Jan 2016 Minutes
Members Present
Robert Taylor (SA)
Daniel Boomer
Lisa Cooley (SA) Vice
Denyse Curtright
Rick Hodgkins (SA)
Connie Lapin (FA)
Bill Moore
Andrew Mudryk
Robert McCarthy for Pazdral
Olivia Raynor
Steve Ruder
Kecia Weller (SA)
Chair
Vanda Yung (FA)
Barbara Wheeler
Rebecca Martinez
David Mayer

Members Absent
Tony Anderson
David Mulvey
Debbie Sarmento
Amy Westling

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

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

2. ESTABLISH QUORUM
A quorum was established.

Legend
SA = Self-Advocate
FA = Family Advocate
3. WELCOME/INTRODUCTIONS

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

4. PUBLIC COMMENTS

There were no public comments.

5. APPROVAL OF SEPTEMBER 29, 2015 MINUTES

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

(See member list for voting)

6. DEVELOPING IMPLEMENTATION PLAN OF EFC/CECY PRIORITIES

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

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


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


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

- What tasks should be referred to another area within the State Council.
- List of identified tasks.
- Priority order.
- Teams/Staff organized with a Lead committee member for each task.
- Next steps.

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

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

Nelly Nieblas, staff, responded:

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

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

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

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

- **1.1 Data Sharing Legislation**: Denyse Curtright,
1.2 Stakeholder Process: Denyse Curtright and Barbara Wheeler (UCEDD/USC)

3.2 Bridge Funding to Employment Providers to Change Competitive Integrated Work Services: Connie Lapin (FA) and Andrew Mudryk (Disability Rights California)

5.1 Inform/Train Consumers and Families on EF Policy: Lisa Cooley (SA) and Vice Chair for EFC), Olivia Raynor (UCEDD/UCLA and Councilmember), Denyse Curtright, Bill Moore (Department of Rehabilitation), Connie Lapin (FA), and Vanda Yung (FA).

5.2 Develop Model Curriculum for Self-Advocacy Training for Special Education Including EF: Vice Chair Lisa Cooley (SA), Rick Hodgkins (SA), and Connie Lapin (FA).

6.1 Benefits Planning/Develop Tool Summarizing Planning Resources: Denyse Curtright, Bill Moore, and Connie Lapin (FA)

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

The committee then reconvened and ranked the TOP 3 priorities:

1st - 1.1 Data Sharing Legislation:

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

3rd - 1.2 Stakeholder Process

Committee then discussed the following:

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

Throughout this agenda item discussion, the committee discussed other interest items for future reference.
Chairperson Weller (SA) then thanked Ms. Campisi for her excellent facilitation. She also thanked the committee for their participation.

7. BLUEPRINT UPDATE

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

Ms. Curtright began the briefing with the following information:

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

Mr. Mudryk continued with the following information:

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

Blueprint update/committee discussion:

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

8. OUTLINE OF 2015 EFC ANNUAL REPORT

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

http://www.scdd.ca.gov/res/docs/pdf/Employment_First/2015/2015%20EFC%20Packet%201%202012%202016.pdf

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

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

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

9. SELF-DETERMINATION AND EMPLOYMENT OPPORTUNITIES

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

10. PENDING QUESTIONS

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

Mr. Hodgkins (SA) and the committee discussed training for individuals on their rights in order to be free from disability discrimination in employment.
Robert Taylor (SA) stated that Self-Determination and Person Centered Planning should be a high priority. He also stated that the EFC should spend some emphasis on this planning.

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

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

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

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

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

12. MEMBER REPORT

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

13. ADJOURN

Meeting adjourned at 3:57 p.m.
Employment First Committee (EFC) Meeting Minutes
January 31, 2017

Members Present
Denyse Curtright
Daniel Boomer
Olivia Raynor
Steve Ruder
Jenny Yang (Chair) (SA)
Barbara Wheeler
Elena Gomez
Sarah Isaacs

Members Absent

Others Attending
Aaron Carruthers
Bob Giovati
Vicki Smith
Michael Brett
Lisa Cooley
Michael Clay

1. CALL TO ORDER

Chairperson Jenny Yang (SA) called the meeting to order at 10:10 a.m.

Chairperson Yang (SA) gave an overview on the following areas of interest:

- EFC vision and opportunities.
- Update on CIE Blueprint and MOU.
- Data sharing, legislative and numbers update.
- Discussion of the format for the 2016 EFC Report.
- Member activities within their respective agencies/areas in regards to employment.
- Debrief following today’s meeting.

2. ESTABLISH QUORUM

A quorum was established.

3. WELCOME/INTRODUCTIONS

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

4. PUBLIC COMMENTS

Legend
SA = Self-Advocate
FA = Family Advocate
Lisa Cooley, who is a member of the public and speaking on behalf of the general public, gave a comment on agenda item 7a:

- Transition youth, who have different types of degrees/certifications and are not working, need to be supported with CIE.

5. APPROVAL OF OCTOBER 25, 2016 MINUTES

It was moved/seconded (Wheeler), (Curtright) and carried to approve the October 25, 2016 meeting minutes with no corrections. Elena Gomez and Sarah Isaacs abstained.

(See attendance list for voting members)

Chairperson Yang (SA) told the committee that the approved minutes from January 12, 2016 may be reviewed at the next planned EFC Meeting. The purpose of this review would be to look at past EFC/CECY priorities/other important information.

6. EFC VISION AND OPPORTUNITIES

Executive Director Aaron Carruthers gave a brief history of the EFC in regards to renewing its commitments on its purpose, mission, and future accomplishments. ED Carruthers also went into the many changes this committee has faced during its history. He also discussed the next steps for future accomplishments along with various goals/trainings the committee has agreed to.

Committee then held a question and answer session on Director Carruthers’ briefing.

Committee discussed and recommended that in addition to the EFC members’ names on the SCDD Website, under the EFC Committee, it should state their agency name.

7. CIE BLUEPRINT UPDATE

Sarah Isaacs, Disability Rights of California, briefed the committee on the following:

- Draft is translated into various languages.
- The draft Blueprint is planned to be finalized by February 14, 2017.
- Dates and specific changes/procedures regarding employment.
• DRC is looking at ways to engage in oversight.
• Working with community partners.
• DRC is creating training/outreach/written guides with the community.
• Offering the general public a chance to give feedback on a yearly basis.

Committee then held a discussion and gave additional input to augment Ms. Isaacs' briefing.

a. Member Discussion of Public Comment

Chairperson Yang (SA) requested committee/staff to give their feedback on a letter that was submitted by the State Council to the CIE Blueprint Interagency Workgroup.

Executive Director Carruthers began this discussion by giving the State Council's feedback which is the 8 points in this letter. To view this letter, please refer to pages 10 and 11 of the EFC Packet which is located on SCDD Website. Please click on the link below:


Committee member discussion of public comment:

Dr. Olivia Raynor, UCEDD/UCLA & State Council member:
• Offered positive commentary on the CIE Interagency Workgroup.
• A handout was passed out to the EFC summarizing the following areas:
  o Monitoring of Implementation.
  o Person Centered Planning Process.
  o Streamlining Access, Coordination and Sequencing of Services.
  o Training and Technical Assistance.
• To view this handout, please click on the link below which is located on the SCDD Website:


Dr. Daniel Boomer, Department of Education/Special Education Division & State Council member:
• Self Employment issue in regards to minimum wage:

Legend
SA = Self-Advocate
FA = Family Advocate
Committee then held a discussion on this issue in addition to CIE.

- Different business systems.

**Dr. Barbara Wheeler, UCEDD/USC:**

- Discussed CIE/Self Employment.
- UCEDD focuses on ensuring the Blueprint addresses issues on equity and disparity for underserved groups
- Provider issues.
- Measuring the data in regards to underserved minorities and disparities in service delivery.

**Sarah Isaacs, Disability Rights California/Bay Area Regional Office:**

- Discussed CAPP work in terms of the Self Employment Plan approvals.

**Denyse Curtright, Department of Developmental Services:**

- Need to distinguish between Self Employment and Micro Enterprises, as there is a difference.
- CIE definitions and outcomes.

**Steve Ruder, UCEDD/UC Davis MIND Institute:**

- Systems do not recognize real business realities in regards to disabilities.

Chairperson Yang (SA) requested staff to give a summary of this important discussion:

- Clear definition of CIE.
- Clear language.
- Reduce complexity.
- Effective training.
- Effective tracking/smooth transition with no one left behind.
- No subminimum wage.
- Nexus with other policy parameters.
- Blueprint ombudsman/contact.
- Person-centered planning.
• Information sharing.
• Benefits planning and options.
• Self-Employment/Micro Enterprises.
• Equity/Disparity issues.

b. Identification of CIE Blueprint Outcomes and Oversight

Staff created a handout on CIE Blueprint measurables. This was given out to the committee for review. It was also stated that when it comes to monitoring results, the committee can pick the deliverables that they feel are the most important.

Chairperson Yang (SA) opened this item by asking the committee two questions before discussion took place:

• Is there a need for an oversight?
  ○ Committee agreed that there should be.
• Should the EFC play a role in the Blueprint oversight? And if so, how much of a role should it play?
  ○ Dr. Wheeler mentioned to the committee that if the EFC takes an oversight role that the DRC already has an oversight. With this being the case, the EFC and DRC should work together instead of creating another level of oversight.

Committee then held their discussion:

• Structure of the handout and how it should be written to determine the outcomes, etc.
• Benchmark timelines for the next 5 years.
• Discussed targeted outcomes.
• How far down does the committee want to go with the measurable targeted outcomes?
• Different strategies.
• Sharing of agency information regarding the outcomes.
• Agencies giving a regular report on what types of oversights.
• Pointed out an outcome on page 5 of the handout titled, “By the end of SFY 2017/2018”.

Legend
SA = Self-Advocate
FA = Family Advocate
- Departments have the data, not the State Council.
- Defining the role of the Council in the oversight process.
- The Blueprint is a living document. As new things are learned, an annual report will be provided.
- Mention indicators of change within the agencies on providing services and supports.
- Hard targets of data points and measurable targeted outcomes that are processed orientated.
- Concrete steps of the Blueprint.
- Pointing out provider issues.
- Framework for local partnerships.
- Explained history of Blueprint around the county.
- Amount of people with I/DD on IEPs.
- Measurable indicator that shows what is going on.

To view this handout, please refer to the SCDD Website and click on the link below:


To view the Blueprint, please refer to pages 12 to 35 of the EFC Packet which is located on the SCDD Website. Please click on the link below:


In closing, this agenda item, Chairperson Yang (SA)/committee/staff discussed the following important points:

- Stated that oversight is important to this committee.
- Discussed that the annual report will be posted on the DDS website from the local communities. It was recommended that the State Council Regional Offices use these inputs from this website.
- Recommended that the State Council Regional Offices’ annual reports could be used for data collection/documentation.
- Presented a work plan to the committee:
o Annually sharing the document with the regional offices and asking questions of other state departments.
o This agenda item will be continued at the next meeting with other Blueprint materials, along with a finalized Blueprint which will be presented to the committee for a more detailed discussion.

c. Discussion of CIE Blueprint Training

Chairperson Yang (SA) opened this item by stating that Deputy Director Vickie Smith will be giving a briefing on Blueprint training to the committee. She also stated that other organizations may have different trainings, as well as questions on who will create the training curriculum. In addition too, what will this training look like and what role will the State Council Regional Offices play in delivering it?

Committee was then asked to give feedback.

Denyse Curtright: Briefed the following:

- One of the deliverables in the Blueprint is a development of a training plan with input coming from the local communities.
- There is a discussion taking place regarding developing training materials within the Departments to facilitate local trainings.
- Focusing on joint guidance.

Sarah Isaacs: Briefed the following:

- Recommended the State Council develop surveys to pass out to the local communities. This would help with reporting in regards to oversight
- DRC is planning outreach teams to promote the trainings.

Dr. Olivia Raynor: Briefed the following:

- Tailoring training programs by definition.
- Regional Offices can play a role in training.
- Define audiences in regards to training; it needs to become community wide.

Deputy Director Smith/committee then gave training ideas/recommendations on the Blueprint:

---

Legend
SA = Self-Advocate
FA = Family Advocate
• For State Council reporting purposes, training would involve pre and post tests. Within the State Plan, training is associated with increased knowledge. Otherwise, it is actually information dissemination, which is both measurable and output/outcome oriented.
• Does the EFC have a subcommittee to create a curriculum with the Blueprint? Regional Offices would be more than welcome to assist this workgroup.
• Standardizing curriculum.
• Regional Offices are targeting employment by collaborating with local communities.
• For this committee, Regional Offices would like to be involved with development of training.
• Pay attention to different languages/terminology.

After this discussion, Councilmember Yang (SA) asked the committee what part they will play in the CIE Blueprint training:

• Regional Offices can foster implementation of the Blueprint.
• Create a central clearing house of training materials.
• Working with Denyse Curtright on training materials.
• Come back to the next EFC Meeting and see what has been developed in materials for Regional Offices involvement.

8. SCDD/FTB MOU UPDATE

Ms. Curtright briefed the committee with the following updates:

• Entered into a Data sharing agreement (MOU) with the Franchise Tax Board:
  o Not all pay taxes so this data may not be the best. However, Earned Income Tax Credit can be used.
• Need to have a Data sharing agreement from EDD.

9. DATA SHARING LEGISLATIVE LANGUAGE UPDATE

Deputy Director Giovati briefed the committee on this agenda item by asking Ms. Curtright the procedures for getting legislative language on data sharing. She stated the following:

• Data sharing language was crafted between two departments.
Once we have an author to carry the bill, the author will contact the legislative office at DDS who will then provide technical assistance/analysis.

Chairperson Yang (SA) requested staff to have a confirmed author for legislative language and how it will move forward by the next EFC Meeting.

10. DISCUSSION OF FORMAT FOR 2016 EFC REPORT

Chairperson Yang (SA) opened this item by referring to pages 51 to 57 of the EFC Packet. To view these pages, please refer to the link below which is located on the SCDD Website:


Committee was then asked to review these pages, which are the table of contents from EFC Annual Reports from prior years. After the committee’s review, members were asked to determine which table of contents format would best suit the upcoming 2016 EFC Annual Report. The 2016 EFC Report is still in the process of being written.

Chairperson Yang (SA) and staff briefed the committee that the final 2016 EFC Annual Report will go to the Governor’s Office, Legislature, both Senate and Assembly Human Services Committee, and placed online.

Committee was asked to consider who the report was being written for; the EFC members themselves, or members of the legislature and general public who may not understand what the committee does? A discussion was held and the following recommendations were offered:

- To use this EFC report as a transitional report because the first Annual Blueprint Report will not be out.
- Should limit information and use basic, easily understandable facts.
- Committee picked the 2012 Table of contents with minor changes:
  - Discussed where subheadings should go.
  - Move Policy Recommendations and Executive Summary from 2013’s to 2012’s.
  - Put CECY under community work in 2012’s.
  - Move Appendix B of 2012’s under the introduction.
Chairperson Yang (SA) stated that staff would send a blind email on table of content recommendations for comments/suggestions. It was stressed to keep Bagley-Keene rules in mind.

A first draft look of the 2016 EFC Annual report should be ready by the next scheduled EFC meeting.

11. DISCUSSION OF MEMBER EMPLOYMENT ACTIVITIES

The following gave inputs on member employment activities:

Denyse Curtright:

- Discussed different projects:
  - Will be eventually rolling out statewide the SB 644 Internship Program.
  - SB 577 (New Service Code) update.
    - Working with CMS on Transition Plan.

Elena Gomez:

- Gave an update on Career Counseling and Information Referral (CC&IR) Services under the WOIA Act:
  - As of January 6, 2017 received requests from certificate holders in regards to sub-minimum wage.
  - In December of 2016, provided CC&IR Services.
    - Currently, waiting for all district gaps to report in.
  - Ensuring that everyone has the options and opportunities of CIE.
  - Working on requests for youth who are interested in sub-minimum wage settings.
  - In the near future, holding a public forum to talk about youth concerning sub-minimum wage employment or other options.

Dr. Raynor:

- Upcoming webinar that is looking at the inter agency work between the California Community College system and the opportunities available to the Regional Centers in regards to CIE.
  - This webinar will be taking place March 6, 2017 from 2:00 p.m. 3:30 p.m.
- Performance contracts related to employment which are part of the Trailer Bill.
Ms. Isaccs:

- DRC has internally reorganized to cover various issue areas.
- Piloting clinics on navigating the process.

12. MEETING DEBRIEF

Chairperson Yang (SA) briefed the committee that this item is being used to bring up possible future/current agenda items/items to remain on the agenda/comments to help inform the committee on the progress being made.

Committee members were told that they can email suggested future agenda items for consideration within the 3rd week of March.

Overall, the committee felt the meeting had been a productive one.

13. ADJOURN

Meeting adjourned at 2:44 p.m.

Chairperson Yang (SA) asked staff to work with the committee to come up with an April meeting date within the first or second week of April 2017.
Final CIE Blueprint
Califonia Department of Developmental Services
Califonia Department of Rehabilitation
Califonia Department of Education
Prepared by

"Real Work for Real Pay in the Real World"

Employing Individuals with Intellectual Disabilities and Developmental Disabilities in Califonia
Table of Contents

EXECUTIVE SUMMARY ........................................................................................................... 5
1. INTRODUCTION ............................................................................................................... 6
Purpose ................................................................................................................................. 6
Background ......................................................................................................................... 8
Methodology ....................................................................................................................... 9
Terminology ....................................................................................................................... 10
2. INTERAGENCY SYSTEM OVERVIEW ........................................................................... 15
California Department of Education .................................................................................. 15
California Department of Rehabilitation .......................................................................... 17
California Department of Developmental Services ......................................................... 20
3. CURRENT INITIATIVES AND COLLABORATION ........................................................ 22
Local Level .......................................................................................................................... 23
State Level ........................................................................................................................... 24
National Level ..................................................................................................................... 28
4. FOCUS FOR CHANGE ..................................................................................................... 31
Goal 1 – Improve collaboration and coordination between the three departments to prepare and support all individuals with ID/DD who choose CIE. .................................................. 36
  1.1 Objectives .................................................................................................................. 36
  1.2 Targeted Outcomes .................................................................................................... 37
  1.3 Strategies ................................................................................................................... 37
Goal 2 – Increase opportunities for individuals with ID/DD who choose CIE to prepare for and participate in the California workforce development system and achieve CIE within existing resources. .................. 41
  2.1 Objectives .................................................................................................................. 41
  2.2 Targeted Outcomes .................................................................................................... 41

DRAFT 2016.09.23
Vision
Providing opportunities for Californians with intellectual disabilities and developmental disabilities to prepare for and participate in competitive integrated employment.

