners contributing to the work described in the LPA and their contact information.

VI. Optional Attachments/Appendices

- Terminology
Add definitions and terminology; local acronyms.
- LPA Mentoring
Describe willingness to mentor partners in other areas for LPA development.

For example:

- In the spirit of collaboration, regional centers that have adopted an Employment First policy will be encouraged to share their policy with regional centers that have not adopted an Employment First policy. As needed, technical assistance will be provided to regional centers and their boards to complete this work.

Appendix A – Interagency System Overview (Excerpt from the CIE Blueprint)

This appendix provides a brief overview of each department’s service delivery system.

California Department of Education

The CDE oversees the state's diverse and dynamic public school system, which is responsible for the education of more than seven million children and young adults in more than 9,000 schools. The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations; and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool programs, and child care programs.

The CDE works cooperatively with other state agencies to provide a wide variety of educational supports, from family-centered services for infants and preschool children with disabilities, to planned steps for transition from high school to further education, employment and quality adult life. The CDE responds to consumer complaints and administers the federal IDEA, the No Child Left Behind Act (NCLB), and in 2017 the Every Student Succeeds Act (ESSA), which will replace NCLB, for students with disabilities in California. For more information on special education see the CDE Special Education web site [CDE Special Education Division](http://www.cde.ca.gov/sp/se/Division). <http://www.cde.ca.gov/sp/se/>

The CDE provides state leadership and policy direction for school district special education programs and services for students who have disabilities, which the CDE defines as newborn through 21 years of age. Special education is defined as specially designed instruction and services, at no cost to parents, to meet the unique needs of children with disabilities.

Current Landscape

During state fiscal year (SFY)¹ 2013/2014, there were approximately **29,000** students, ages 16 through 21, enrolled in state’s public school system whose disability category could be considered ID/DD.²

What are the Special Education Eligibility Criteria?

A child shall qualify as an individual with exceptional needs if the results of the assessment as required by Education Code section 56320 demonstrate that the

¹ July 1 through June 30

² The disability categories included under ID/DD for the CDE are Intellectual Disability, Autism, and Traumatic Brain Injury.

degree of the child's impairment requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the Individualized Education Program (IEP) team. "The IEP team shall take into account all the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education."³

What is an IEP?

The CDE provides general supervision, as required by title 34 Code of Federal Regulations section 300.600, to LEAs that develop and implement IEPs for students with disabilities.

Annually, the student's IEP team reviews and revises the IEP. Triennially, the student is reassessed, unless there is agreement that assessment is not necessary.

The IEP is developed by a team that includes: the parents of the student; the regular education teacher of the student (if the student is or may be participating in the regular education environment); the special education teacher (or if appropriate, not less than one special education provider) of the student; an LEA representative, who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the student and is knowledgeable about the general education curriculum and availability of LEA resources; an individual who can interpret the instructional implications of the assessment results; at the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the student; and whenever appropriate, the student. This may include, if invited, representatives from regional centers or local DOR staff.

To the extent appropriate, with the consent of the parents or a student who has reached the age of 18, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Beginning not later than the first IEP to be in effect when the student is 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:

³ California Code of Regulations, title 5, section 3030

- Appropriate measurable post-secondary goals based upon age-appropriate assessments related to training, education, employment, and where appropriate, independent living skills.
- The transition services, including the course of study, needed to help the student in reaching those goals.
- Beginning not later than one year before the student reaches the age of 18, a statement that the student has been informed that the rights afforded to parents relating to special education will transfer to the student at age 18, unless the student “has been determined to be incompetent under state law.”⁴

Transition services for a student with a disability in a secondary education setting, are a coordinated set of activities that:

- Are designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- Are based on the individual student’s needs, taking into account the student’s strengths, preferences, and interests.
- Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and a functional vocational evaluation.