"...you never know if somebody can run with the ball if you never hand it to them."
Business Partner – California CIE Business Partner Forum,
August 31, 2015
Section One introduces the blueprint, detailing its purpose and goals, and discusses the process in which it was developed. In addition, this section explains the Memorandum of Understanding (MOU) that documents the agreement between the three departments to formally engage in the blueprint development process.

**Executive Summary**

California Competitive Employment Blueprint for Change Overview

Together we are better than when we are alone...

On May 15, 2015, California CIE Stakeholder Forum.

To build capacity and stimulate policy change, the blueprint focuses on five fundamental career development pathways to CIE: transition services; adult pathways to employment; post-secondary education (PSE) activities; supported employment services; customized employment and other employment support options; and business engagement.

Partnering with local and state education agencies, supported employment services, customized employment and other employment support options, and businesses.

The California Department of Education (CDE), Department of Rehabilitation (DOR), and California Department of Developmental Services (DDS) to jointly identify ways to increase competitive integrated employment (CIE) opportunities for individuals with intellectual disabilities and developmental disabilities (ID/DD) and California’s Competitive Employment Plan, better known as a “blueprint.”
Section Two provides a brief overview of each department’s service delivery system including their eligibility criteria and the populations they serve. Understanding how each department operates is an essential component to the development and implementation of the Blueprint.

Section Three summarizes current initiatives and collaboration efforts at the local, state, and national level that have proven to be successful in supporting increased opportunities for individuals with ID/DD to prepare for and engage in CIE. The Blueprint describes these existing successes, that will be built upon utilizing available resources, as some of the first exemplary, effective, and emerging (“Triple E”) practices intended for statewide replication.

Section Four describes the “focus for change.” This section outlines the objectives, targeted outcomes, and strategies for each goal. It also lists the actions, divided into phases that will help to achieve each goal.

Section Five provides a high-level implementation timeline. To successfully meet the Blueprint goals, the three departments are committed to implementing the Blueprint. A committee of representatives from each department will help to identify resources and task forces to assist with the implementation of the Blueprint, and will meet regularly to track implementation progress.

This Blueprint contains the specific recommendations that will guide the departments over the course of the next five years and highlights collaboration at both the state and local levels to support each individual on his or her pathway to CIE.

The departments will track the effectiveness of the specified strategies and actions. Data will be electronically posted on the Employment Data Dashboard and the CIE website annually and will include an evaluation of progress and recommended next steps with stakeholder input.

1. INTRODUCTION

Purpose
The state of California has taken a historic step towards increasing CIE opportunities for individuals with ID/DD. The CDE, DOR, and DDS have worked together to create a proactive interagency plan utilizing available
Section 2 of the blueprint discusses some of these in greater detail.

If additional resources become available, the departments will evaluate what may be utilized to further the goals of this blueprint.

The development of the blueprint encourages the departments to collaborate in furtherance of their goals to provide equal opportunities for individuals with ID/DD. The blueprint is consistent with state and federal laws, including the U.S. and California Constitutions, regulations, and the Americans with Disabilities Act, IDEA, and the Rehabilitation Act of 1973, amended by the WIOA, seeks to empower individuals with disabilities Education Act (IDEA), supports the achievement of CIE for individuals with ID/DD. The blueprint is consistent with state and federal laws, including the Americans with Disabilities Act, IDEA, and the Rehabilitation Act of 1973, amended by the WIOA, seeks to empower individuals with disabilities.

The blueprint will outline actions that will foster utilization of existing resources towards implementation of MOUs. The blueprint is consistent with state and federal laws, including the Americans with Disabilities Act, IDEA, and the Rehabilitation Act of 1973, amended by the WIOA, seeks to empower individuals with disabilities. The blueprint is consistent with state and federal laws, including the Americans with Disabilities Act, IDEA, and the Rehabilitation Act of 1973, amended by the WIOA, seeks to empower individuals with disabilities.
activities, supported employment services, customized employment and other employment support options, and business partner engagement.

The goals of the Blueprint are to:

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

"...work is a place where potential can be maximized."
Youth Commissioner - Advisory Commission on Special Education
Meeting, August 12, 2015

**Background**

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

The intent of the Blueprint is to continue and build upon the implementation of new federal requirements including the WIOA and HCBS settings rule related to integrated, competitive employment outcomes, specifically for students, youth, and adults with ID/DD by developing and implementing actions and strategies to improve CIE outcomes. Development of the Blueprint has been guided by the Employment First policy; information learned through several ongoing state and stakeholder projects including the California Community of Practice on Secondary Transition (CoP), California Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE), California Transition Alliance, and the California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities (CECY) and will build on these projects. In addition, the
Methodology

Data collected to better measure CIE outcomes as reported in the Employment Data Dashboard. The goal has been to collaborate with the Employment Data Dashboard hosted by the California State Council on Developmental Disabilities (SCDD) to track the Employment Participation Rate of Individuals with ID/DD. Additionally, the departments will work with the SCDD to improve the data collection.

To track the effectiveness of the strategies and outcomes, the departments will use the Employment Data Dashboard to measure the outcomes of their strategies.

1. Clearly defined goals and data collection
2. Strong agency leadership
3. Interagency collaboration
4. Ongoing training and outreach
5. Communication through relationships
6. Local control
7. Flexibility and respect for innovation

These practices include the following:

- The actions outlined in the Blueprint build on the use of these effective strategies.
- The actions and strategies identified Seven Strategies used by states who have a high rate of CIE outcomes.
- The actions outlined in Community Inclusion identify seven strategies that will work together to increase CIE outcomes.
- The actions outlined in MOU and articulated in this Blueprint, the three departments will work together to increase CIE outcomes.
- The Institute on Community Inclusion, Partnerships in Employment, and Think College.
- The National Center on Leadership for the Employment and Economic Development towards Improving CIE outcomes, such as the National Center on Leadership for the Employment and Economic Development.

The development of the blueprint has been guided by the best thinking and resources of national entities working...
community stakeholders to develop a blueprint to improve CIE outcomes for individuals with ID/DD over a five-year period. The workgroup developed the following Blueprint agreed upon by the three departments, in consideration of the stakeholder feedback noted below, which is reflected in proposed changes, goals, recommendations and timelines to attain the desired outcomes.

Stakeholders were informed and engaged throughout the planning process. The interagency workgroup conducted three facilitated teleconferences with stakeholders including consumers, families and advocates, community partners, employers, Local Educational Agencies (LEAs), regional centers, and providers. The representatives from the workgroup also attended an Advisory Commission on Special Education meeting and state level consumer advisory meetings supported by the SCDD, the Association of Regional Center Agencies and DDS to gather consumer stakeholder input. The workgroup also sponsored a conversation with business partners to gather input from business partners who hire individuals with ID/DD. Finally, individuals and organization stakeholders provided written input through the CaliforniaCIE@dor.ca.gov email. Input from stakeholders will be considered throughout the implementation of the Blueprint.

As part of the Blueprint development process, data from the departments was utilized to recommend targeted outcomes outlined in Section four.

Additionally, the departments will provide guidance to their staff and to LEAs and regional centers, urging the LEAs and regional centers to align their practices consistent with the Blueprint.

**Terminology**

Because of multiple definitions for similar terms, for purposes of this Blueprint the following terms are defined:

- **Action**: Action means the process of performing an activity for a specific purpose, e.g., development of joint written guidance to increase collaboration and communication.

- **Collaborative Group**: An existing or new collaborative group is made up of local agency professionals, consumers and families, and other stakeholders as appropriate.

A. For which an individual:

- Part-time basis (including self-employment) –

Competitive Integrated Employment. This term, or CIE, is defined as work that is performed on a full-time or

and training.

For DDS this can include volunteer opportunities, paid and unpaid internships, and adult education.

For DOR this can include paid and unpaid work experience.

For CDE this can include unpaid vocational exploration, assessment, or training.

Community-Based Vocational Education:
The Rehabilitation Act of 1973, amended by WIOA, seeks to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society.

- **Customized Employment**: This term is defined by the WIOA and the U.S Department of Labor, Office of Disability Employment policy 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, conditions, 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.”

- **Employment Preparation Services**: This term, or EPS, refers to a continuum of services that provide guidance and direction to an individual with ID/DD in the development of job search techniques and appropriate work-related behaviors that will enhance the individual’s employability.

- **Guidance**: The term guidance includes instruction, training, sharing of key regulatory and other related information, and recommended strategies sponsored by the Interagency Leadership Workgroup. The guidance is intended to facilitate collaboration leading to service changes and an increased capacity in employment resources and services resulting in an increase in CIE outcomes.

- **Implementation Workgroup**: The implementation workgroup will include at a minimum representation from each department including subject matter experts in services, funding, and data. Additional membership will be contingent upon available resources and at a minimum participation may be via phone conference. The workgroup will develop recommendations for review by the Interagency Leadership Workgroup.

- **Individual**: The term individual is used to reference an individual with ID/DD including youth (ages 14 through 24), students (ages 16 through 21), and adults (ages 18 and over) who are receiving services or eligible for services by one or more of the departments, and their family and/or representative(s), if any, as appropriate to the individual’s circumstance.

- **Individualized Education Program**: This term, or IEP, is the document prepared by a LEA in collaboration with the IEP team for a child/student who is participating in Special Education.
5. Self-advocacy training;
4. Workplace readiness training;
3. Counseling related to post-secondary opportunities;
2. Work-based learning experiences;
1. Job exploration counseling.

Through 21+, are provided by local DOR districts, in collaboration with local LEAs.

Pre-Employment Transition Services: The following five activities for students with disabilities, ages 16 through 21, are provided by local DOR districts, in collaboration with local LEAs.

School (high school);
Post-Secondary Education (PSE): This term refers to education or training that occurs after secondary education. The development of IEPs, IPSEs, and IPPS.

Person-Centered Planning: For the purpose of the Blueprint, person-centered planning is the concept for publicly-funded charter schools which operates local public primary and secondary schools.

Local Educational Agency: This term, or LEA, refers to a school district, a county office of education, and any other public or private institution, association, or other entity approved by the state agency to provide instruction.

Interagency Leadership Workshop: The interagency leadership workshop is an opportunity for stakeholders and representatives from CDE, DOR, and DDS to develop the Blueprint with stakeholder input, and will oversee implementation.

Informed choices, encouraged to participate in the service process to the maximum extent possible, and make meaningful and informed choices.

Family: Individual Program Plan: This term, or IPP, is the document prepared by the regional center IPP team, in collaboration with the individual, describes the needs, preferences, and choices of the individual and includes an employment goal and appropriate services.

Individualized Program Plan: This term, or IPE, is the document prepared by the DOR in collaboration with the consumer, who is participating in the vocational rehabilitation program. It includes an
• **Stakeholders:** The term stakeholders refers to individuals representative of all Californians, including individuals with ID/DD, families or representatives as appropriate, staff of CDE, DOR, DDS, regional centers, Special Education Local Plan Areas (SELPAs), LEAs, Family Resource Centers (FRC), service providers, and the California workforce development system, business partners, and any oversight and advisory boards and advocacy agencies.

• **Steering Committee:** The Steering Committee has provided feedback to the Interagency Leadership Workgroup to help guide the development of the Blueprint. As part of implementation, the committee will meet at least quarterly for the first year and at least semi-annually for the duration of the five-year Blueprint implementation to provide ongoing feedback. Steering Committee representatives include California Health and Human Servicers Agency (CHHSA), CDE, DOR, DDS and Disability Rights California (DRC).

• **Targeted Outcome:** Targeted outcome means a desired level of performance measured by available or future data, e.g., a percentage increase in employment rates over time.

• **“Triple E” Practices:** The term “Triple E” practices refers to exemplary, effective, and emerging practices proven to be successful in supporting increased opportunities for individuals with ID/DD to prepare for and engage in CIE. “Triple E” practices illustrate successful programs and local agreements though success stories, as applicable, from the consumer, employer, and service perspectives. An example of a “Triple E” practice is well-sequenced provision of services and local partnership agreements. As part of implementation, additional “Triple E” practices, as they evolve, will be identified and shared on the CIE webpage.

• **Well-sequenced Services and Funding:** Unique services provided by more than one fund source (LEA, DOR, and regional center) arranged in a manner, and provided in a timeframe, to best support each individual’s employment goals and avoid duplicative services.

An overview of each department’s service delivery system and a summary of current initiatives and collaboration efforts among the three departments are provided in the following Blueprint sections. Recommendations are addressed in Section Four of the Blueprint.
needs of children with disabilities. Education is defined as specially designed instruction and services, at no cost to parents, to meet the unique needs of children who have disabilities, which the CDE identifies as students with disabilities through the services for students who have disabilities, as well as special programs for school districts and special education programs and the CDE provides leadership and policy direction for school districts, special education programs, and the CDE Special Education Division. See the CDE Special Education webpage for more information on special education services for students with disabilities in California. For more information on special education services for students with disabilities, visit the CDE Special Education Division website. The CDE Special Education Division waive or reduce fees for children with disabilities. To plan and implement educational programs, provide and support, and improve public education for students with disabilities, secondary school programs, and district or county programs, they conduct assessments, and for feedback received through the California CDE or Volunteer Work. Provide maximum opportunity in the community in paid employment. Linguistically appropriate material and information, and implement the current requirements for the development of the Blueprint. The Blueprint will be implemented within the current requirements and resources of each department to provide culturally and linguistically appropriate material and information. This section provides a brief overview of each department's service delivery system. Understanding how each department operates is an essential component to the development of the Blueprint. In addition, the Blueprint will provide maximum opportunity in the community in paid employment. Linguistically appropriate material and information, and implement the current requirements for the development of the Blueprint. The Blueprint will be implemented within the current requirements and resources of each department to provide culturally and
Current Landscape
During state fiscal year (SFY)\(^5\) 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.\(^6\)

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 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.”\(^7\)

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.

---

5 July 1 through June 30
6 The disability categories included under ID/DD for the CDE are Intellectual Disability, Autism, and Traumatic Brain Injury.
7 California Code of Regulations, title 5, section 3030

DRAFT 2016.09.23
The VR is authorized under the Rehabilitation Act of 1973, as amended by the 2014 WIOA (29 U.S.C. § 701 et seq.).

California Department of Rehabilitation

Vocational evaluation:

- Post-school adult living skills and a functional community participation.
- Include instruction, related services, community experiences, the development of employment and other interests.
- 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 independent living, or (including supported employment), continuing and adult education, adult services, independent living, or post-school activities, including integrated education, vocational education, integrated employment, continuing education, and

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

- Transition services, including the course of study, are needed to help the student in reaching those goals.
- Education, employment, and where appropriate, independent living skills.
- Must include:
  - Appropriate measurable post-secondary goals based upon age-appropriate assessments related to training.
  - By the IEP team, and updated annually thereafter, the IEP must include:
    - Beginning not later than the first IEP to be in effect when the student is 16, or younger if determined appropriate.
    - To the extent appropriate, the consent of the parents of a student who has reached the age of 16; the LEA

The student has been determined to be incompetent under state law,

Beginning not later than the one year before the student reaches the age of 16, a statement that the rights afforded to parents relating to special education will transfer to the student.

At age 16, unless the student has been determined to be incompetent under state law,

The transition services, including the course of study, are needed to help the student in reaching those goals.

The transition services, including the course of study, are needed to help the student in reaching those goals.

The transition services, including the course of study, are needed to help the student in reaching those goals.

The transition services, including the course of study, are needed to help the student in reaching those goals.

The transition services, including the course of study, are needed to help the student in reaching those goals.

The transition services, including the course of study, are needed to help the student in reaching those goals.
The 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 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.\(^8\)

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.

\(^8\) The disability categories included under ID/DD for the DOR are Intellectual Disability and Autism.
For specific information on the provision of VR services and the PE process see the Consumer Information Handbook.

Handbook.

For customized employment and post-employment services, training (OJT), job-related services and supports, such as job coaching, pre-employment transition services, the job-pre-employment transition services for students with disabilities, post-secondary training or education, on the job counseling and guidance, assessment, assistive technology, benefits, advisory, transition services, including student unique circumstances and needs, may include but are not limited to vocational services. Each individual’s unique circumstances and needs are provided as appropriate to each individual. The purpose of the PE process is to help an individual with ID/DD prepare for and engage in CIE. Services are provided as needed.

An employment goal and appropriate VR services are documented through the PE process. The determination of the achievement of an employment outcome and/or case closure.

For Employment (PE): Approval of any necessary PE amendments; PE review at least annually; and review of any necessary PE amendments: PE amendment.

What is an PE?

The VR process includes determination of eligibility, priority for services, development of the Individualized Plan in collaboration with each individual. The DOR qualified Rehabilitation Counselor performs key functions throughout.

Appropriate supports provided by the DOR.

The DOR presumes that individuals with the most significant disabilities can benefit from an integrated setting. Be able to benefit from the DOR services in terms of an employment outcome in an integrated setting.

Informed choice.

The individual’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and require VR services to prepare, secure, retain, advance in, or regain employment that is consistent with.
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 3 state-operated developmental centers (in the process of being closed) and 1 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 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
The disability categories included under ID/DD for the DDS are Intellectual Disability, Autism, Cerebral Palsy, Seizure Disorder, and other Developmental Disability.

9 Regional centers that are solely physical in nature. Eligibility is established through diagnosis and assessment performed by

The term shall also include individuals with an intellectual disability, cerebral palsy, epilepsy, and/or autism. This term shall also include individuals with an intellectual disability, cerebral palsy, epilepsy, and/or autism. As defined by the Director of Developmental Services in consultation with the Superintendent of Public Instruction, eligible individuals shall 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.

What are the DDS Eligibility Criteria?

126,000 ages 22 and over.

During SY 2013/2014, the DDS served approximately 38,000 individuals with ID/DD ages 16 through 21 and

Current Landscape

Payment program to service providers who assist consumers to achieve CIE and maintain their jobs.
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.


The IPP captures the services and supports and who will provide those services and supports including those funded by entities other than the regional center and those the regional center will fund.

3. CURRENT INITIATIVES AND COLLABORATION

Current initiatives and collaboration efforts that have proven to be successful in supporting increased employment opportunities for individuals with disabilities were built upon as part of the Blueprint. Sharing information about these initiatives and collaborative efforts will provide information to existing service providers who are seeking to improve their ability to support individuals with ID/DD to achieve CIE. This section identifies these efforts at the local, state and national level. These efforts are foundational to the development and support of “Triple E” practices at the local level.
Local Level

Local level initiatives and collaborations are foundational to the Blueprint in that they demonstrate existing and potential "Triple E" pathways to CIE in practice. Local level initiatives and collaboration efforts include, but are not limited to, the following:

- **Transition Partnership Program (TPP)**
  The TPP is a joint project of the DOR and CDE. TPP builds partnerships between select LEAs and the local DOR district. The TPP provides vocational services that successfully transition students with disabilities to meaningful employment. These programs provide pre-employment transition services to students with disabilities in accordance with WIOA. From July 1, 2014 through May 31, 2015, there were 17,629 individuals in the TPP. Of those, 994 were individuals with ID/DD.

- **College to Career Pilot (C2C)**
  The C2C pilot program is a partnership between the DOR and select community colleges to serve individuals with ID/DD. Intended as an alternative to traditional supported employment, C2C was designed to provide vocational services and supports for college level vocational training leading to CIE. The program provides vocational instruction, work experiences and internships, and job development and placement services that result in workforce preparation, and placement in CIE with natural supports. There are eight C2C pilot programs, three of which have just been recently approved and have not yet been implemented. Between the five existing pilot programs, 304 individuals with ID/DD were served.

- **WorkAbility I**
  WorkAbility I is a competitive grant administered by the CDE and implemented by LEAs that provides comprehensive pre-employment training, work experience placement and follow-up for high school students in special education who are making the transition from school to work, independent living, and postsecondary education or training. During 2014/2015 school year, there were 18,689 individuals with...
ID/DD participating in WorkAbility I, of those 6,100 were in paid work experience. In that year, CDE directed schools to not use WorkAbility I funds for supporting work in subminimum wage settings.

State Level

State level initiatives and collaborations are foundational to the Blueprint in that they create and cultivate environments to support pathways to CIE. Statewide initiatives and collaboration efforts include, but are not limited to, the following:

- **State Council on Developmental Disabilities Employment First Committee**
  Representatives from the CDE, DOR, and DDS are members of the State Council on Developmental Disabilities (SCDD) Employment First Committee and participate in the committee’s quarterly meetings. Under state statute, the Employment First Committee works to identify roles and responsibilities at the state and local level, and effective strategies. The committee also makes recommendations on data collection and increasing CIE as an outcome for working age individuals with ID/DD. It submits an annual report to the legislature regarding progress in the employment of people with developmental disabilities and recommendations for change.
  
  [http://www.scdd.ca.gov/Employment_First_Committee.htm](http://www.scdd.ca.gov/Employment_First_Committee.htm)

- **California Transition Alliance**
  The CDE, DOR, and DDS participate on the California Transition Alliance. The California Transition Alliance is a nonprofit that supports professionals who assist youth and families as they transition from secondary education to adult life. In close collaboration with its members, the California Transition Alliance develops secondary education transition tools, trainings and resources. In February 2015, CDE and DOR planned, co-sponsored, and presented at the California Transition Alliance Bridge to the Future II Institute. The statewide institute provided information on improving transition for youth with disabilities to area professionals.
  
  [www.catransitionalliance.org](http://www.catransitionalliance.org)

- **California Community of Practice on Secondary Transition (CoP)**
  The CDE, DOR, and DDS are members of the CoP. The CoP consists of students, parents, educators, and business, nonprofit and state agency representatives who meet monthly to coalesce around issues, bringing
Disability to effect policy change supporting CIFE outcomes for transition age youth. This project is funded by a grant from the U.S. Administration on Intellectual and Developmental Disabilities (AIDD). The purpose of the project is to improve the coordination and communication of services and supports for students with disabilities in the transition process and to increase the number of youth who are employed or enrolled in post-secondary education. The California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities (CCE) is the largest statewide consortium known as the California Employment Consortium (CCE) for youth with intellectual and developmental disabilities. The CDE, DOR and DDS collaborate with more than 45 organizations from 23 state agencies, regional centers, organizations, families, and self-advocates with intellectual and developmental disabilities. The CDE, DOR and DDS work as part of a statewide consortium known as the California Employment Consortium (CCE) for youth with intellectual and developmental disabilities (2011-2016).

http://www.california compromis e.org/2013/05/02/california-employment-consortium-for-youth-and-youth-adults-with-intellectual-and-developmenta l-disabilities/

The child receives efficacious on SSI, CAPIFIS is designed to increase economic self-sufficiency, completing postsecondary education and obtaining employment to obtain CIFE that may result in long-term reductions in Security Income (SSI) recipients and their families in order to achieve improved outcomes. The purpose of the Department of Health Care Services, and San Diego State University Interwork Institute is to improve the provision and coordination of services and supports for child Supplemental Security Income (SSI) recipients.

CAPRIDE (2013) Promoting the Readiness of Minor in Supplemental Security Income (SSI) Recipients and Their Families. The mission of the California Employment Consortium (CCE) is to ensure seamless transition service delivery that will lead to positive post-school outcomes for students with disabilities. The CDE leads by convening the CDE, DOR and maintaining the CDE, DOR, and DDS, Department of Education led by the U.S. Department of Education. The purpose of the CDE, DOR and DDS, Department of Education led by the U.S. Department of Education is to improve the provision and coordination of services and supports for child Supplemental Security Income (SSI) recipients.
• DOR/CDE Interagency Agreement
  The purpose of the interagency agreement is to create a coordinated system of educational and VR services, which results in an effective and efficient transition from school to post secondary education and employment for eligible secondary school students with disabilities.

• DOR/DDS Interagency Meetings
  The DOR and DDS meet regularly for the coordination of training and employment services to mutual regional center consumers. The scope of work for the DOR and DDS interagency meetings includes a roadmap of activities that are consistent with the long-standing collaboration between the departments and clarifies roles and responsibilities to support mutual consumers of DOR and DDS services. This forum allows the departments to provide technical assistance to the local DOR and regional center staffs as barriers and issues are identified.

• California Workforce Development Board (CWDB)
  The CWDB is responsible for assisting the Governor in performing the duties and responsibilities required by the federal WIOA of 2014. The Board assists the Governor in setting and guiding policy in the area of workforce development. All members of the Board are appointed by the Governor and represent the many facets of workforce development - business, labor, public education, higher education, economic development, youth activities, employment and training, as well as the Legislature. Under the WIOA, the DOR works in close collaboration with its core partners, businesses, and other stakeholders to develop and implement a unified state plan that will identify key workforce regions across the state. These workforce development regions will be targeted by local workforce development areas and America’s Job Center of California™ (one-stop), and will include CIE opportunities for individuals with ID/DD.

• Cooperative Program Advisory Committee (CPAC)
  The DOR established CPAC as a means to provide information and solicit feedback on issues related to all cooperative programs statewide. The committee is comprised of representatives from all types of state and local cooperative partner agencies, including CDE, LEAs, mental health agencies, colleges, and non-profit Community Rehabilitation Programs. CPAC provides input to the DOR which may result in the development or modification of policies and procedures. CPAC promotes the effectiveness of cooperative agreements by improvement of communication and exchange of information. The overall goal of CPAC is to improve the
Tailored Day Services

Tailored Day Services is a service recently developed by DDS and made available to all regional centers statewide that allow individuals with IDD to opt out of traditional day program services to receive individualized services to achieve the goal of CIE. The scope, type, and duration of services as specified in the IPP. Tailored Day Services are designed to encourage opportunities to further the development and maintenance of individual's ability to lead an integrated and inclusive life. For SYF 2013-2014, 3,398 individuals with IDD participated in Tailored Day Services.

A joint project of the SCCD, DDS and the California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities has been to create an employment data dashboard hosted on the SCCD's website. This data dashboard uses currently available data to provide a picture of the statewide status of CIE outcomes for individuals with IDD. As better data sources become available, the provision of employment services leading to successful employment outcomes for DOR consumers served in cooperative programs.
National Level

The national level policy and each department’s federal requirements are foundational to the Blueprint in that they establish the primary infrastructure used to develop the Blueprint.

The national policy and federal requirements are as follows:

- Employment First Policy.
- Individuals with Disabilities Education Act (IDEA).
- Center for Medicare and Medicaid Services (CMS), published in 2014.

Employment First Policy

The U.S. Department of Labor, Office of Disability Employment Policy (ODEP) and the Administration on Intellectual and Developmental Disabilities have made significant investments to assist states to create systems change that result in increased competitive integrated employment opportunities for individuals with significant disabilities. This priority reflects growing support for a national movement called Employment First, a framework for systems change that is centered on the premise that all citizens, including individuals with significant disabilities, are capable of full participation in integrated employment and community life.

Under this approach, publicly-financed systems are urged to align policies, service delivery practices, and reimbursement structures to commit to community integrated employment as the priority option with respect to the use of publicly-financed day and employment services for youth and adults with significant disabilities. ODEP has initiated the Employment First State Leadership Mentoring Program (EFSLMP), a cross-disability, cross-systems change initiative. EFSLMP is providing a platform for multi-disciplinary state teams to focus on implementing the Employment First approach with fidelity through the alignment of policies, coordination of resources, and update of service delivery models to facilitate increased integrated employment options for people with the most significant disabilities. As of 2015, 46 states, including California, are engaged in Employment First activities, including 32 with formal policy actions.

California, as part of this ongoing national systems change effort, has taken formal policy actions to increase CIE outcomes for Californian’s with significant disabilities. On October 9, 2013, Governor Brown signed Assembly Bill
1. Job exploration counseling.

The five required pre-employment transition services activities are:

- Includes a coordinate transition service, which is the external expert that reserves funding remains, and services also includes the additional services. Pre-employment transition services, other than those services, includes the services required for vocational rehabilitation services. Five percent of the federal portion of the OAS acquisitions.

- Pre-employment transition services - The ORS, in coordination with LEAs, is required to provide the types of services that are not limited to:

1. New requirements under the WIOA that affect vocational rehabilitation services include, but are not limited to:

   Rehabilitation and Independent Living Programs in California and across the United States.

2. The WIOA, which repeal the Workforce Investment Act of 1998 and

   Workforce Innovation and Opportunity Act.

3. Their families receive early intervention services under IDEA Part C. Children and youth (ages 3 through 21) and

   Children and youth with disabilities (birth through age 2) and

   Infants, toddlers, children, and youth with disabilities, including and including services to more than 6.5 million eligible students with disabilities. The IDEA makes significant changes to the IDEA, Part C, which is amended in 2004.

   Development and implementation EPS for students with disabilities, The IDEA of 1997, and amended in 2004 is a law.

   The U.S. Department of Education, under title 34, Code of Federal Regulations, section 300.600, requires LEAs to

   Individuals with Disabilities Education Act.

   Individuals with Disabilities Education Act, section 4868-4869.

   Increase of CIE, pursuant to AB 1441 (Vilas,and Institutions Code, sections 4868-4869).

   Signing of the MOU in December 2014 to develop a blueprint for reform is another step to identify strategies to

   Workforce issues for individuals with developmental disabilities, regardless of the severity of their disabilities. The

   Blueprint provides opportunities for integrated, competitive employment shall be given the highest priority.

   DRAFT 2016.09.23.
2. Work-based learning experiences.
3. Counseling related to post-secondary opportunities.
4. Workplace readiness training.
5. Self-advocacy training.

- **Subminimum Wage** – The WIOA prohibits employers from compensating any individual with a disability who is age 24 or younger at subminimum wage unless completion of specific activities is documented. The WIOA specifies subminimum wage as less than federal minimum wage and identifies the specific activities to be documented, which include pre-employment transition services, career counseling, and information and referrals designed to enable the individual to obtain CIE.

- **Supported Employment (SE)** - For an individual with a most significant disability the WIOA defines SE as CIE, including customized employment, or employment in an integrated work setting in which individuals are working on a short-term (6 to 12 months) basis toward CIE, that is individualized and customized consistent with the strengths, abilities, interests, and informed choice of the individual. The definition of SE services now includes two new terms: customized employment and competitive integrated employment.

- **Supported Employment Services** – The DOR may provide ongoing support services, including customized employment, needed to support and maintain an individual with a most significant disability in SE for up to 24 months, instead of 18 months, and that period may be extended if necessary to achieve the consumer’s employment outcome.

- **Competitive Integrated Employment (CIE)** – The WIOA places significant emphasis on obtaining CIE; therefore, VR services must be designed to maximize the ability of individuals with disabilities, including individuals with the most significant disabilities, to achieve CIE through customized employment, supported employment, and other individualized services.

**Home and Community-Based Services Waivers**
In January 2014, the federal CMS published final regulations defining what constitutes a home and community-based setting for Medicaid reimbursement purposes. These rules affect 1915(c) waiver programs, 1915(i) State Plan programs, and 1915(k) Community First Choice State Plans for HCBS, provided through Medicaid. The purpose of the regulations is to ensure that individuals receive HCBS in settings that are integrated in and support full access to the greater community.
Phase II represents a variety of ongoing state administrative processes and strategies used to implement Phase II – this phase represents initial actions that can be implemented within existing statutes and regulations, separated out by each Blueprint goal as divided into the following two phases as appropriate.

The focus on CIE services and increasing CIE outcomes for individuals with ID/DD identified in this section is:

4. FOCUS FOR CHANGE

For additional information about the HCBS waiver rules see this website: http://www.dds.ca.gov/HBSS/index.htm

individuals not receiving Medicaid HCBS.

The effective date of the regulations was March 17, 2014, with full compliance required by March 2019. As an

waivers have to comply prior to approval and implementation. All new

implement the changes to the home and community-based setting’s requirements for approved waivers. All new

improved the changes to the home and community-based setting’s requirements for approved waivers. All new

Changes include opportunities to seek employment and work in the community, including opportunities to seek employment and work in the community, including opportunities to seek employment and work in the community, including opportunities to seek employment and work in the community, including opportunities to seek employment and work in the community.

The guidance states that the setting is integrated in and support all access of individuals receiving Medicaid HCBS

rather the nature and quality of the individual’s experiences. Specific to the development of the blueprint, the CMS

CMS guidelines are no longer defined based on specific locations, geography, or physical characteristics, but
"...take time to listen to me... I know what I want and need..."
Member – ARCA Consumer Advisory Council Meeting, April 10, 2015

The objectives, strategies, and actions in this section focus on the following five fundamental career development pathways to CIE:

1. **Transition Services**
   Under the IDEA, "children" with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. For the purposes of the Blueprint, these education services support a pathway to employment based on each youth or student's individual needs, interests and abilities. The presumption is that all students with disabilities through the departments' person centered planning processes will have the opportunity to identify their employment goals and, as appropriate, develop their individual career pathway.

New federal requirements under WIOA require DOR staff to participate in IEP meetings to collaborate on the transition process, when invited by the student, parent(s), or IEP team. In addition, WIOA requires development of an MOU between VR and the agency responsible for providing services to individuals with ID/DD (DOR and DDS, respectively, in California). The intent of these changes is to improve collaboration at the local level for youth / students with disabilities in the process of transitioning from school to adult life. For students in California, this would be best supported by coordination of the goals and services outlined in each student's IEP, IPE and IPP, as appropriate. Each agency, the local school staff, the local DOR staff, and the local regional center staff, have a role to play in the coordination of the student's transition to adult life.

WorkAbility I and TPP have been developed in some school districts to improve work experience and other employment preparation opportunities for students with disabilities. Some schools do not have these resources available. The Blueprint will encourage the development of statewide and LEA options to increase opportunities for paid and unpaid work experience while in secondary education. The options may include partnerships with local volunteer organizations, internship opportunities, partnerships between LEAs
would assist them to support individuals to achieve CIE.

In addition, regional centers and their boards can provide input to the CIE workshop regarding changes that needed. Technical assistance will be provided to regional centers and their boards to complete this work. As encouraged to share their policy with regional centers that have not adopted an Employment First policy. As

In the spirit of collaboration, regional centers that have adopted an Employment First policy will be

day program settings.

Service systems including education, adult education, America's Job Center of California, SW (one-stop), and service delivery systems including education, adult education, America's Job Center of California, SM (one-stop), and

Adult pathways to employment can be made available in a variety of day programs. Adult pathways to employment can be made available in a variety of programs. For individuals who utilize public benefits, planning is often necessary to understand how supports for individuals who utilize public benefits benefit from access to information about job services and

Adult pathways to employment include opportunities to learn about an individual's interests and skills, to job

services are designed to prepare individuals for CIE.

Efforts to effectively sequence the funding of services, career development planning, and other pre-vocational services can be provided while in school. Post-secondery education, vocational training, and day services.

Services and supports that enable individuals to plan and make informed choices about the kind of career

CIE.

Preparatory activities will be one method to assist individuals, who choose to prepare for and transition into

Policy and the CMS Guidance, more individualized and integrated day services that include employment services and institutional Code section 46971, subd.4(c). Subsequent to the enactment of the Employment First

Regional centers offer a range of services to consumers to enable persons with developmental disabilities

2.

Adult Pathways to Employment

High school students with disabilities, who are ages 16 through 21.

and adult work service providers to increase opportunities for work trials and assessments, and partnering

and the DOR to provide work experience as part of WIOA mandated pre-employment transition services for

with the DOR to provide work experience as part of WIOA mandated pre-employment transition services for
3. Post-Secondary Education Activities

As a pathway to employment, PSE activities, such as vocational training programs, community college programs, internships and adult education programs, assist individuals to prepare for the career of their choice.

The PSE activities can include a wide range of adult education and/or vocational training programs. The path an individual chooses should be tied to the career planning process and support needed to achieve the individual’s identified vocational goal. To leverage existing resources local area collaborative groups may consider inviting entities who provide these PSE and training activities to be part of the collaborative groups’ planning efforts. The purpose of inviting PSE providers to participate in the local collaborative group would be to identify resources to support individuals with ID/DD to participate in PSE programs leading to CIE outcomes. An example of this type of partnership would be the use of Tailored Day Services to provide supports to an individual enrolled in a community college program.

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

Activities to assist consumers to achieve CIE can include the provision of job placement services. This includes negotiation with employers, short-term or on-going job coaching, and development of and transition to natural supports.

There are multiple pathways an individual can take to achieve CIE. Among these are supported employment and customized employment.

- Supported employment is designed for individuals with most significant disabilities for whom CIE has not historically occurred; or for whom CIE has been interrupted or intermittent as a result of a significant disability. It is intended for individuals who, because of the nature and severity of their disability, need intensive supported employment services and extended services after the transition from DOR to regional center funding in order to perform the work involved. It includes a specific array of services typically funded by the DOR SE program for up to 24 months, and subsequently funded as extended services by the regional centers’ habilitation services program. Services include job placement supports and hourly job coaching. These well-sequenced DOR and regional center services can support a consumer on the job for as long as those services are needed and may also
have a targeted outcome to increase the number of individuals who have ID/DD in CIE by at least 300 and in SFY
which are eligible for regional center services (in CIE). Beginning SFY 2017/2018, the collective departments will
increase the number of individuals who have ID/DD (at least 75% of

Goals, Objectives, Targeted Outcomes, and Strategies

training in and by business partners is provided. Through these linkages, expanded outreach and engagement with business partners is achieved, and

increase the awareness of the business community of the benefits of hiring individuals with disabilities.

consumer awareness of the opportunities available and the staffing needs of the businesses. It also

opportunities for individuals with ID/DD. Linkages with business partners increase service provider and

Business Partner Engagement is the development and coordination of linkages and "job-driven" training with

Funding

Some individuals may achieve and be supported in CIE through other mechanisms as well, including self-

person at a time... one employee at a time...
2018/2019 by 500. The departments will set progressive targeted outcomes for SFY 2019/2020, SFY 2020/2021, and SFY 2021/2022 as part of the annual report process, which will include stakeholder input. If a targeted outcome is not reached for any given year, the departments will identify barriers and issues to assess how best to move forward to increase CIE outcomes. It is the intent of the departments that an individual’s primary source of income is CIE. The primary Blueprint outcome would not include placements of individuals working in CIE augmented by subminimum wage employment.