California Department of Rehabilitation

The DOR is authorized under the Rehabilitation Act of 1973, as amended by the 2014 WIOA (29 U.S.C. § 701 et seq.), to provide vocational rehabilitation (VR) services to individuals with disabilities, including “youth with disabilities,” ages 14 through 24, and high school “students with disabilities,” ages 16 through 21. The VR program is intended to maximize opportunities for CIE and economic self-sufficiency for individuals with disabilities, including individuals with the most significant disabilities consistent with the individual’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and with informed choice. An

⁴ 20 United States Code 1415(m)(1), 34 Code of Federal Regulations Section 300.520, and California Code of Education Section 56041.5

employment outcome may include entering or retaining full-time or part-time CIE including but not limited to supported employment or customized employment.

The DOR collaborates with public agencies, including LEAs, colleges, Community Rehabilitation Programs (CRPs), regional centers, and other stakeholders to provide well-sequenced services to mutual consumers. In an effort to serve as many consumers as possible, the DOR is required to make maximum effort to secure comparable services and benefits. When there are insufficient funds to serve all individuals who are eligible, the DOR operates under an Order of Selection and must determine an individual's priority for VR services. Currently, the DOR is under an Order of Selection but is able to serve individuals with the most significant and significant disabilities. Typically, individuals with ID/DD are considered individuals with the most significant disabilities. A waiting list is maintained for those for whom the DOR does not have sufficient funds to serve and do not meet the priority of services under the Order of Selection.

There are 104 Vocational Rehabilitation Services Delivery (VRSD) teams at the DOR, which provide VR services to eligible Californians with disabilities. Each VRSD team includes five qualified rehabilitation counselors, two service coordinators, one employment coordinator, two office technicians (general), and a team manager.

Current Landscape

In SFY 2013/2014, the DOR provided VR services to approximately 100,000 eligible Californians with disabilities per year in 13 geographic districts in the Vocational Rehabilitation Employment Division and a statewide Blind Field Services district within the Specialized Services Division. Of those, approximately **1,700** were identified as individuals with ID/DD ages 16 through 21 and **2,900** ages 22 and over.⁵

What are the DOR Eligibility Criteria?

To be eligible for services from the DOR, an individual must:

- Have a physical or mental impairment that creates a substantial impediment to employment.
- Require VR services to prepare for, secure, retain, advance in, or regain employment that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

⁵ The disability categories included under ID/DD for the DOR are Intellectual Disability and Autism.

- Be able to benefit from the DOR services in terms of an employment outcome in an integrated setting.

The DOR presumes that individuals with the most significant disabilities can benefit from an employment outcome, and is responsible to provide each individual with an assessment to determine the individual's eligibility and priority for services and VR needs. Prior to determining that an applicant is unable to benefit due to the significance of the individual's vocational barriers related to their disability, the DOR must explore the individual's abilities, capabilities, and capacity to perform in work situations through the use of trial work experiences with appropriate supports provided by the DOR.

What is an IPE?

In collaboration with each individual, the DOR qualified rehabilitation counselor performs key functions throughout the VR process, including determination of eligibility priority for services; development of the Individualized Plan for Employment (IPE); approval of any necessary IPE amendments; IPE review at least annually; and determination of the achievement of an employment outcome and/or case closure.

An employment goal and appropriate VR services, as documented through the IPE, are consistent with the individual's unique strengths, priorities, concerns, abilities, capabilities, interests, and informed choice. The purpose of the IPE is to help an individual with ID/DD prepare for and engage in CIE. Services are provided as appropriate to each individual's unique circumstances and needs, may include but are not limited to vocational counseling and guidance, assessment, assistive technology, benefits advisement, transition services, including pre-employment transition services for students with disabilities, post-secondary training or education, on the job training (OJT), job-related services and supports, such as job coaching, pre-employment transition services, customized employment, and post-employment services.

For specific information on the provision of VR services and the IPE process see the [Consumer Information Handbook](#).

<http://www.dor.ca.gov/Public/Publications-n-Forms.html>

California Department of Developmental Services

The Lanterman Act (Division 4.5 of the Welfare and Institutions Code) establishes, unique to the state of California, a commitment to provide services and supports to individuals with [developmental disabilities](#) throughout their lifetime. Services and supports are provided through a combination of federal, state, county, and local

government services, private businesses, support groups and volunteers. In 2013, Governor Brown signed into law Assembly Bill 1041 (Chesbro) establishing the Employment First Policy in the Lanterman Act. Specifically, the law provides that:

“It is the policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.” (Welfare and Institutions Code, section 4869(a)(1).)