The objectives, targeted outcomes, and strategies for each goal are identified in the following sections. Included for each strategy, are the corresponding representative actions grouped by Phase I or II. Targeted outcome measures will be jointly published annually on the CIE webpage, which will be accessible to the Legislature, the SCDD, and any other interested stakeholders. This annual report, based on SFY data, will be published by December 31 of each year beginning SFY 2017/2018, the first full implementation year. The annual report will include the targeted outcome measures and progress towards completing the actions identified in the Blueprint. All targeted outcomes will be reevaluated at the end of the first year of full data collection and new targeted outcomes will be included in the annual report, as appropriate. Barriers to achieving the targeted outcomes will be addressed during implementation and in the annual report.

Apart from the implementation of the Blueprint, the departments will continue to participate in the SCDD’s committee as mandated in the Lanterman Act (Welfare and Institutions Code, section 4520 et. seq).

Goal 1 – Improve collaboration and coordination between the three departments to prepare and support all individuals with ID/DD who choose CIE.

1.1 Objectives
The objectives of Goal 1 are to:

- Expand joint information sharing as permitted by law.
- Coordinate efforts to utilize existing resources effectively.
- Increase collaboration on planning, implementation, and evaluation of CIE.

Footnote: Today, the DOR places an average of 780 individuals in CIE per year. The targeted increases will be a combined effort of the three departments.
3.3 Strategies

- By the end of the first quarter of SFY 2017/2018, and each following year of implementation, the department will publish a CIE Annual Report.

- By the end of each calendar year, the department will post the LPA's and identity and post a "Tip Sheet" for what were implemented in the prior year.

- By the end of the first quarter of SFY 2017/2018, and each following year of implementation, the department will post on a California CIE webpage:
  - By the end of each subsequent year, the department will post on a California CIE webpage:
    - For each subsequent year, the department will be established at the end of year one.

- The 13 year goal will be to have LPA developed between the DOR, Regional Centers, and 270 LEAS. The 13 years of LPA developed in year one will be used as models for the state for subsequent years.

- By the end of SFY 2017/2018, the departments will jointly develop and distribute written guidance outlining coordination and collaboration at the state and local level.
• **Employment Data Dashboard:** The Employment Data Dashboard, administered by SCDD, will be linked to each of the three department’s individual websites.

• **Implementation Plan for Written Guidance:** The three departments will jointly develop an outline and timeline for an implementation plan. Each department will contribute to the written guidance content as applicable to their respective department. The guidance will include the roles and responsibilities of the LEA staff, DOR VRSD teams, and the regional center staff in an individual’s transition process. The guidance documents will be consistent among the departments and will include:
  - Existing regulatory requirements including the roles and responsibilities for the three departments, e.g., HCBS person-centered planning requirements.
  - Recommendations for coordination with local America’s Job Center of CaliforniaSM (one-stop), consistent with their responsibilities under WIOA.
  - Recommended “Triple E” practices to implement regulatory requirements for transition planning and coordination at the local level between the local LEAs and IEP teams; DOR districts and local VRSD teams; and, Regional Center Service Coordinators and IPP teams.
  - Technical assistance resources on transition planning, which may include employment services and options for PSE.

• **Initial Statewide Written Guidance:** Each of the three departments will distribute their respective guidance per the Blueprint written guidance implementation plan, including a description of recommended effective strategies.

• **State Department / Partner Written Guidance:** As a follow-up to the written guidance, the DOR will distribute written WIOA operational implementation requirements to district staff; CDE will revise the WorkAbility I statement of assurances to include direction to enter into LPAs; and, DDS will pursue adding CIE related outcomes, such as establishing LPAs, to regional center performance contracts in partnership with regional centers.

• **Stakeholder Meetings and Forums:** The departments will convene state meetings and forums to engage key stakeholders and obtain input on the implementation of the Blueprint.

• **Information Sharing:** The departments will gather, coordinate, and provide consistent information to state agencies. The information gathered will be made available on the CIE website for utilization by other
Linkages is unique regional resources such as College to Career, Project Search, Tailored Day.

- Improve pathways to CIE.
- Independent Living Centers (ILCs) and community college adult education consortia (AB)
- Education Programs, Community Colleges Disability Support Programs & Services (DSPS).
- Linkages to statewide resources such as America's Job Center of California's "one-stop" Adult.
- Pathways to employment to support individuals to achieve CIE.
- Information to guide and structure the development of a plan to expand the capacity of adult

- The local level LPA template will include:
  - Regional center, in compliance with IDEA, WIOA and CMS guidelines, to improve local level collaboration and linkages.
  - Local LPA Template: The departments will develop an LPA template outlining for LEAs, DOR districts and
  - State Level: The departments will develop a timeline to amend current

Phase I: Actions

Actions to achieve this strategy include:

Goal 1: Strategy 2: Promote local level collaboration and the development of LPA's that address CIE

For well-sequenced funding and service provision.

- DOR districts, service providers, and partners that support Blueprint recommended effective strategies

- Coordination among child transition, and adult services.

- Strategies for the 21 regional centers, including but not limited to interagency linkages, and

- Regional Center Boards and service providers that support Blueprint recommended effective

- To CIE.

State Commitments: The departments will encourage local commitments to support CIE from:

- Local Committed, Area (SePBA) Director meetings.
- Stakeholders through mechanisms such as advisory committee meetings and Special Education Local Plan
Existing or new leadership teams will participate in ongoing collaboration and monitoring of LPAs. This may include but is not limited to the review of progress on implementation of the LPA and monitoring of outcome measures.

- **Local Collaboration:** For the purpose of supporting local collaboration, the departments will train select LEA, DOR district, and regional center staff to provide training and tools at the local level. These trainings and tools will assist in the development of local collaborative groups to discuss the written guidance, development of LPAs, and "Triple E" practices.

- **Local Area LPAs:** The DOR will direct local offices to initiate processes for LPAs with the LEAs and regional centers. The DDS will include information regarding LPA development to regional centers to be included in performance contract goals. The CDE will provide guidance and encouragement to LEAs on working with regional centers and DOR districts to develop and implement LPAs.

- **State Level Interagency Agreements:** The departments will develop or revise IAs and MOUs according to the Blueprint timeline as well as required state and federal statute and regulations.

- **Local Partnership Agreement Tracking:** To support the development of additional LPAs, the departments will gather information on the occurrence of LEA, DOR district, and regional center staff local collaboration meetings.
  
  - Local collaboration meetings will be reported in the CIE Annual Report.

- **Jointly Sponsored Training and Technical Assistance:** The departments will provide training and technical assistance for the development of LPAs between LEAs, DOR districts, and regional centers.

**Goal 1, Strategy 3: Jointly improve data collection and sharing**

Actions to achieve this strategy include:

**Phase I Actions**

- **Interagency Data Sharing Agreement:** The departments will develop and implement an interagency data sharing agreement, including protocols for matching data from the CDE, DOR, DDS, or other sources, as necessary, and aggregating and reporting data.
  
  - Methodologies and protocols for tracking data such as:
    - Post-school and CIE outcomes for individuals with ID/DD.
    - Unpaid community-based vocational education.
This equates to a net increase of 610 students based on the SFY 2014/2015 Workability! data of 6,100 students with ID/DD.

For additional or redirected funding, this year's focus includes:

- Improving educational, supports as needed, by 10% over current Workability! data
- Data collection, collection upon the allocation
- Offering opportunities for ID/DD who participate in paid work experience and, or, unpaid community-based vocational education, with supports as needed.
- In both the public and private sectors.
- Improve partner engagement and job-driven training with regard to hiring individuals with ID/DD
- America's Job Center of California's (one-stop),
- Increase participation of individuals with ID/DD in the California Workforce Development System, including
- By the end of SFY 2017/2018, and as a result of the efforts of the three departments, increase the number

2.2 Targeted Outcomes

- Increase CIE through participation in work experience, employment preparation services, and skills training,
- The objectives of Goal 2 are to:

1. Objectives

- In the California Workforce Development System and achieve CIE within existing resources.
- Goal 2 - Increase opportunities for individuals with ID/DD who choose CIE to prepare for and participate

Phase II Actions

- Research and develop shared data systems and practices for educational services, workforce services, and training programs.
- Federal and state policies that address barriers to access and equity of opportunity for all individuals with ID/DD.
- The departments will identify CIE through participation in work experience, employment preparation services, and skills training.
- The departments will identify and address gaps through data sharing and systems and practices for educational services, workforce services, and training programs.
- Education Data Sharing Capacity: The departments will identify CIE through participation in work experience, employment preparation services, and skills training.
- Information Security assurance:
- Guidelines for now the data will be shared and the data sharing frequency:
• By the end of SFY 2019/2020, 50% of the DOR students with disabilities, ages 16 through 21, who have exited secondary education by the prior year will have either entered CIE or post-secondary training or education, or received vocation rehabilitation services in preparation for CIE.

• By the end of SFY 2017/2018, provide information and technical assistance for CIE placements to 100% of SE group providers to help increase individual placements.\(^\text{12}\)

• By the end of SFY 2017/2018, increase the number of individuals statewide participating in “Earn and Learn” or On-the-Job Training (OJT) with business partners by at least 25 annually.\(^\text{13}\)

2.3 Strategies

Strategies for Goal 2 include:

2. Determine and encourage statewide SE provider capacity to support CIE.
3. Support transition from school to employment preparation services and CIE.\(^\text{14}\)
4. Develop business partner initiatives.
5. Develop tools and resources.

Goal 2, Strategy 1: Jointly identify and improve “Triple E” practices

Actions to achieve this strategy include:

Phase I Actions

- **Strategies on Providing CIE Services:** The departments will gather readily available information on “Triple E” practices from programs that have proven successful in achieving CIE outcomes, develop information to be communicated in each agency’s written guidance (See Goal 1, Strategy 1), and identify the steps to replicate the effective strategies and explore methodologies to implement the effective strategies statewide.

---

\(^{12}\) Based on current DDS data, there are 188 SE providers providing individual placements, of which 167 are providing group placements.

\(^{13}\) Currently there are no known participants with ID/DD in “Earn and Learn” or “On-the-Job Training” as SE has been the primary route to employment.

\(^{14}\) Based on SFY 2013/2014 CDE data, there were 4,468 students exiting high school. DDS data reflects that on June 30, 2014 1,680 twenty-two year old students exiting high school transitioned to Day Programs.
Services.

• Integrated Employment, including adult work experience/employment preparation foundational services.
• Assisting individuals in non-integrated settings, such as work activity programs, to transition to
• Providing adult work experience/employment preparation foundational services.
• Assisting SE group service providers to identify and prepare individuals for transition to CIE by

Phase 1: Actions

Adult Work Experience: The departments will build upon well-established services by:
- The CIE website by June 30, 2017.
- And the CIE website.
- Workability, TAC.
- College to Career.
- Transitional Partnership Programs.
- CRP SE service providers.
- Regional.
- Initial.
- Needs.
- Assessment.
- Identify.
- The needs.

Phase 2: Actions

Community Resource Mapping: The departments will:
- Identify the
- Number.
- Location.
- Existing.
- Programs.
- CRP.
- SE service providers.
- Regional.
- Pro.
- Support.

Phase II Actions

Goal 2, Scenario: Determine and encourage strategies to support CIE.

Workshop: The departments will:
- Explore.
- SE service providers.
- Existing.
- Opportunities.
- Programs.
- Service.
- Models.
- Alternative.
- Models.
- SE service providers.
- CIE.
- Curriculum.
- Information.
- Materials.
- Improve.
- Outcomes.
- Practices.
- CIE provider.
- Webinar.
- Assistance.
- Center.
- Network.
- Department.
- Office.
- Disability.
- Employment.
- Resources.
- Employment.
- First.
- For.

The departments will utilize national and state technical assistance resources on Employment First.
• Partnership Opportunities for Sequenced Funding: The departments will identify local partnerships between LEAs, DOR, and regional centers and assist them to sequence funding for specific services and supports that lead to CIE. This will also include providers of those additional supports to individuals with ID/DD that are students of the PSE system.
  o For example, the well-sequenced funding mechanisms, such as regional center Tailored Day Services or SB 577 (Pavley) demonstration programs, community college disabled student services and DOR services, to support PSE training leading to CIE will be explored.

• SE and Customized Employment Funding: The departments will explore SE and customized employment funding structures including the following:
  o Current rate structure.
  o Funding models, e.g., outcome-based funding, incentives for CIE, well-sequenced funding, hybrid funding, regional employment networks, etc.
  o Well-sequenced services.
  o Alternative resources for new or expanded program development, such as public/private partnerships or grants.

• Statewide Needs Assessment: The departments will build upon the Community Resource Mapping, identified in Phase I, to develop a statewide needs assessment of demand for pre-employment and employment services.

Phase II Actions

• Provider Resources: The departments will identify resources to assist service providers as they transition to support more individuals who choose to move from segregated and/or subminimum wage to CIE. The departments will provide specific information on options to increase support for existing and new programs, such as SE group, Work Activity Programs, and day programs, in relation to integrated and individualized employment models that support consumers to reach CIE.

• Home and Community-Based Services (HCBS) Waiver: The joint guidance will emphasize the use of the HCBS waiver requirements to promote CIE options through person-centered service delivery.
Goal 2. Strategy 3: Support Transition From School to Employment Preparation Services and CIE

Actions to achieve this strategy include:

- The CMS Timelines:
  - Waiver Amendment: The DDS will develop a waiver amendment for the CVD services (Payley SB 577) per the CMS Timelines.
  - Work Activity Program: The DDS will address wages and integration rates in work activity programs per the CMS Timelines.

- Effective Testing: The DDS will implement, pending federal approval of the HCBS waiver renewal, required effectiveness testing of community-based vocational development (CBDV) services (paylee SB 577) within five regional centers, with the goal of ultimately expanding and bridging the CBDV service model statewide with other well-sequence services.

- Identifying and addressing as part of implementation:
  - Requirements and funding structures. Other system barriers such as data sharing agreements will be identified and addressed as part of implementation.
  - Legislative and regulatory authority or policy processes. Potential barriers may include current authorization and/or funding.

- Overriding Responsibilities: The CDE will continue to exercise its responsibilities for general supervision and coordination of CIE.

- Support CIE:
  - Each department will provide ongoing technical assistance to their staff and partner agencies to ensure assistance to LEAs, students and parents, and regional centers regarding the use of existing resources to assist with understanding the impact of earnings on public benefits and work incentives.
  - Provide information to LEAs, students, parents, and regional centers regarding the use of existing resources and services tailored to the needs of students and parents on transition from school to employment preparation and CIE.

- Other Information and Resources to LEAs for Students and Parents on Transition From School to Employment Preparation and CIE:
  - Communication to Facilitate Increases in System Capacity for CIE.
participating agency other than the LEA fails to provide transition services it agreed to provide in the IEP, the LEA shall reconvene the IEP team to identify alternative strategies to meet the student’s transition service needs.

Goal 2, Strategy 4: Develop business partner initiatives
Actions to achieve this strategy include:

Phase II Actions

- **Business Partner Initiative Workgroup:** The departments will develop a Business Partner Initiative Workgroup to develop strategies for outreach and to engage local business partners and meet their workforce development needs with individuals with ID/DD. The workgroup would work to improve collaboration and strengthen career pathways using the Earn and Learn and OJT models. (The Annual CIE Report will provide progress to date and next steps.)

- **Capacity Building:** The departments will explore ways to support systems including:
  - Strengthening partnerships with the California workforce development system and statewide business communities such as the California Chamber of Commerce to expand the availability of community-based jobs for individuals with ID/DD.
  - Expanding employer collaboration to better coordinate the identification of regional employer needs as well as regional job opportunities in the business community.
  - Provide employers with information about meeting business needs with qualified employees using the tools and resources available in SE and customized employment processes.
  - Expanding the awareness and utilization of state and national level business partnerships to facilitate the placement of individuals in CIE.

- **Other Support Options:** The departments will explore other support options for CIE such as natural supports in the workplace or employer supported work models.

- **Provider Capacity:** The departments will identify categories of existing local workforce development resources, such as AJCCs, adult education, and community colleges that have not been traditional sources of services with the goal of increasing provider capacity and expanding capacity in underserved regions.
3.2 Targeted Outcomes

- Offer individuals, their support network, and business partners information and technical assistance related to CIE.

3.1 Objectives

Goal 3 - Support the ability of individuals with ID/DD to make informed choices, adequately prepare for, transition to, and engage in CIE.

- Offer individuals, their support network, and business partners information and technical assistance related to CIE.

Phase I Actions

Actions to achieve this strategy include:

Goal 2, Strategy 5: Develop tools and resources
counseling and information was not for employment at subminimum wage. CDE will continue to direct LEAs not to use WorkAbility I funds for supporting work in subminimum wage settings.

- By March 17, 2019, the DOR and DDS will not place any individual in an employment setting that does not meet the Medicaid HCBS regulations found at 42 Code of Federal Regulations (CFR) 430 et seq.
- By March 17, 2019, the DDS will transition individuals out of settings that do not meet the Medicaid HCBS regulations found at 42 CFR 430 et seq. For individuals transferring out of Work Activity Programs or other day programs that do not meet the HCBS regulations, the DDS, using person-centered planning, will work to transition individuals into CIE, or fundamental career development pathways to CIE, as identified in this Blueprint and consistent with the individual’s goals expressed during person-centered planning.
- Of the individuals with ID/DD who say they want a job, work to increase the numbers who have a goal of CIE in their IPP by 10% annually beginning SFY 2017/2018.\^15
- Increase consumer awareness, through the IPP process, of employment preparation services available to support CIE by 10% annually beginning SFY 2017/2018.\^16
- By the end of SFY 2017/2018, the DOR and DDS will provide counseling, information, and referral services regarding CIE opportunities to 400 employed individuals currently working at subminimum wage.\^17

3.3 Strategies

Strategies for Goal 3 include:

1. Increase individual awareness of tools and resources available to support the achievement of their career goals toward CIE.
2. Support the development of system knowledge, skill, and ability to deliver CIE.
3. Increase participation in activities that support informed choice leading to CIE.

---

\(^{15}\) Based on the 2011/2013 National Core Indicators (NCI) survey data, 39% of individuals state they are unemployed and want a job. Of that 39%, 27% have employment as a goal in their IPP.

\(^{16}\) Based on current DDS data, there are 70,000 working age adults (ages 18 and above) in Work Activity Programs and Day Program services.

\(^{17}\) Prior to the WIOA requirements regarding subminimum wage, and based on DOR SFY 2013/2014 data, the DOR annually closed the record of services for an average of 700 individuals at subminimum wage.
as part of the VR process. The IPE is to be completed prior to the exit of high school. All eligible students who choose to have an IPE must provide a vocational assessment as needed. The DOH will provide a functional vocational evaluation. For reaching those goals, transition services may include: if appropriate, a functional vocational evaluation, a transition plan, and services necessary to assist the pupil in beginning at age 16. The IEP shall also include measurable postsecondary goals based upon age.

- Transition Services: The CIE will monitor the LEA's compliance with transition requirements, including that the CIE will achieve CIE in the IEP process.

- The DDS will offer technical assistance to regional centers to focus on Employment First and supports for CIE in the IEP process for all students with ID/DD ages 16 and above.

- The CIE will offer technical assistance to LEAs to focus on Employment First and supports to achieve CIE for individuals working for subminimum wage. The DOH will provide individuals with information about Employment First and opportunities to achieve CIE.

- CIE Information: The departments will offer the following:
  - Pre-Employment Transition Services
    - LEAs to provide students information on CIE at PSE and information about VR services.
    - The DOH will conduct outreach in partnership with LEAs to provide pre-employment transition services to students with ID/DD ages 16 through 21.
  - Pre-Employment Transition Services: Per the WIA requirement to provide pre-employment transition services.
  - CIE Webinars: Develop and host a webinar on CIE for individuals and their families.
  - Develop talking points for appropriate LEA, DOH, district, and regional center staff.
  - Resources to individuals.

- Communication Plan: The departments will develop a plan to communicate the availability of tools and resources available to support the achievement of their career goals toward CIE.

Goal 3, Strategy 1: Increase Individual Awareness of tools and resources available to support the
• **Grant and Contract Requirements:** The departments will apply the following:
  
  o The CDE will require, as a condition of the WorkAbility I grant, that grantees provide information to WorkAbility I students with ID/DD ages 16 and above regarding Employment First, opportunities for employment, and supports to achieve CIE.
  
  o The DOR will require, as a condition of the TPP contracts, that the contractors provide information to TPP students with ID/DD ages 16 and above regarding Employment First, opportunities for employment, and supports to achieve CIE.
  
  o The DDS will work with regional centers on the inclusion of language in the contract between DDS and regional centers to address the provision of information to consumers regarding Employment First, opportunities for employment, and available supports to achieve CIE. Annually, the DDS will report the number of regional centers that include employment as an outcome measure in their performance contract.

• **Systems Change Funding:** Pursuant to the 2016/2017 budget and ABx2-1, the DDS will offer funding to provider agencies to increase their capacity to support community based integrated services.

• **CIE Incentive Funding:** The DDS will offer incentive funding to provider agencies for CIE placements. The DDS will also, with input from stakeholders, develop and implement a paid internship program as another pathway to CIE.

• **Transition Virtual Tools and Resources:** The departments will provide the following tools and resources to help educate individuals and their families or representatives on the transition process and address changes to employment services available to them:
  
  o A fact sheet and checklist for LEAs and students and their families on CIE and the transition process from school to work.
  
  o Continue to provide information for the Employment First website hosted by the SCDD.
  
  o Coordinate with the California Community of Practice on Secondary Transition.

• **Career Development Tools and Resources:** The departments will develop people first tools and resources in collaboration with the DDS Consumer Advisory Council to provide an overview of existing services for consumers and families.
  
  o A fact sheet that describes how to access services from each department.
  
  o A joint roadmap for consumers and families on career development pathways.
Training Plan: The departments will identify learning content, develop curriculum, identify training resources, including the documentation and service requirements for Youth and SWD.

- Subminimum Wage: The departments will work to provide guidance to employers and individuals who navigate both federal and state requirements.
- Coordination of services across multiple systems.
- Independent living skills necessary to support CI.

Person-centered career planning and exploration, including post-secondary opportunities.

The training plan outline may include but not be limited to topics such as:

- PSE staff.
- Regional centers.
- Department staff (OR, CDE, and DDS).
- Employers.
- Community-based organizations.
- LEAs.

Individuals with ID/DD and their families or representatives, as appropriate.

Transition process, benefits, and employment, and engaging employers in the following groups:

Outline will help build knowledge and skills regarding delivering services that lead to CI.

Staff Development and Training Plan Outline: The departments will develop a training plan outline.

Goal 3: Strategy 2: Support the development of system knowledge, skills, and ability to deliver CI.

Strategies to limit use of Subminimum Wage.

Strategies to limit use of Subminimum Wage.
Phase II Actions

- **Service Provider Training**: The DOR and DDS will explore mandatory training for service provider staff regarding services that lead to CIE.

**Goal 3, Strategy 3: Increase opportunities for individual participation in activities that support informed choices leading to CIE**

Actions to achieve this strategy include:

**Phase I Actions**

- **Supported Employment Information**: The departments will develop and disseminate information to LEAs, DOR district staff, and regional centers to encourage the consideration of CIE, including SE Individual Placement as a first choice. In addition, information will be disseminated regarding the utilization of SE group services as a time-limited bridge to CIE, as opposed to a permanent placement option.

- **Time-Limited Service**: Consistent with WIOA; the DOR will utilize temporary, short-term integrated SE group placements as part of an individual’s career pathway toward CIE. The DDS will, for those who chose individual placement CIE as their employment goal, utilize SE group placements as a time-limited potential pathway toward CIE.

- **Service Delivery System Change Task Force**: The departments will establish a Service Delivery System Change Task Force, comprised of subject matter experts from each department system, to provide training and technical assistance to key LEA, DOR district, and regional center staff to support development of local capacity to create system change.

- **Pre-Employment Opportunities**: The departments will offer technical assistance to service provider staff to develop and provide pre-employment foundational skills training to individuals with ID/DD.

- **CIE Opportunities within State Service**: The departments will develop and promote CIE opportunities for paid internships with state agencies used as an alternative to LEAP, (based on enactment of SB 644 September 2015). Once the data sharing agreement with FTB is obtained, the departments will be able to report out on the number of individuals who are regional center clients that are employed in state service.
It's really critical that each community comes together.

A committee of representatives from each department will help to identify significant staff time and funding and recommended next steps with stakeholder input. The departments will track the effectiveness of the specified strategies and actions. Data will be electronically posted on the Employment Data Dashboard and CIE website annually and will include an evaluation of progress.

This blueprint contains the specific recommendations that will guide the departments over the course of the next five years and highlights collaboration at both the state and local levels to support each individual on choosing a pathway to CIE.

5. CONCLUSION

CIE across all three systems, regardless of age.

- Seamless Employment Transition: Explore options to create a seamless transition process for individuals in:
  - DOR/DDS funded SE programs.
  - DDS funded Work Activity Programs.
  - DDS-funded Day Programs.
  - DOR/CDE funded Transition Services.
  - DOR, LEA, DOR, and regional center staff to create changes to local systems such as:
    - Increasing local capacity to create system change:
      - The department will identify key leadership staff.

- Inclusive Communication Strategies, and resources to provide training and technical assistance to key LEA, DOR, district, and regional center staff to create changes to local systems such as:

2016 EFC Report
2016 EFC Report

DRAFT
# Table of Contents

Executive Summary...............................................................Page 3

Introduction.............................................................................Page 4

Membership of the Employment First Committee....................Page 4

Statutory Responsibilities of the Employment First Committee....Page 5

Work of the Employment First Committee - Priorities..............Page 8

CECY.........................................................................................Page 9

Current Status of Employment of

People with Disabilities (DD) – Key Policy Considerations.......Page 14

Self Determination.................................................................Page 14

CIE Blueprint........................................................................Page 15

HCBS Final Rule......................................................................Page 16

WIOA.......................................................................................Page 16

Current Status of Employment of People

with Disabilities Nationally......................................................Page 17

Current Status of Employment for People with I/DD Nationally.....Page 19

Current Status of Employment for People of Color with Disabilities

Nationally..............................................................................Page 20

Current Status of Employment for People with I/DD in California...Page 21

The Takeaway – Next Steps....................................................Page 29

Glossary of Relevant Terms....................................................Page 30
Executive Summary

The California State Council on Developmental Disabilities (SCDD) is pleased to present the following report addressing employment for persons with developmental disabilities. This report sums up primary trends in and impediments to competitive integrated employment (CIE) for individuals with intellectual and developmental disabilities (I/DD), as well as the efforts of the Employment First Committee (EFC) to address these topics.

On October 9, 2013, Governor Brown signed AB 1041 (Chesbro), which established in statute an Employment First Policy. California became the 12th state to enact an employment first policy in law. A vital part of this Employment First Policy was the establishment of an Employment First Committee (EFC), which the Council facilitates and maintains. The goal of Employment First Policy in general and the EFC in particular is competitive integrated employment (CIE); that all people have the opportunity to work in a fulfilling job at or above minimum wage.

SCDD is an independent, federally funded State agency mandated to advocate, promote and implement policies and practices that achieve self-determination, independence, productivity and inclusion in all aspects of community life for Californians with developmental disabilities and their families.

SCDD formed the Employment First Committee (EFC) in September 2010. The role of the EFC includes, but is not limited to, identifying strategies, best practices, and incentives for increasing integrated employment and gainful employment opportunities for people with developmental disabilities. The EFC also attempts to identify existing sources of employment data and recommend goals for increasing integrated employment and gainful employment of people with developmental disabilities. The EFC is charged with identifying existing sources of consumer data that can be used to provide demographic information, and recommending goals for measuring employment participation and outcomes within the developmental services system.

In addition, the EFC recommends legislative, regulatory, and policy changes for increasing the number of individuals with developmental disabilities in integrated employment, self-employment, and microenterprises.
Introduction

This is the sixth in a series of EFC reports. In its first year of existence the EFC formed subcommittees to address barriers to employment, public benefits and employment, employer issues, innovative strategies, and transition from high school to adult life. Since then, the EFC has continued conducting quarterly meetings to review, evaluate and assist the Council in areas related to policies and programs that ensured our ongoing commitment to promoting integrated competitive employment in our local communities and throughout the state.

This report outlines the status of certain major aspects of competitive integrated employment for persons with developmental disabilities in California and across the nation. It attempts to identify the opportunities and challenges encountered in enhancing employment for this population. The report also highlights various areas critical to the Employment First Committee’s work during 2016.

Committee Membership for 2016

Jenny Yang, Chairperson, Self Advocate at Large Daniel Boomer, California

Department of Education (CDE)

Denyse Curtright, Department of Developmental Services (DDS)

Elena Gomez, Department of Rehabilitation (DOR)

Sarah Isaacs, Disability Rights California (DRC)

Olivia Raynor, University Centers for Excellence in Developmental Disabilities (UCEDD) UCLA

Steve Ruder, UCEDD, UC Davis Medical Investigation of Neurodevelopmental Disorders (M. I. N. D. Institute)

Barbara Wheeler, UCEDD/USC
Statutory Responsibilities of the Employment First Committee

WELFARE AND INSTITUTIONS CODE - WIC

DIVISION 4.5. SERVICES FOR THE DEVELOPMENTALLY DISABLED [4500 - 4884]

(Division 4.5 added by Stats. 1977, Ch. 1252.)

CHAPTER 14. Employment [4868 - 4870]

(Chapter 14 added by Stats. 2009, Ch. 231, Sec. 2.)

4868.

(a) The State Council on Developmental Disabilities shall form a standing Employment First Committee consisting of the following members:

(1) One designee of each of the members of the state council specified in subparagraphs (B), (C), (D), (F), and (H) of paragraph (2) of subdivision (b) of Section 4521.

(2) A member of the consumer advisory committee of the state council.

(b) In carrying out the requirements of this section, the committee shall meet and consult, as appropriate, with other state and local agencies and organizations, including, but not limited to, the Employment Development Department, the Association of Regional Center Agencies, one or more supported employment provider organizations, an organized labor organization representing service coordination staff, and one or more consumer family member organizations.

(c) The responsibilities of the committee shall include, but need not be limited to, all of the following:

(1) Identifying the respective roles and responsibilities of state and local agencies in enhancing integrated and gainful employment opportunities for people with developmental disabilities.

(2) Identifying strategies, best practices, and incentives for increasing integrated employment and gainful employment opportunities for people with developmental disabilities, including, but not limited to, ways to improve the transition planning process for students 14 years of age or older, and to develop partnerships with, and increase participation by, public and private employers and job developers.
(3) Identifying existing sources of employment data and recommending goals for, and approaches to measuring progress in, increasing integrated employment and gainful employment of people with developmental disabilities.

(4) Identifying existing sources of consumer data that can be used to provide demographic information for individuals, including, but not limited to, age, gender, ethnicity, types of disability, and geographic location of consumers, and that can be matched with employment data to identify outcomes and trends of the Employment First Policy.

(5) Recommending goals for measuring employment participation and outcomes for various consumers within the developmental services system.

(6) Recommending legislative, regulatory, and policy changes for increasing the number of individuals with 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 developmental disabilities who are 14 years of age or older. This shall include, but shall not be limited to, the development of a policy with the intended outcome of significantly increasing the number of individuals with developmental disabilities who engage in integrated employment, self-employment, and microenterprises, and in the number of individuals who earn wages at or above minimum wage. This proposed policy shall be in furtherance of the intent of this division that services and supports be available to enable persons with developmental disabilities to approximate the pattern of everyday living available to people without disabilities of the same age and that support their integration into the mainstream life of the community, and that those services and supports result in more independent, productive, and normal lives for the persons served. The proposed policy shall not limit service and support options otherwise available to consumers, or the rights of consumers, or, where appropriate, parents, legal guardians, or conservators to make choices in their own lives.

(d) For purposes of this chapter, the following definitions shall apply:

(1) “Competitive employment” means work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

(2) “Integrated employment” means “integrated work” as defined in subdivision (o) of Section 4851.
(3) "Microenterprises" means small businesses owned by individuals with developmental disabilities who have control and responsibility for decision making and overseeing the business, with accompanying business licenses, taxpayer identification numbers other than social security numbers, and separate business bank accounts. Microenterprises may be considered integrated competitive employment.

(4) "Self-employment" means an employment setting in which an individual works in a chosen occupation, for profit or fee, in his or her own small business, with control and responsibility for decisions affecting the conduct of the business.

(e) The committee, by July 1, 2011, and annually thereafter, shall provide a report to the appropriate policy committees of the Legislature and to the Governor describing its work and recommendations. The report due by July 1, 2011, shall include the proposed policy described in paragraph (4) of subdivision (c).

(Amended by Stats. 2013, Ch. 677, Sec. 3. Effective January 1, 2014.)

Responsibilities of the Employment First Committee

(PLAIN LANGUAGE VERSION)

The Lanterman Act tells the State Council on Developmental Disabilities to have an Employment First Committee. This is what the Lanterman Act says about the Employment First Committee (EFC):

Why the EFC was created:
The Lanterman Act created the EFC to help get more people with developmental disabilities jobs in integrated competitive employment (ICE).

What is Integrated Competitive Employment (ICE):
It means good jobs with good pay (minimum wage or above) - jobs at a typical workplace, where people with disabilities work with other people from their community who do not have disabilities. These are jobs where people with disabilities get the same pay and benefits as people without disabilities doing the same work and where they are paid directly by their employer. Having a good job can also include people who make money with their own small businesses or by working for themselves.

Who is a member of the EFC:
The EFC includes representatives from departments of government and other organizations that help people with developmental disabilities get good jobs.

What the EFC has to do:
1. Describe how the government departments work with each other to help people get good jobs with good pay.
2. Find what works to help people get good jobs with good pay.
3. Find good ways to plan for transition aged students (age 14 and above) to go to work after they are finished with high school, or their education beyond high school.
4. Find ways to encourage agencies to support people to get good jobs with good pay.
5. Develop partnerships with employers and agencies that help people find good jobs with good pay.
6. Find out how many people with developmental disabilities are working and how much money they are earning. Each year, measure if the state is getting better at supporting people to get good jobs with good pay.
7. Recommend ways the state can improve how they measure progress in helping people get employed.
8. Recommend goals for integrated competitive employment for the state to meet.
9. Recommend legislation and other ways that the state can do a better job of supporting people to get good jobs with good pay.
10. Recommend ways to improve helping transition age students (age 14 and above) go to work after they are finished with high school, or their education beyond high school.
11. Recommend an Employment First Policy that will get a lot more people good jobs with good pay, with the supports they need. This will help people with disabilities to be part of their communities, have jobs, and make money, just like other people their age without disabilities. The policy will make sure people can choose the services they want, like they do now under the Lanterman Act.
12. Other things the EFC thinks will help.

The Annual Employment First Report:
The EFC has to send an annual report to the Legislature and the Governor. The report makes recommendations to the Legislature and the Governor and describes all the work of the committee. The State Council approves the report.

Work of the Employment First Committee: Priorities

What is Competitive Integrated Employment (CIE)?

Among the many aspects of employment the EFC is involved in, CIE is at the top of the list. To be true CIE, an employment setting must offer competitive earnings, an integrated location, and an opportunity for advancement. If an employment scenario is missing any one of these elements it is not “competitive integrated employment.”
Though California continued its financial rebound in 2016, the employment rate for people with I/DD has remained inexcusably low. While there is hope new strategies will finally begin to move the needle, individuals with I/DD still face numerous barriers to CIE. One of the key issues is the complexity and variety of employment-related services and programs for people with I/DD, both in California and across the United States.

Progress towards the goal of full, integrated employment has been slow in coming. While overall unemployment rates have fallen both in California and nationally in recent years, the recent strengthening of the job market has not benefited all groups equally. People with I/DD still lag far behind the general population in employment in virtually every measurable category. Statistics consistently show that individuals with I/DD have fewer jobs, work fewer hours, and get paid less across the board than their non-disabled counterparts. While innovative steps are being taken, the EFC must work closely with key stakeholders to ensure that the goal of the full CIE in California is realized.

At the national level, California ranks in the lower percentage range of people with I/DD participating in competitive integrated employment. In 2016, the EFC spent a significant amount of time exploring the use of federal and state statistics to be used as baseline data in monitoring the status of employment with people with I/DD. Federal data is helpful in understanding the extent of the problem, as well as measuring how the well the state is doing in comparison to other states in the national effort to improve employment outcomes. At the beginning of 2016, the EFC endeavored to collaborate and research best practices with the Department of Developmental Services (DDS) as well as other interested stage agencies, provider organizations, non-profits, and stakeholder groups.