The DDS is the agency through which the state provides services and supports to individuals with ID/DD. These disabilities include intellectual disability, cerebral palsy, epilepsy, autism and related conditions. Services are provided through three state-operated developmental centers (in the process of being closed) and one community facility and through contracts with 21 nonprofit organizations called [regional centers](#). The regional centers serve as a local resource to provide diagnosis and assessment of eligibility and help plan, access, coordinate, and monitor the services and supports that are needed because of a developmental disability. In addition, regional centers help find and access the services and supports available to individuals with ID/DD and their families.

These services include both pre-employment and employment support services. The most common type of pre-employment services funded by regional centers are day program services. Employment supports available through regional centers include referral to the DOR for vocational rehabilitation services, long-term services once placed in an integrated job through the supported employment program, and pre-vocational services.

Today several regional centers are beginning efforts to work with work activity program service providers to change the service delivery to be integrated and focus on achieving CIE opportunities. Additional employment preparation services are available through a new sub code of individualized supports within these services known as Tailored Day Services. In State Fiscal Year 2016-17, through the enactment of Chapter 3, Statutes of 2016 (Assembly Bill (AB)x2-1), the legislature has authorized the development of two new programs to increase CIE opportunities. One program will provide paid internship opportunities leading to CIE. The second is an incentive payment program to service providers who assist consumers to achieve CIE and maintain their jobs.

Current Landscape

During SFY 2013/2014, the DDS served approximately **38,000** individuals with ID/DD ages 16 through 21 and **126,000** ages 22 and over.⁶

What are the DDS Eligibility Criteria?

To be eligible for regional center services, an individual must have a disability that begins before their 18th birthday, is expected to continue indefinitely, and presents a substantial disability. As defined by the Director of Developmental Services, in consultation with the Superintendent of Public Instruction, eligible individuals shall include persons with an intellectual disability, cerebral palsy, epilepsy, and/or autism. This term shall also include conditions resulting in a disability found to be closely related to intellectual disability or to require treatment similar to that required for individuals with an intellectual disability, but shall not include other handicapping conditions that are solely physical in nature. Eligibility is established through diagnosis and assessment performed by regional centers.

What is an IPP?

Person-centered individual program planning assists persons with developmental disabilities and their families to build their capacities and capabilities. This planning effort is not a single event or meeting, but a series of discussions or interactions among a team of people including the person with a developmental disability, their family (when appropriate), regional center representative(s) and others. The document known as the Individual Program Plan (IPP) is a record of the decisions made by the planning team.

As part of the planning process, this team assists the individual in developing a description that includes: a preferred place to live, favorite people with whom to socialize, and preferred types of daily activities, including preferred jobs. This description is called a preferred future, and is based on the individual's strengths, capabilities, preferences, lifestyle and cultural background.

The planning team decides what needs to be done, by whom, when, and how, if the individual is to begin (or continue) working toward the preferred future.

For specific information on the IPP process see the [Individual Program Plan Resource Manual](#).

<http://www.dds.ca.gov/RC/IPPManual.cfm>

⁶ The disability categories included under ID/DD for the DDS are Intellectual Disability, Autism, Cerebral Palsy, Seizure Disorder, and other Developmental Disability.

EMPLOYMENT FIRST COMMITTEE AGENDA ITEM DETAIL SHEET

ISSUE: Future collaboration with the Legislative and Public Policy Committee.

SUMMARY: The Council's Legislative and Public Policy Committee (LPPC) is interested in collaborating on future legislative, regulatory, and/or policy changes pertaining to employment. LPPC is charged with implementing the State Plan objectives assigned by the Council.