**CECY**

CECY (pronounced SEE-SEE) -- the California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities -- was a collaboration of 45+ representatives of 25+ state agencies, associations, and organizations, families, and self-advocates with responsibilities for the education, rehabilitation, employment, and support of youth with disabilities. CECY’s mission was to stimulate policy change and build capacity in California state systems and local communities to increase the number of youth and young adults with intellectual and other developmental disabilities (IDD) in competitive integrated employment (CIE).
CECY Policy Priorities Adopted by the Employment First Committee

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

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

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

Goal 1.2: Convene and organize a stakeholder process on measurements and goals. After the data sharing legislation is passed into law, there needs to be a stakeholder process for deciding on: (1) The most important measures of employment; (2) determining goals for improvement in those measures over time; and (3) goals, if appropriate, for target populations and geographic areas. Consideration of employment measures could include: income earned, hourly earnings, hours worked, level of integration, type of job, access to employer benefits, duration of employment, advancing on the job, and other employment measures.

Goal 2: Align and incentivize funding for CIE.
There is consensus among stakeholders that the current Regional Center rates for day and employment services do not support CIE outcomes. In addition, the statutory formula for funding supported employment programs (SEP), which is also used by the California Department of Rehabilitation (DOR), discourages CIE as an outcome. Accordingly, in keeping with the implementation of California's Employment First Policy, existing funding needs to be realigned to better support services that lead to CIE.

Goal 2.1: Incentivize CIE by increasing the rate for Individual Placement SEP.
Individual Placement (IP) SEP supports people to work at regular job sites integrated into the work site and earning competitive wages. IP SEP is therefore considered CIE and consistent with the Employment First Policy. The rate level for IP SEP has long been recognized as leading to a contraction in the supply of service providers, as the rate is not adequate for the hiring and retention of qualified job coaches. In 2014, the
California Disability Services Association (CDSA) reported the results from a survey of their members: they found that SEP agencies on average lose close to $700 per year per person served in supported employment. Agencies were only able to maintain these services by subsidizing from other parts of their operations, leading to greater stress on the entire organization. Since agencies are penalized for each individual served by IP SEP, they have the incentive to reduce their concentration in CIE and expand their use of segregated employment or non-work day services. This has resulted in very few providers across the states that are willing to provide CIE services to new clients.

Group SEP is usually not CIE, because the individual usually works for the provider agency (not for the business where they work), works as part of a group of individuals with IDD, is less integrated into the work site, and is often paid subminimum wage. The rates for IP and Group SEP are the same. However, given the same rate, providers have an incentive to develop Group SEP, at the expense of individual placement. It is easier and less costly to hire job coaches for Group SEP, as IP SEP job coaching requires a significantly higher skill level. Supporting people in IP is more complex than Group, as the agency must schedule and train an IP job coach to support several clients in a variety of jobs, locations, and businesses. The agency must also maintain steady hours for job coaches while they fade hours supporting people getting used to a job. In contrast, a Group SEP job coach typically supports 3 or 4 individuals full time, at one employment site, with no fading.

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

**Goal 3: Phase out sheltered work and subminimum wage.**
Increasingly, federal policy is finding that sheltered work and payment of subminimum wage are not appropriate employment outcomes. For example, the Workforce Innovation and Opportunities Act (WIOA) places limits on the use of sheltered work and subminimum wage jobs for youth with disabilities. The U.S. Department of Justice ruled that unnecessary segregation in sheltered workshops is considered discrimination under the Americans with Disabilities Act. Additionally, the new (CMS) Final “Settings Rule" for Medicaid waiver services requires states to transition from segregated day settings, such as sheltered workshops, to integrated community settings by March 2019. Consistent with these developments, the SCDD policy on sheltered work and subminimum wage calls for the phasing out of these services.
Goal 3.1: California should commit to stop new placements of individuals with IDD in sheltered work.

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

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

Faced with the need to transition to community integrated services, sheltered work providers need the knowledge and the resources to downsize existing operations and start up new operations to support CIE. All of this costs money. DDS should provide incentive payments to providers, use grants, or give a temporary rate increase to fund the costs of transition to CIE.

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

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

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

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

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

Goal 4.1: Address the barrier in the trailer bill language prohibiting Regional Center day services for students 18-22 years old.
Data from DDS indicates that repealing the prohibition will not be a significant cost to the state, and that enabling students to transition directly to CIE will create significant long-term savings.

Goal 5: Raise and align expectations toward CIE.
Historically, we have underestimated the abilities and interests of people with disabilities, especially those with IDD, to succeed in educational and employment settings. Professionals and families are not familiar with the Employment First Policy. Professionals from different departments often discourage youth and their families from considering CIE.

Goal 5.1: Inform and train individuals with IDD and their families in the Employment First Policy.
Individuals with IDD and their families need information early on about the Employment First Policy, the possibilities for CIE for all individuals, and the services and supports that can help individuals and their families get there. Service systems respond to demand from consumers and families. Having the knowledge about the possibilities for CIE will lead to people asking for the necessary supports to get there.

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

Goal 5.2: Develop a model curriculum for self-advocacy training for special education students that includes Employment First.
The core of successfully preparing students for adult life and its responsibilities is ensuring that they take responsibility and advocate for themselves. Therefore, California must require self-advocacy training for special education students. The model curriculum will include strategies for students to understand their own strengths and needs, identify personal goals, plan for their future, know their rights and responsibilities, advocate for their educational goals, and network with adult role models with disabilities. The curriculum must establish the expectation for Employment First, including the possibility of CIE and the services that can help them achieve it. Students and their families also need information on the management of Supplemental Security Income (SSI) benefits and the use of Social Security Administration (SSA) work
incentives. The Council could develop this curriculum through the direct work of staff or through grant funding.

**Goal 6: Improve availability of benefits planning information.**
Professionals from within education, rehabilitation, and developmental services have long reported that the fear of losing public benefits, such as SSI and Medi-Cal, cause many individuals to never enter the workforce or decide to stay with subminimum wage jobs. Also, family members often discourage individuals from getting work because of their belief that earnings would disqualify them from public benefits.

**Goal 6.1: Develop a tool on benefits planning resources.**
Through the direct work of staff or through grant funding, SCDD could develop a tool that summarizes all the benefits planning resources available to individuals with IDD, family members, and service providers throughout the person’s lifespan.

**Moving Forward**
From these six initial goals, toward the end of 2016, the EFC agreed to focus its efforts on data sharing legislation, the stakeholder process, and informing and training people regarding Employment First Policy.

**Current Status of Employment of People with Disabilities: Key Policy Considerations**

While numerous steps have been taken recently to advance CIE, some deserve special mention.

**Self-Determination**

No discussion of Competitive Integrated Employment in California would be complete without mentioning Self-Determination. In October 2013, Governor Brown signed Senate Bill 468 leading to the creation of the state’s Self-Determination Program (SDP). This program is intended to enable individuals to create a highly customized service plan and receive supports from a wider range of service providers, including those that do not traditionally serve individuals with disabilities. All services must be eligible for federal funding. After a phase in period, most individuals eligible for Regional Center services will be able to choose whether to transition to SDP.

The Principles of Self-Determination include:

Freedom to exercise the same rights as all citizens; to establish, with freely chosen
supports, family and friends, where they want to live, with whom they want to live, how their time will be occupied, and who supports them;

Authority to control a budget in order to purchase services and supports of their choosing;

Support, including the ability to arrange resources and personnel, which will allow flexibility to live in the community of their choice;

Responsibility, which includes the opportunity to take responsibility for making decisions in their own lives and accept a valued role in their community, and

Confirmation, in making decisions in their own lives by designing and operating the service that they rely on.

The Self-Determination Program in California is about people with disabilities exerting their sense of agency and power of choice, critical pieces for their complete integration in society. For any Californian, a job and the income produced by it facilitates social and economic empowerment.

SCDD is a strong proponent of Self-Determination. The Self-Determination Program will provide self-advocates and their families with more freedom, control, and responsibility in choosing services and supports to help them meet service needs and personal goals in their Individual Program Plan (IPP).

California Competitive Integrated Employment Blueprint for Change Overview

One of the most promising developments in California is the California Competitive Integrated Employment Blueprint for Change, often simply called "the Blueprint".

A proactive interagency plan, hereafter known as a "Blueprint," has been created by representatives from the California Department of Education (CDE), California Department of Rehabilitation (DOR), and California Department of Developmental Services (DDS) to jointly identify ways to increase competitive integrated employment (CIE) opportunities for individuals with intellectual disabilities and developmental disabilities (ID/DD) over a five-year period. The Individuals with Disabilities Education Act (IDEA) supports the furtherance of education, employment, and independent living for students transitioning to adulthood. The federal Rehabilitation Act of 1973, amended by the Workforce Innovation and Opportunity Act (WIOA) in 2014, seeks to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society. Each person's maximum employment potential and employment goals will be defined through the person-centered planning process. For each individual in CIE, his or her person-centered plan,
if so chosen, will include services in settings that are integrated in and support full access to the greater community (pursuant to the federal Home and Community-Based Services (HCBS) settings rule).

Utilizing the person-centered planning concept, embraced by all three departments, the Blueprint was developed to describe innovation, what is working, and what is possible in creating an individual’s pathway to CIE. To build capacity and stimulate policy change, the Blueprint focuses on five fundamental career development pathways to CIE: transition services; adult pathways to employment; post-secondary education (PSE) activities; supported employment services, customized employment and other employment support options; and business partner engagement.

**HCBS Final Rule**

The HCBS Final Rule was issued by the Centers for Medicare and Medicaid Services (CMS) in early 2014. It requires three basic things: 1) that services be individually tailored through a person-centered planning process; 2) that all settings where services are provided are integrated into the greater community; and, 3) that all states submit a plan for CMS approval detailing how they will transition and monitor services to ensure integration by the March 2019 deadline. California is diligently working on submitting its own transition plan to CMS. The aim of the HCBS Final Rule is for individuals to have more customized services to meet their individual needs and for them to be supported as members of their communities. As HCBS comprehensive person-centered planning includes employment, it will play an as yet undetermined but significant role in increasing CIE.

**Workforce Innovation and Opportunity Act (WIOA)**

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

**Current Status of Employment of People with Disabilities Nationally**

The Office of Disability Employment Policy examined the occupational distribution of people with disabilities as of 2010-2012, and compares that distribution to projections of occupational employment growth from 2012 to 2022, using data from the Census Bureau's ACS (2010-2012) and the BLS' Employment Projections (2012 to 2022).

**Economic Picture of the Disability Community Project; Key points on Disability and Occupational Projections**

This project is a joint initiative between DOL's Office of Disability Employment Policy, Employment and Training Administration, Chief Economist, Office of the Secretary, and the White House Council of Economic Advisors (CEA).

The tables produced (see associated excel file) are based on CEA analysis of the Census Bureau's 2010-2012 American Community Survey, matched to the Bureau of Labor Statistics' 2012-2022 occupational projections.

The key points are:

- Employment levels of people with disabilities are low, and those who are employed tend to be in low-paying occupations.
- Only one-third (32.0%) of working-age people with disabilities were employed on average in the 2010-2012 period, compared to over two-thirds (72.7%) of people without disabilities.
- Employment rates among people with disabilities do not vary greatly by gender, but are particularly low among blacks and those with low levels of education (both absolutely and relative to people without disabilities).
- Employed people with disabilities are underrepresented in management and professional/technical jobs, and overrepresented in service, production, and transportation jobs.
- People with disabilities are somewhat overrepresented in slower-growing occupations, which lowers their projected employment growth rate through 2022 assuming disability prevalence by occupation stays constant.
• The projected job growth rate over the 2012-2022 period for people with disabilities is 10.4% compared to 10.8% overall, based on applying occupational projections to disability prevalence in the current occupational distribution (assuming disability prevalence stays constant within occupations). If the growth rates were equal there would be an additional 32,200 jobs for people with disabilities in 2022.

• People with disabilities are underrepresented in 16 of the top 20 fastest-growing occupations, but are overrepresented in the fastest-growing occupation of “personal and home care aides”.

• People with disabilities are overrepresented in 17 of the top 20 fastest-declining occupations.

• The top 20 occupations with the greatest numerical job growth for people with disabilities tend to be low-paying (except secretaries, registered nurses, carpenters, postsecondary teachers, and LPN’s).

There is nonetheless substantial potential for job growth among people with disabilities in well-paying occupations over the coming decade.

The greatest job growth in well-paying occupations (exceeding the median wage) for people with disabilities without a college degree will be among secretaries, carpenters, and bookkeepers. For those with a college degree, the greatest job growth will be among registered nurses, postsecondary teachers, and general and operations managers.

Many people with disabilities appear to have the education for these new jobs. Of the 15.6 million new jobs overall, 3.2 million will be in occupations requiring a Bachelor’s degree. Close to one-fourth (797,900) of these new jobs could theoretically be filled by current non-employed working-age people who have Bachelor’s degrees. Also, 438,000 people with disabilities are enrolled as college undergraduates, which will prepare them for well-paying jobs.

Prior analysis of occupational ability requirements from O*Net shows substantial job growth in occupations where many disabilities are likely to be irrelevant—for example, occupations where psychomotor and physical abilities have low or no importance. Most job growth is in occupations where computer use is important, and the rapid development of new computer and information technologies has particular benefits for many people with disabilities by helping overcome specific physical and cognitive limitations, and significantly increasing the workplace productivity of people with disabilities.

Technology and corporate policies are also creating more possibilities for home-based and other flexible work arrangements that can especially benefit people with disabilities.
who deal with transportation difficulties and medical concerns.

Whether the potential for increased employment of people with disabilities will be realized depends in part on public and corporate policies regarding access to appropriate education, computer skills, and other training; disability income policies; and the availability of workplace accommodations and other employment supports.

**Current Status of Employment for People with I/DD Nationally**

Distinguishing between people with disabilities in general and those with I/DD in particular, on February 14, 2014, a press release entitled, “Unemployment of People with Intellectual Disabilities More than Twice as High as General Population, Special Olympics Commissions National Study Giving Glimpses into People with ID in the Workplace” stated the following:

A new survey shows that unemployment among people with intellectual disabilities is more than twice as high as for the general population. That’s according to one of the most comprehensive national surveys ever done on adults with disabilities in the workforce. The "National Snapshot of Adults with Intellectual Disabilities in the Labor Force" was commissioned by Special Olympics, conducted by the Center for Social Development and Education at the University of Massachusetts Boston and administered by Gallup.

The survey looked at both the labor force participation rate (the percentage of working-age people who are either employed, or unemployed but looking for a job) and the unemployment rate, for 2011 to 2012. During this period, the labor force participation rate for people with intellectual disabilities (ID) was about one-half of the general population's: 44 percent versus 83 percent, indicating that more than half of people with ID have dropped out of or were never in the workforce. The unemployment rate for people with ID was more than twice as high as the general population’s at the time of the study: 21 percent versus 9 percent. Further darkening the employment picture is that most people with ID work part-time and many for less than the minimum wage.

"This study paints a bleak picture of the employment situation for adults with intellectual disabilities, revealing a troublingly low employment rate," said Janet Froetscher, CEO of Special Olympics. "We will continue to commit ourselves to identifying the critical factors to improve employment and lives generally for people with ID." A study analyzing the survey results, titled "National Snapshot of Adults with Intellectual Disabilities in the Labor Force," appears in the January 2014 issue of the Journal of Vocational Rehabilitation.

The Gallup organization telephonically screened 341,000 Americans over two years and identified over 1,000 parents or guardians of adult children with an intellectual disability
who agreed to participate in the survey. Key findings include:

Nationally, 34% of people with intellectual disabilities are employed. (Previous research conducted on behalf of Special Olympics has shown that 52% of adults who participate in Special Olympics are employed.) Of employed people with intellectual disabilities, 53% are employed competitively (i.e., work alongside people without disabilities at a market-driven wage); 38% in a sheltered workshop (work centers specifically for people with disabilities), and 9% in other settings (e.g., are self-employed). Of those competitively employed, 28% work in customer service; 17% in retail; 16% in food service; 9% in offices; 8% in manufacturing, and 22% in other sectors such as childcare and landscaping. Of the adults with ID employed in a competitive setting, over half (62%) have been at their job for three years or more. However, only 26% of employed adults with ID have full-time jobs. Only a third were offered health insurance by their employer.

The "National Snapshot of Adults with Intellectual Disabilities in the Labor Force" is the first of three studies to be released in the next six months by Special Olympics focusing on the employment of persons with intellectual disabilities. Although the results of the first study are worrisome, the study breaks new ground with the first-ever nationally-representative data set on the employment situation for adults with ID and lays the foundation for efforts to ensure that this population can find meaningful jobs.

"A meaningful job is important to most of us, and people with intellectual disabilities are no different," said Dr. Gary Siperstein, Director of the Center for Social Development and Education at the University of Massachusetts Boston and the lead researcher of the study. "Government has invested millions of dollars in better outcomes for adults with ID as they transition out of high school and into the labor force. Unfortunately, this study shows that we haven't done enough. But a bright spot is that the survey shows that those who are employed have job stability regardless of where they work and what type of job they have. With this study and the two that will follow, we can better tailor efforts to bring adults with ID into the labor force and provide them good jobs."

**Current Status of Employment for People of Color with Disabilities Nationally**

Adding yet another layer of difficulty regarding employment for people with disabilities is the issue of race. While these are national figures, they have strong implications for California as well. A report from the Ohio Disability and Health Program entitled, "The Double Burden: Health Disparities among People of Color Living with Disabilities" declares: "Unemployment is prevalent among people with disabilities and especially people of color with disabilities. According to the Bureau of Labor Statistics in 2014, 17.1% of people with disabilities were employed in contrast with the 64.6% employment
rate of those without disabilities. The *unemployment* rate of people with disabilities was 12.5% in 2014, while the rate for those without disabilities was 5.9%. However, within the disability community, employment rates were lowest for African Americans. According to U.S. Census Figures from 2008-2010, approximately 9,383,365 people with disabilities were employed. Of this population, 68.9% were identified as non-Hispanic white, 13.3% African-American, 12.1% Hispanic and 2.4% Asian. Barriers to employment impede the opportunity to earn wages, reduce access to employer-sponsored insurance, limit opportunities to find meaning and purpose in one's life, and diminish social capital through workforce participation. These barriers for people with disabilities include but are not limited to: discrimination, harassment, stigma, insufficient vocational rehabilitative services, and restrictive Social Security policy that limits monthly earnings to maintain benefits. Collection of disability identifiers in the context of health disparities and health inequities data collection of people of color regarding employment as a social determinant of health can only benefit the health of all people of color, including people of color with disabilities”.

The EFC is committed to reducing inequities and disparities negatively impacting CIE opportunities for all Californians.