Specifically LPPC shall:

- 1) Be composed of at least seven members;
- 2) Review, comment and recommend positions on significant proposed legislation and/or proposed regulations, policies, procedures and/or practices;
- 3) Recommend legislation, regulations, policies, procedures and/or practices consistent with Council's responsibilities and objectives;
- 4) Identify and recommend potential Council projects and/or coordinated action on issues consistent with Council responsibilities and objectives;
- 5) Provide testimony and recommendations to the Legislature with regard to matters pertaining to people with intellectual and/or developmental disabilities on positions taken by the Council;
- 6) Respond to other responsibilities as assigned by the Council or Council Chairperson; and,
- 7) Comply with state and federal rules regarding allowable state agency and Council activities.

BACKGROUND/ISSUES/ANALYSIS: As we plan for the 2018 legislative session, it is important that LPPC and EFC collaborate on potential policy changes for increasing the number of individuals with intellectual and/or developmental disabilities in integrated employment, self-employment, and microenterprises who earn wages at or above minimum wage.

The Employment First Committee (EFC) is responsible for identifying and promoting strategies that increase the number of individuals with intellectual and/or developmental disabilities who engage in competitive integrated employment. As stated in the Council bylaws, EFC is also charged with recommending legislative, regulatory, and policy changes for increasing the number of individuals with intellectual and/or developmental disabilities in integrated employment, self-employment, and microenterprises and who earn wages at or above minimum wage, including, but not limited to, recommendations for improving transition planning and services for students with intellectual and/or developmental disabilities who are 14 years of age or older.

COUNCIL STRATEGIC PLAN OBJECTIVE: Goals 2.2 and 5.4.

State Plan Goal 2.2 states: The Council, in consultation with its federal partners, will increase identification, advocacy and/or sponsorship of legislative, regulatory, policy, procedure and/or practice changes to increase CIE for people with I/DD.

State Plan Goal 5.4 states: The Council, in consultation with its federal partners, will increase identification, advocacy and/or sponsorship of legislative, regulatory, policy, procedure and/or practice changes to increase access to quality education services throughout the lifespan for people with I/DD.

PRIOR ACTIVITY: N/A

RECOMMENDATION: None.

ATTACHMENTS: None.

PREPARED: Robin Maitino, Committee Specialist – October 11, 2017

ASSEMBLY BILL

No. 1170

Introduced by Assembly Member Cooley

February 17, 2017

An act to add Article 8 (commencing with Section 4556) to Chapter 2 of Division 4.5 of the Welfare and Institutions Code, relating to developmental disabilities.

LEGISLATIVE COUNSEL'S DIGEST

AB 1170, as introduced, Cooley. Developmental disabilities: competitive integrated employment ombudsperson.

Existing law requires the State Council on Developmental Disabilities to, among other responsibilities, form a standing Employment First Committee to identify strategies and recommend legislative, regulatory, and policy changes to increase integrated employment, as defined, self-employment, and microenterprises for persons with developmental disabilities, as specified.

This bill would establish within the State Council on Developmental Disabilities the office of the Competitive Integrated Employment Ombudsperson. The bill would require the executive director of the council to appoint a qualified individual to serve as the ombudsperson and would specify the duties of the ombudsperson, including, among other things, the duty to serve as a resource regarding the rights and services available under the California Competitive Integrated Employment Blueprint, as defined. The bill would require the ombudsperson to submit an annual report to the Governor, the Director of Developmental Services, and the Employment First Committee of the State Council on Developmental Disabilities, as specified. The bill would also specify that all communications received by the Competitive

Integrated Employment Ombudsperson in the course of his or her duties are confidential.

Existing constitutional provisions require that a statute that limits the right of access to the meetings of public bodies or the writings of public officials and agencies be adopted with findings demonstrating the interest protected by the limitation and the need for protecting that interest.