**Current Status of Employment for People with I/DD in California**

**Average Hourly Wage**
In 2011, California asked about 8,400 regional center clients if they worked, and, if they did, how much they earned. People working in regular jobs made on average $9.89/hour, while people working in small groups made about $6.24/hour. This means that people in regular jobs made, on average, $3.65/hour more than people in groups. This is 58% more per hour.

<table>
<thead>
<tr>
<th>Integrated Competitive Employment $9.89/hr.</th>
<th>Group Supported Employment Programs $6.24/hr.</th>
<th>WAP, Day &amp; Look Alike $7/hr.</th>
<th>Other Consumers $7/hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,505</td>
<td>5,425</td>
<td>67,042</td>
<td>69,138</td>
</tr>
</tbody>
</table>

In 2011, only 4,505 working age regional center clients had regular jobs and only
5,425 worked in group supported employment. Over 67,000 attended day programs, sheltered workshops, and look alike day programs; most of those were not working, and many of those that do work earn less than minimum wage. Over 69,000 other regional center clients of working age are not served in any of these options.

What this page shows us: There are not many people in integrated competitive employment. There are only 3.1% of working age regional center clients in regular jobs and 3.7% working in small groups. 93.2% of them are in sheltered work or day services, or have no day services at all. The small slivers of the pie chart below shows how small those percentages are, and how far we have to go to support people in integrated work.

Table 2: National Core Indicators (FY 2011-2012)

- Integrated Competitive Employment $9.89/hr.
- Supported Employment Programs Group $6.24/hr.
- WAP, Day & Look Alike Sub Minimum Wage $?/hr.
- Other Consumers $?/hr.

The National Core Indicators (NCI) is a standard set of performance measures used by states to determine and track outcomes of services and supports offered to individuals with intellectual/developmental disabilities. Key areas such as employment, service planning, community inclusion, safety, rights, individual choices and health are measured. In California, in alternating years, survey questions are presented to adults with intellectual/developmental disabilities, their family or
guardian. All survey participants for that year are administered the same standard questions about how they feel regarding the State services and support received. The results provide the California Department of Developmental Services (DDS) with measurable performance outcomes.

**Where People Are Served?**

This page shows average number of regional center consumers receiving services statewide. In the last eight years, fewer people are in individual placement supported employment, which is integrated competitive employment. There are 1,100 more people in group supported employment, while fewer and fewer people are choosing sheltered work. Day and look alike day programs have increased a lot, by over 15,000 people.

Many day and look alike programs offer limited work experience to their clients. However, there is no data on how many clients work through these programs, how many hours a week they work, or what their hourly earnings are.

**What this page shows us:** Even though people want to work, and we know how to support them to work, the vast majority of service growth has been largely non-work programs. This means that most people who become adults go into non-work programs instead of employment services.

Table 3: Where People are Served (2005-2013)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Supported Employment Programs Individual</th>
<th>Supported Employment Programs Group</th>
<th>WAP</th>
<th>Day &amp; Look Alike Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/06</td>
<td>4,842</td>
<td>4,548</td>
<td>11,988</td>
<td>44,280</td>
</tr>
<tr>
<td>06/07</td>
<td>4,976</td>
<td>5,264</td>
<td>11,499</td>
<td>46,120</td>
</tr>
<tr>
<td>07/08</td>
<td>5,004</td>
<td>5,623</td>
<td>11,063</td>
<td>48,290</td>
</tr>
<tr>
<td>08/09</td>
<td>5,065</td>
<td>5,863</td>
<td>11,110</td>
<td>51,067</td>
</tr>
</tbody>
</table>
This page displays the data three ways:

The table above shows the numbers over the past three years.

The bar chart below shows how many people are in each service type, with the integrated employment options being a relatively small number at the bottom.

The line chart below shows that integrated employment options are not going up, sheltered work is going down slowly, and day and look alike programs are increasing rapidly. Therefore, all the growth in working age day services is being absorbed by day and look alike programs.
Table 4: DDS Purchase of Service (POS) system Hab Transition with Synthetic Waiver FY 05/06-07/08, and Habilitation transition 08/09-12/13.

California Employment Rates

What this page shows us: The California employment rate of people with disabilities is far behind the employment rate for people without disabilities; and the employment rate for people with developmental disabilities is far behind the rate for people with all types of disabilities. In 2012, the employment rates for the general population and people with disabilities have started to go up after the recession. However, the employment rate for people with disabilities is still going down.

Table 5: Table of California Employment Rates, General Population vs. People with Any Disability vs. People with Developmental Disabilities.
<table>
<thead>
<tr>
<th>Year</th>
<th>General Population1</th>
<th>People With Any Disability1</th>
<th>People With Developmental Disabilities2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>72.2%</td>
<td>31.9%</td>
<td>13.0%</td>
</tr>
<tr>
<td>2012</td>
<td>73.1%</td>
<td>32.2%</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

Table 6

1The data is from the 2008-2012 Disability Status Report, California, by Cornell University, based on analysis of the US Census Bureau’s, American Community Survey (ACS), pages 32 for 2008, 31 for 2009-2012. The data reflects non-institutionalized working-age people (21-64) with/without disabilities working in California. The six types of disabilities included in the data are: sensory, physical, mental, self-care, go-outside-home, and employment.

2The data is from the Employment Development Department (EDD). California EDD data reflects wages reported to EDD for the purpose of Unemployment Insurance reporting, a limitation of the data as some people have contract earnings that are unreported. End of Footnote
Average Monthly Earnings

For those regional center clients who did receive a pay check, the table and chart below shows their average monthly earnings over the last eight years.

What this page shows us: Even regional center consumers who are making money appear to be under-employed, as their average earnings are very low. The great recession had its biggest impact on working age regional center clients, not in how many had jobs, but in how much they made. While many kept jobs, on average they either worked fewer hours or were paid less. The bar chart shows that wages went up at first, and then went back down during the great recession. Wages have increased again in the last year. Since these figures are NOT adjusted for inflation, on average their earning power has decreased over time.

Table 7: Average Monthly Consumer Wages

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Monthly Consumer Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>$487</td>
</tr>
<tr>
<td>2006</td>
<td>$492</td>
</tr>
<tr>
<td>2007</td>
<td>$527</td>
</tr>
<tr>
<td>2008</td>
<td>$508</td>
</tr>
<tr>
<td>2009</td>
<td>$499</td>
</tr>
<tr>
<td>2010</td>
<td>$502</td>
</tr>
<tr>
<td>2011</td>
<td>$485</td>
</tr>
<tr>
<td>2012</td>
<td>$523</td>
</tr>
</tbody>
</table>
DATA SOURCE: Employment Development Department (EDD) in conjunction with California Department of Developmental Services (DDS) identify consumers who have had employer reported earnings. The EDD data helps DDS measure the number consumers utilizing services each year to begin or maintain employment, plus their earnings. Consumers with contract agreement are not covered by unemployment insurance. Therefore their earnings are not included in the EDD data, due to employers not being required to report contract earnings to EDD.
The Takeaway: Next Steps

Both in California and nationally, the evidence clearly shows the dismal state of affairs regarding employment for people with I/DD. Fortunately, the structure of the EFC includes a unique group of agencies and individuals, providing the opportunity to explore the interrelated elements associated with having departments with differing roles share in a common goal. Much of California’s efforts to increase CIE in the coming years will be channeled through the Blueprint. The EFC can play a pivotal advisory and oversight role in the rollout of the Blueprint and tracking of outcomes, but it also can and should endeavor to advance CIE on parallel fronts. The work of the EFC began long before the Blueprint was created and will continue well past the Blueprint’s 5-year implementation timeline. The EFC’s quarterly meetings provide an opportunity to review, evaluate and assist in areas related to policies and programs committed to promoting CIE throughout the state. Those efforts predate the Blueprint, but will include it moving forward.

The EFC has worked extensively on policy and data recommendations, including, but not limited to, customized employment, legislation, suggested administrative changes, exploration of career potential and interests that begins with the assumption of employability, and partnerships between all groups seeking the same end result. These collaborative approaches can involve families, school staff, service providers, regional centers, state agencies, and other interested parties.

The EFC will continue to identify relevant employment data from different systems to make recommendations for improved use, collection, and dissemination of data that can measure the state’s success in supporting the growth of CIE. The Employment First Committee’s ongoing work will include serving as a forum for stakeholders, the Council and relevant departments to clarify roles and responsibilities related to employment for people with I/DD and to collaborate on practices and policies to further competitive integrated employment in California. Whereas other committees and organizations may address a cross disability focus on employment, the EFC provides a special emphasis on people with intellectual and developmental disabilities. This provides an opportunity to address the unique barriers faced by individuals with complex support needs, and who typically experience the poorest transition and employment outcomes. California is committed to CIE, and the EFC is uniquely positioned to lead the way in advancing CIE in the Golden State in the years ahead.
GLOSSARY OF RELEVANT TERMS

Activity Based Day Services: See Day Programs

ADA: Americans with Disabilities Act

APSE: Association of People Supporting Employment First

ARCA: Association of Regional Center Agencies

CDE: California Department of Education

CDER: Client Development and Evaluation Report

CECY: California Employment Consortium for Youth

Community Based Non-Work (CBNW) 21: Non-job-related supports focusing on community involvement such as access to public resources (recreational/educational) or volunteer activities.

Community-based non-work includes all services that are located in the community (rather than facility-based) and do not involve paid employment of the participant.

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

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

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

Day Programs: These are community-based programs for individuals with developmental disabilities. Day program services may be provided at a fixed location or in the community. Some services offered may include developing and maintaining self-help and self-care skills, developing community integration, social and recreational skills; and behavior modification.

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

**DOJ:** United States Department of Justice

**DOL:** U.S. Department of Labor

**DOR:** California Department of Rehabilitation

**EDD:** California Employment Development Department

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

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

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

**Group Placement Supported Employment:** See Supported Employment, Group Placement.

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

**Individual Career Plan (ICP):** A term introduced by the World Institute on Disability in their proposal for a Pilot Project to reform federal work incentives. The ICP will be a career planning tool developed to maximize the productivity level of those participating in the proposed Pilot Project. The plan would be developed from a list of available vocational or employment support services.

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

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

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

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

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

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

**IPP**: See Individual Program Plan.

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

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

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

**NCI:** National Core Indicators

**NCIL:** National Council on Independent Living

**NGA:** National Governors Association

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

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

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

**SCDD:** State Council on Developmental Disabilities; the Council.

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

**SILC:** State Independent Living Council.

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

SSN: Social Security Number.

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

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

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

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

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

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

UCEDD: University Center for Excellence in Developmental Disabilities.


WID: World Institute on Disability.

Work Activity Programs: Work activity programs (WAP) provide sheltered employment training for individuals who are not prepared for or who may not desire competitive employment in an integrated community work setting. A WAP serves only individuals served by regional centers and is not time limited. Individuals with developmental disabilities in WAP must be able to work at 10% productivity or better.
Working Age: For the purposes of this report the term working age refers to individuals with developmental disabilities, 18 years and older.

Work Incentives: Special rules make it possible for people with disabilities receiving Social Security or Supplemental Security Income (SSI) to work and still receive monthly payments and Medicare or Medicaid. Social Security calls these rules "work incentives".
SB 433 Language
An act to add Section 1095.5 to the Unemployment Insurance Code, relating to developmental services.

LEGISLATIVE COUNSEL'S DIGEST

SB 433, as amended, Mendoza. Developmental services: data exchange.
Existing law creates the Employment Development Department in the Labor and Workforce Development Agency and vests it with certain functions, including job creation and computation of the amount and duration of benefits. Existing law authorizes the Employment Development Department to provide specified information to specific agencies subject to any restrictions imposed by state and federal law. Existing law establishes the Employment First Policy, which is the policy that opportunities for integrated, competitive employment be given the highest priority for working-age individuals with developmental disabilities, regardless of the severity of their disabilities.
This bill would authorize the Employment Development Department to disclose specified information to the State Department of Developmental Services, upon request, through information-sharing agreements or data interfaces to assist the State Department of Developmental Services in the implementation of the Employment First Policy and to support consumers in the achievement of competitive integrated employment. The bill would subject the disclosure of this
information to various privacy laws. By expanding a crime under these provisions, this bill would impose a state-mandated local program.

The bill would authorize the Employment Development Department to seek reimbursement for the costs associated with disclosing this information from the State Department of Developmental Services.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that no reimbursement is required by this act for a specified reason.


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

1. SECTION 1. Section 1095.5 is added to the Unemployment Insurance Code, to read:
2. 1095.5. (a) (1) The department may permit the use of employment information as described in this section by the State Department of Developmental Services, upon request, through information-sharing agreements or data interfaces to assist the State Department of Developmental Services in the implementation of the Employment First Policy and to support consumers in the achievement of competitive integrated employment.
3. (2) Employment information disclosed pursuant to this section shall be limited to the following:
4. (A) Information necessary to validate or make eligibility determination, including wages, identifying information, industry, and business names.
5. (B) Demographic information of any consumer of the State Department of Developmental Services.
6. (3) In addition to any other fine or penalty imposed by law for the unauthorized use or disclosure of the information disclosed pursuant to this section by any deputy, agent, clerk, officer, or employee of any agency receiving information pursuant to this section, any information received from the Employment Development Department as a result of this section shall be subject to the information-sharing and confidentiality requirements contained in paragraph (8) of subdivision (a) of Section 100504 of the Government Code.
(b) (1) This section shall not be construed to supersede the
requirements and protections of the California Right to Financial
Privacy Act (Chapter 20 (commencing with Section 7460) of
Division 7 of Title 1 of the Government Code) in obtaining
information in possession of any financial institution.
(2) This section shall not be construed to supersede, replace, or
in any way modify any privacy and information security
requirements and protections in federal or state law regarding
protected health information or personally identifiable information,
including, but not limited to, the federal Health Insurance
Portability and Accountability Act of 1996 (Public Law 104-191),
the Information Practices Act of 1977 (Chapter 1 (commencing
with Section 1798) of Title 18 of Part 4 of Division 3 of the Civil
Code), Section 14100.2 of the Welfare and Institutions Code, and
any other state or federal law that is intended to, or has the effect
of, protecting individual privacy and information security.
(c) The Employment Development Department may seek
reimbursement from the State Department of Developmental
Services for costs incurred in providing the information pursuant
to this section.
SEC. 2. No reimbursement is required by this act pursuant to
Section 6 of Article XIII B of the California Constitution because
the only costs that may be incurred by a local agency or school
district will be incurred because this act creates a new crime or
infraction, eliminates a crime or infraction, or changes the penalty
for a crime or infraction, within the meaning of Section 17556 of
the Government Code, or changes the definition of a crime within
the meaning of Section 6 of Article XIII B of the California
Constitution.
EFC Top Three Priorities
Employment First Committee: Top Three Priorities

(Adopted from CECY and listed in order of importance)

January 31, 2017

1) Data Sharing Legislation/MOU
2) Inform and train individuals with IDD and their families in the Employment First Policy
3) Convene and organize a stakeholder process on measurements and goals.

1) 1.1 Data Sharing Legislation/MOU

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

2) 5.1 Inform and train individuals with IDD and their families in the Employment First Policy.

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

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

Input from EFC on October 25, 2016:

- Should EFC play a role in informing self-advocates and families about the Blueprint? Staff and committee agreed that this question should be “yes.”
- What is EFC uniquely positioned to do in order to inform self-advocates and families about the Blueprint? Staff and committee agreed that in order to reach local communities, the EFC should work through the State Council Regional Offices for outreach and trainings on the Blueprint.
- What would ‘informing self-advocates and families about the Blueprint’ look like? What is the message and how would it be delivered? Staff and committee agreed that it is important to let communities know that the Blueprint is a state priority and to change the public mindset regarding CIE by providing training. It is also important to document CIE in the individual’s IPP.
- Would we need to partner with any person or entity? If so, who would that be and how would we partner? Staff and committee agreed that partnering should take place with DRC/SSAN/other entities in the field. Another important partner is the State Council Regional Offices and their network of providers.
- What would our timeline look like? Staff and committee agreed that the timeline for a rollout of a training plan would likely be 6 to 12 months after the Blueprint is finalized.
- What would be the EFC Member and SCDD staff roles and responsibilities? To train on the Blueprint and partner with the 12 State Council Regional Offices along with other entities mentioned in question 4.
3) 1.2 Convene and organize a stakeholder process on measurements and goals.

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

1. The Council will increase knowledge about self-determination and decision-making.

2. The Council will promote self-advocacy in leadership roles in statewide networks.

3. The Council, in consultation with its federal partners, will increase identification, advocacy, and/or sponsorship of state-wide self-advocacy organizations.

Goal 2: Employment

1. The Council will increase and promote culturally competent strategies and resources that facilitate employment.

2. The Council will increase CIE of people with I/DD.

Goal 3: Housing

1. The Council will work with housing entities to increase the development and/or provision of community housing for people with I/DD.

2. The Council will identify and decrease barriers to housing for people with I/DD.

3. 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 housing for people with I/DD.
Goal 4: Health and Safety

Californians w/ I/DD and their families reflecting the diversity of the state will have increased information to access health, public safety, and related services that meet their needs and health care choices

1. The Council and its federal partners will increase knowledge and awareness for people with I/DD and their families about the availability of and access to health and public safety-related services and supports

2. The Council, its federal partners, and self-advocates will increase information and training to law enforcement, court personnel, health care providers, and/or other care professionals about disability-related health and safety issues

3. 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 accessibility to health care and public safety services for people with I/DD and their families

---

Goal 5: Early Intervention, Education, Transition & Post-Secondary Education

Californians with I/DD and their families reflecting the diversity of the state will have increased information, in order to obtain inclusive education services throughout the lifespan

1. The Council and its federal partners will increase knowledge and awareness of developmental milestones and intervention services for families of young children and professionals.

2. The Council, in consultation with its federal partners and other stakeholders, will increase awareness and knowledge for families and self-advocates about the availability of and access to services which support inclusive education.

3. The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

4. 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.
Goal 6: Formal & Informal Community Supports

1. The Council, in collaboration with our Federal DD partners, will reduce service barriers and decrease the disparity in available information, which describes services and supports that may be purchased throughout California's Regional Center system, by translating and providing that information in Spanish and English statewide.

2. The Council will increase the knowledge and skills of people with I/DD to move from Institutional to Community Settings and to increase their ability to self-advocate.

3. The Council will increase the outreach, training, and technical assistance to improve the quality of and access to services, resources, and services for people with I/DD and their families.