This bill would make legislative findings to that effect.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. Article 8 (commencing with Section 4556) is
2 added to Chapter 2 of Division 4.5 of the Welfare and Institutions
3 Code, to read:

4
5 Article 8. Competitive Integrated Employment Ombudsperson
6

7 4556. For the purposes of this article, “California Competitive
8 Integrated Employment Blueprint” or “Blueprint” is the plan
9 developed through the partnership of the State Department of
10 Education, the Department of Rehabilitation, the State Department
11 of Developmental Services, and stakeholders, under the leadership
12 of the California Health and Human Services Agency, to increase
13 opportunities for individuals with intellectual disabilities or
14 developmental disabilities, or both, to prepare for, and participate
15 in, competitive integrated employment.

16 4557. (a) There is hereby established within the State Council
17 on Developmental Disabilities the office of the Competitive
18 Integrated Employment Ombudsperson.

19 (b) The executive director of the State Council on
20 Developmental Disabilities shall appoint an individual to serve as
21 the Competitive Integrated Employment Ombudsperson who is
22 qualified, by training and experience, to perform the duties of the
23 office.

24 (c) The Competitive Integrated Employment Ombudsperson
25 shall have all of the following duties:

1 (1) Serve as a resource regarding the rights and services
2 available under the California Competitive Integrated Employment
3 Blueprint.

4 (2) Provide information and support in navigating and
5 understanding the process, goals, and objectives of the Blueprint,
6 and be the designated contact person for questions and inquiries
7 regarding the Blueprint.

8 (3) Provide information, communication, problem solving
9 suggestions, appeal resolution, and related services in resolving
10 conflicts concerning Blueprint issues, and educate Californians on
11 the available options for resolving these disputes.

12 (4) Work neutrally with all parties to help ensure that the
13 Blueprint functions equitably as intended.

14 (5) Identify any patterns of complaints that emerge regarding
15 the implementation of the Blueprint, and recommend strategies
16 for improvement.

17 (6) Assist and advise the State Department of Education, the
18 Department of Rehabilitation, and the State Department of
19 Developmental Services in creating public information programs
20 that educate Californians about the Blueprint and the
21 ombudsperson's duties regarding the Blueprint.

22 (7) Serve as a resource for referrals to other available programs
23 and services that align with the goals and objectives of the
24 Blueprint.

25 (d) All communications received by the Competitive Integrated
26 Employment Ombudsperson in the course of his or her duties are
27 confidential.

28 (e) The Competitive Integrated Employment Ombudsperson
29 shall submit an annual report to the Governor, the Director of
30 Developmental Services, and the Employment First Committee
31 of the State Council on Developmental Disabilities that includes
32 all of the following:

33 (1) A summary of the services provided by the ombudsperson
34 during the prior year.

35 (2) An evaluation of the progress made implementing the
36 Blueprint.

37 (3) A numerical breakdown and analysis of complaints received
38 regarding the implementation of the Blueprint and their resolutions.

39 (4) Recommendations concerning implementation of the
40 Blueprint.

1 SEC. 2. The Legislature finds and declares that Section 1 of
2 this act, which adds Section 4556 to the Welfare and Institutions
3 Code, imposes a limitation on the public’s right of access to the
4 meetings of public bodies or the writings of public officials and
5 agencies within the meaning of Section 3 of Article I of the
6 California Constitution. Pursuant to that constitutional provision,
7 the Legislature makes the following findings to demonstrate the
8 interest protected by this limitation and the need for protecting
9 that interest:

10 In order to protect the privacy of individuals using the services
11 of the Competitive Integrated Employment Ombudsperson and to
12 enable him or her to effectively perform his or her duties, it is
13 necessary that all communications received by the ombudsperson
14 in the course of his or her duties be confidential.

O

<u>Goal Number</u>	<u>Priority</u>	<u>Status</u>
1	Establish goals, benchmarks, and measurable outcomes for the implementation of the Employment First Policy	In Progress
1.1	Data sharing legislation	Accomplished
1.2	Convene and organize a stakeholder process on measurements and goals	In Progress
2	Align and incentivize funding for CIE	In Progress
2.1	Incentivize CIE by increasing the rate for Individual Placement in Supported Employment Programs (SEP)	Accomplished
3	Phase out sheltered work and subminimum wage	In Progress
3.1	California should commit to stop new placements of individuals with I/DD in sheltered work	Accomplished
3.2	Establish bridge funding for sheltered work facilities to transition to CIE	Remaining
4	Repeal trailer bill language prohibiting Regional Center day services for students 18-22 years old	Remaining
4.1	Address barrier in the trailer bill language prohibiting Regional Center day services for students 18-22	Remaining
5	Raise and align expectations toward CIE	In Progress
5.1	Inform and train individuals with I/DD and their families in the Employment First Policy	In Progress
5.2	Develop model training curriculum for special education students that includes Employment First	In Progress
6	Improve availability of benefits planning information	In Progress
6.1	Develop a tool on benefits planning resources	Accomplished

Governor Brown Signs Legislation to Improve Employment First



SACRAMENTO - The State Council on Developmental Disabilities (SCDD) applauds Governor Brown for signing AB 1696 (Insurance Omnibus: Developmental Services). Included in AB 1696 is SB 433 (Mendoza) that the Council was proud to sponsor. The bill will require the Employment Development Department to share data with the Department of Developmental Services (DDS) regarding the status of persons with developmental disabilities accessing competitive integrated employment (CIE). "The Council thanks Governor Brown for signing this important bill, and Senator Mendoza for sponsoring it. This data is critical to assisting SCDD and the work of our Employment First Committee to better understand and assess the progress towards people with developmental disabilities getting real work for real pay." stated Dr. April Lopez, Chair of the Council.

This bill is needed because the data currently available cannot be examined for trends based on geography, disability type, severity of disability, ethnicity, or age. There is also limited data on the quality of employment for the people served and a lack of data on regional center clients who do not receive day or employment services. Without a better understanding of the demographics that lead to successful employment outcomes, California cannot know how well it is doing to implement the Employment First policy.

The Council has also released to Governor Brown and the members of the State Legislature its yearly report on the status of Employment First for people with intellectual and developmental disabilities. The State Council leads the Employment First Committee (EFC) created in 2013. The EFC is charged with identifying strategies and recommending policy changes to

increase to CIE. California's Employment First Policy in Welfare and Institutions Code Section 4869(a)(1) states that it is of the highest priority of the state of California to ensure every person with intellectual and developmental disabilities has access to CIE. However, the goal of CIE has yet to be realized by Californians with disabilities.

"Federal and state policies have changed, and there is still much work to do in California for every person with intellectual and developmental disabilities to realize the goals of being economically self-sufficient and a taxpayer," stated Jenny Ning Yang, Chair of the Employment First Committee. Moving forward, the EFC recommends that additional work is needed to realize the goals of CIE including to establish measurable outcomes for the implementation of the Employment First policy, align and incentivize funding for CIE, phase out subminimum wage and sheltered work programs, and improve the availability of benefits planning information.

The report finds that the employment rate of people with disabilities is far behind the employment rate for people without disabilities. Also, the employment rate for people with developmental disabilities is far behind the rate for people with all types of disabilities. While the employment rates for the general population and people with disabilities started to increase after the recession, the employment rate for people with developmental disabilities has remained flat. In 2015, of the approximately 159,000 working age individuals with intellectual and developmental disabilities served through the Regional Center system, only about 2.76 percent are engaged in CIE. Far more often people with intellectual and developmental disabilities are engaged in other types of work that often pay below minimum wage. Approximately 3.71 percent are engaged in supported group employment and approximately 5.72 percent are engaged in work activity programs.

The report's findings are consistent with the most recent data contained in the StateData: The National Report on Employment Services and Outcomes (2016) that finds the number of people served by the DDS has steadily increased, but the percentage of people served in integrated employment has declined from 15 percent in 2010 to 12 percent in 2015, while the number of people served in non-work settings has steadily increased during that time.

By obtaining more nuanced data, the EFC can better address the employment data reported above by analyzing the factors that contribute to progress towards CIE and developing more effective strategies to improve employment opportunities. SCDD applauds Governor Brown for signing this important legislation today. It is a positive step towards realizing the goal of CIE for every person with an intellectual or developmental disability.