4. The Council, in consultation with its Federal partners, will increase identification, advocacy and/or sponsorship of legislation, regulations, policies, procedures and/or practice changes to increase access to qualify community-based services for people with I/DD and their families.
SCDD Work Plan for State Plan Objectives 2.1, 2.2, and 5.3
<table>
<thead>
<tr>
<th>Activity</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2 (Employment): Calibrate more people with I/DD and their families, recognizing the diversity of the state will have increased information to obtain.</td>
<td>Enabling opportunities in partnership with employers.</td>
</tr>
<tr>
<td></td>
<td>Developing/review/curriculum for family/self-advocates, employers.</td>
</tr>
<tr>
<td></td>
<td>Establish regional cross-disciplinary, collaborative networks.</td>
</tr>
<tr>
<td></td>
<td>Collect data &amp; compile list of issues.</td>
</tr>
<tr>
<td></td>
<td>Monitor CIE-related activities &amp; outcomes; compile/distribute yearly report.</td>
</tr>
<tr>
<td></td>
<td>Convene quarterly CIE meetings.</td>
</tr>
<tr>
<td></td>
<td>Develop/review/curriculum for family/self-advocates, employers.</td>
</tr>
<tr>
<td></td>
<td>Establish regional cross-disciplinary, collaborative networks.</td>
</tr>
<tr>
<td></td>
<td>Collect data &amp; compile list of issues.</td>
</tr>
<tr>
<td></td>
<td>Monitor CIE-related activities &amp; outcomes; compile/distribute yearly report.</td>
</tr>
<tr>
<td></td>
<td>Convene quarterly CIE meetings.</td>
</tr>
<tr>
<td></td>
<td>Develop/review/curriculum for family/self-advocates, employers.</td>
</tr>
<tr>
<td></td>
<td>Establish regional cross-disciplinary, collaborative networks.</td>
</tr>
<tr>
<td></td>
<td>Collect data &amp; compile list of issues.</td>
</tr>
<tr>
<td></td>
<td>Monitor CIE-related activities &amp; outcomes; compile/distribute yearly report.</td>
</tr>
<tr>
<td></td>
<td>Convene quarterly CIE meetings.</td>
</tr>
<tr>
<td></td>
<td>Develop/review/curriculum for family/self-advocates, employers.</td>
</tr>
<tr>
<td></td>
<td>Establish regional cross-disciplinary, collaborative networks.</td>
</tr>
<tr>
<td></td>
<td>Collect data &amp; compile list of issues.</td>
</tr>
<tr>
<td></td>
<td>Monitor CIE-related activities &amp; outcomes; compile/distribute yearly report.</td>
</tr>
<tr>
<td></td>
<td>Convene quarterly CIE meetings.</td>
</tr>
<tr>
<td></td>
<td>Develop/review/curriculum for family/self-advocates, employers.</td>
</tr>
<tr>
<td></td>
<td>Establish regional cross-disciplinary, collaborative networks.</td>
</tr>
<tr>
<td></td>
<td>Collect data &amp; compile list of issues.</td>
</tr>
<tr>
<td></td>
<td>Monitor CIE-related activities &amp; outcomes; compile/distribute yearly report.</td>
</tr>
<tr>
<td></td>
<td>Convene quarterly CIE meetings.</td>
</tr>
<tr>
<td>Objective</td>
<td>Activity</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Goal 2: Employment (Cont.)</strong></td>
<td><strong>Maintain/expand the Council’s website-based Data Dashboard, including up-to-date information &amp; resources for family/self-advocates and other stakeholders</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Provide webpage dedicated to CIE-related issues, resources, training, etc.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Provide set of plain language material(s)</strong></td>
</tr>
<tr>
<td></td>
<td>Transliterate set of CIE-related material(s) into Spanish (&amp;/or other threshold languages, as necessary)</td>
</tr>
<tr>
<td></td>
<td>Transliterate set of CIE-related material(s) into threshold languages, as necessary</td>
</tr>
<tr>
<td><strong>(Cont.)</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Develop/update (if necessary) MOU with collaborative with applicable state/federal agencies</strong></td>
</tr>
<tr>
<td></td>
<td>Obtain/update list of employment-related &amp;/or employment disparity data from collaborative partners/state agencies</td>
</tr>
<tr>
<td></td>
<td>Obtain/update list of recommendations from UCEDD(s), DOR, EDD, etc, to inform employment-related strategies</td>
</tr>
<tr>
<td></td>
<td>Update Data Dashboard on a quarterly basis</td>
</tr>
<tr>
<td></td>
<td><strong>Convene quarterly EFC meetings (See 2.1)</strong></td>
</tr>
<tr>
<td></td>
<td>Develop/distribute list of potential legislation to support CIE</td>
</tr>
<tr>
<td></td>
<td><strong>2.2 Engage with/educate legislators, legislative counsel, legislative and executive staff, policymakers and other stakeholders</strong></td>
</tr>
<tr>
<td></td>
<td>Phone calls/teleconferences</td>
</tr>
<tr>
<td></td>
<td>eMails</td>
</tr>
<tr>
<td></td>
<td>Meetings/hearings</td>
</tr>
<tr>
<td></td>
<td><strong>Monitor legislation and promote increased employment opportunities for people with I/DD &amp;/or cross-disabilities</strong></td>
</tr>
<tr>
<td></td>
<td>Develop/distribute/post to website legislative platform</td>
</tr>
<tr>
<td></td>
<td>Update website on a quarterly basis</td>
</tr>
<tr>
<td></td>
<td>Monitor legislation/bills/proposed policy changes related to CIE</td>
</tr>
<tr>
<td>Activities</td>
<td>Recommended % Complete</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Distribute/post to website set of outreach materials about PEP &amp; ITP</td>
<td>100%</td>
</tr>
<tr>
<td>Post to family/self-advocates</td>
<td>100%</td>
</tr>
<tr>
<td>Develop/Update curriculum on the student-led IEP/PCP/ITP process</td>
<td>100%</td>
</tr>
<tr>
<td>Post to family/self-advocates</td>
<td>100%</td>
</tr>
<tr>
<td>Develop/Update training video about the student-led IEP/PCP/ITP process</td>
<td>50%</td>
</tr>
<tr>
<td>Develop/Update set of resources about the student-led IEP/PCP/ITP process</td>
<td>50%</td>
</tr>
<tr>
<td>Identify/develop/update list(s) of collaborations</td>
<td>50%</td>
</tr>
<tr>
<td>Refine training to educators &amp; stakeholders</td>
<td>50%</td>
</tr>
<tr>
<td>Employment/post-secondary education &amp; independent living</td>
<td>25%</td>
</tr>
<tr>
<td>Develop/Update information about the process of post-secondary education &amp; independent living options &amp; opportunities</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Goal:** Early Intervention, Education, Transition & Post-Secondary Education (Cont.)
SCDD Activity Reports for Objectives 2.1, 2.2, and 5.3
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

- CCRO - Planning Meeting for a Best Practices in Day Services: Through ongoing dialog with committee members the planning for the best practices in Day and Employment symposium continues. Dates, speakers and agenda are being finalized. (PM 1.3.4 – 6 OTH/6 ORGS)

- CCRO - Workability 1 Volunteer Training: SCDD staff offering vocational training for a Workability student. Student is working at the office completing work on a website for the disability coalition Support is offered the student through a job coach from the Workability Program. (PM 2.1.4 – 1 SA/1 OTH/1 ORG)

- LARO Manager collaborated with the DOR to present WIOA to Special Ed Taskforce with DRC. The Special Ed Taskforce comprises Special Ed Attorneys and Advocates who are very interested in promote the much needed info to students and family members. The attached pre and post survey summary shows about 61% increase in knowledge base on the presented topic after the presentation. (PM 2.2 – 1 FA/16 OTH/4 ORGS/17 Public Reached)

- LARO Manager, along with other SCDD Regional Managers, collaborated with Easter Seals and the So Cal APSE to discuss effective approaches to support job seekers and workers with I/DD to achieve CIE, i.e. real work for real pay in the real world. The following projects were discussed: Project SEARCH, "Bottom Dollars" screening with Client Success Stories, Association of Community Rehab Educators (ACRE) National Certification Training in community employment. Planning and implementation to follow. (PM 1.3.2 – 3 ORGS)

- LARO Staff attended, participated in, and provided technical assistance to a meeting of the Westside Regional Center (WRC) Employment First Committee (EFC) on 1/17/17. SCDD staff provided information, feedback, and strategies pertaining to the development of strategies and usage of local resources to increase the number of individuals with developmental disabilities in competitive integrated employment (CIE). Some of the topics of this meeting included a review and presentation of the draft Competitive Integrated Employment Blueprint. Lastly, SCDD staff distributed flyers on the services that regional centers can provide for children and adults, a new Monday training series occurring at the SCDD Los Angeles Regional Office, and an upcoming conference sponsored by SCDD Los Angeles. (PM 1.5.1 – 11 OTH/8 ORGS)

- LARO Staff connected with SoCal APSE and Easter Seals to discuss the details of establishing a training cohort in LA County for ACRE training, a curriculum for employment professionals to learn best practices in job development. (PM 1.3.2 – 3
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

- LARO Staff proposed collaboration between SABLAC, SCDD LA, DOR, SoCal APSE and EDD to host a screening of "Bottom Dollars" along with a panel discussion. SABLAC and APSE are willing to be partners. The screening will likely be set in the spring. (PM 1.1 – 12 SA)
- LARO Staff provided information to the staff facilitator, director of community services, and executive director of Westside Regional Center (WRC) and its Employment First Committee. SCDD Los Angeles Regional Office staff shared SCDD's feedback pertaining to the draft plan created by the CIE Blueprint Interagency Workgroup. As key decision makers, the recipients are in a position to fundamentally guide WRC's feedback and policies pertaining to employment first. 1.3.2. (PM 2.2.3 – 1 ORG)
- LARO: This is a follow-up discussion to bring Project SEARCH to LA County to enhance CIE for job seekers/workers with I/DD. As a result of the conversation, more stakeholders including Project SEARCH Program Director, LAUSD Transition Program Administrator, and Regional Center Employment Program Directors are joining the call to jointly promote CIE in LA County. This is a great way to blend funding and leverage resources to help individuals with I/DD to achieve and sustain CIE. A follow up conference to include the mentioned new partners is scheduled next month. (PM 1.3.2 – 4 ORGS)
- NSRO Staff provided facilitation and leadership as the Chair to the SCDD Disability Advisory Committee (DAC) for the 1-11-17 committee meeting. The committee is working on projects to implement including updating the SCDD DAC webpage to include pertinent information for SCDD employees and/or general public about employment information and materials related to the benefits and opportunities of people with I/DD in the workforce. Another project is quarterly information presentations for all SCDD employees to participate in via teleconference. The committee is targeting this program to tentatively begin 4-1-17 with SCDD Executive Director Approval. The committee hopes to start with a presentation about Limited Examination & Appointment Program (LEAP). NSRO, representing SCDD DAC, is working with the SCDD Chef Deputy Director on procedures necessary for project approval. (PM 1.3.2 – 1 SA/4 OTH)
- NVHRO Staff provides guidance to the workability students who come to the office one day a week for an hour and a half. This month the students helped with the Quality Assessment project by labeling envelopes for the surveys to go into. The students have a support person and along with SCDD staff- teach the students about employment settings and opportunities. (PM 1.1 – 2 SA/1 OTH)
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

- OCRO Staff alongside the San Bernardino, Los Angeles, and San Diego Regional Office met with Debbie Ball, Easter Seals Vice President of Employment Services, and Maureen Carasiti, Director of WorkFirst, to discuss collaborating on an employment conference and discuss ACRE training for employment vendors. (PM 1.5.1 – 6 OTH/2 ORGS)

- SACRO Staff attended the Business Advisory Council (BAC 1/11 & 1/18) meeting for the purpose of planning for the upcoming event hosting business so they may highlight their workforce needs and the BAC may introduce viable candidates for future employment. The BAC is committed to providing guidance, advice and support for the continuing development of high quality workforce programs. (PM 1.3.4 – 1 SA/ 2 FA/ 12 OTH/ 12 ORGS)

- SACRO Staff co-hosted the Northern California Business Advisory Council (BAC) quarterly business event. The BAC's purpose is providing guidance, advice and support for the continuing development of high quality workforce development programs. The event speakers were staff from Crossroads Diversified Services, a nonprofit organization based in Sacramento, California, which provides education, training and support to enhance employment opportunities for people with disabilities or other social barriers to achieve employment. Crossroads is a business-conscious nonprofit which relies on a social enterprise model to sustain our core mission, which is to put people back to work and positively impact the communities in which we serve. Additionally, a small business employer from Graphics and More shared he has a staff of 30 and has recently hired 2 people with I/DD and the positive changes he has seen already in staff morale. He is very pleased with the results as these staff work on inventory of product and they are fading the need for job coaching as the match to talent and job is working well. (PM 1.3.4 – 1 FA/18 OTH/9 ORGS)

- SACRO Staff met with the Board of Directors at MORE Rehabilitation day program and supported employment agency in El Dorado County to provide training and begin a discussion on the Home and Community Based Services (HCBS) waiver. In addition to the Executive Director, there were 12 board members, which consisted of 4 family members and 10 staff and/or community members present. SCDD distributed information from the Department of Developmental Services on the HCBS Final Rule; the Workforce and Innovation Act; Employment First; CalAble; and Self-Determination. (PM 2.2.3 – 4 FA/10 OTH/4 ORGS)

- SACRO Staff provided information about people with ID/DD for the purpose of outreach
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

to the Align Capital Region (ACR) of Placer, Nevada, and El Dorado counties. ACR is deploying an operating system to improve how business, education, and community partners advance regional outcomes and economic prosperity. The purpose is to join with all capital region leaders to learn how the alignment process works and how to participate in this effort. Outcomes: College readiness, Educational attainment, career readiness, and community vitality. The 8 county regions have been divided into 3 Align Teams: 1. Sacramento, 2. El Dorado, Nevada, and Placer, and 3. Sutter, Colusa, Yuba, Yolo. SCDD staff was able to share information about the Council's goal of full-inclusion in the community for people with ID/DD. (PM 2.2.3 – 17 OTH)

- SACRO Staff provided information about people with ID/DD for the purpose of outreach to the Align Capital Region (ACR) of Colusa, Yuba, Sutter, Yolo counties. ACR is deploying an operating system to improve how business, education, and community partners advance regional outcomes and economic prosperity. The purpose is to join with all capital region leaders to learn how the alignment process works and how to participate in this effort. Outcomes: College readiness, educational attainment, career readiness, and community vitality. (PM 2.2.3 – 20 OTH)

- SBRO Staff established an employment taskforce in collaboration with the Inland Regional Center and Autism Society of the Inland Empire. The goal of this taskforce is to collaborate on a more seamless process and overall service delivery model, for the employment of people with ID. We discussed three general areas of client needs. One being the clients who can be employed at part/full time in competitive integrated employment (CIE) and at minimum wage. A second group capable of CIE and minimum wage at 1-5 hours a week. A third group not quite ready for CIE and minimum wage, but working towards that goal (typically clients with more intense needs). Service delivery will need to be addressed for each level. 2016 SCDD Brochure and Changes to DD System. SBRO staff will continue to participate and provide input at these meetings. This will ensure that as systems are developed and implemented throughout the county, the I/DD needs for support is included. (PM 1.3.4 – 13 OTH/6 ORGS)

- SBRO Staff facilitated a planning meeting for the upcoming care and Assistive Technology for Employment summit on March 25, 2017 at the Braille Institute in Rancho Mirage, CA. This meeting is collaboration between SCDD, Inland Regional Center, Inland Regional Center Community Advisory Committee, Department of Rehabilitation (DOR), Braille Institute, Molina Healthcare, Junior Blind of America, and Community Access Center of
Riverside. This meeting discussed the outline for the event, addressed outstanding items, and approved flyers for advertisement. During the meeting it was agreed that each agency will encourage self-advocates that have been successful in obtaining employment with technology supports to speak with employers. In addition, DOR will provide their "Windmills" training to employers that participate in the event. The goal is to educate employers and provide supports to self-advocates with I/DD and families in achieving competitive integrated employment (CIE) in the community. (PM 1.5.1 – 4 SA/7 OTH/7 ORGS)

- SBRO Staff facilitated a planning meeting for the upcoming iCare and Assistive Technology (AT) for Employment summit that will be held on March 25, 2017 at the Braille Institute in Rancho Mirage, CA. The committee discussed the focus of the event, presentation topics, and expected outcome for the participants. SBRO was designated to develop a flyer for the event and coordinate the group's activities. The event target audience will be employers in the community who will be provided the DOR "Windmills" training to educate employers on working with a disability. In addition, JBA, Molina, IRC, and DOR will have self-advocates present on their success with using assistive technology as a support while working. There will also be an opportunity for employers to tour the AT lab at braille and see the various types of support available to employees and applicants with a disability. The EAC, a subsidiary of Workforce Development, has agreed to distribute the event information to employers in the community and provide them. (PM 1.5.1 – 6 SA/4 OTH/9 ORGS)

- SBRO Staff in collaboration with the SCDD LARO, SCDD OCRO, and SCDD SDRO met with Easter Seals to discuss efforts toward supporting the I/DD population and employment. Easter Seals presented to the group on their Association of Community Rehabilitation Educators (ACRE) certification training that assists job developers, employment service supervisors, service coordinators/case managers, and other on improving their skills in customized employment for I/DD self-advocates and their families. SBRO and OCRO discussed possible collaboration with hosting these trainings in mutual areas. This will ensure that best practices that will facilitate competitive, integrated employment are established in support of self-advocates looking for work. (PM 1.5.1 – 6 ORGS)

- SBRO Staff provided outreach training to self-advocates and their families in collaboration with Project Independence at the Ontario Pomona Arc on "Why work is better", Social Security Work Incentives. This training discusses work incentives, how
work affects social security and medical benefits, and the impact of work on benefits. The training will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD, and educate families on the resources available to assist them in navigating the system. Project Independence provided their work incentive planner (WIP) information, so that self-advocates and their families can receive one-on-one support with assessing their benefits while seeking employment. They are their designated WIP from social security. Staff provided literature on the following: 2016 SCDD Brochure and Changes to DD System, SSI/SSDI Checklist for Success, Why Work is Better Pamphlet, Meet Ben! An Introduction to Ticket to Work: https://youtu.be/VOq5hf0MsHg, Why Work is Better, March 25, 2017 Event Flyer, SCDD Overview. A pre/post survey was not provided due to the nature of the venue. (PM 1.1 – 16 SA/1 FA/4 OTH/2 ORGS)

- SBRO Staff provided technical assistance to the "Special Populations" Committee for the County of San Bernardino. SBRO staff is a member of this committee, and provides input in collaboration with Inland Regional Center representatives on persons with I/DD. The Department of Veterans Affairs presented on their services to the group. SCDD staff shared with the group that we also serve veterans, up to age 22, who have a disability that is intellectual or developmental (i.e. traumatic brain injury). SBRO staff provided literature on the following in order to increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD: 2016 SCDD Brochure and Changes to DD System. SBRO staff will continue to participate and provide input at these meetings. This will ensure that as systems are developed and implemented throughout the county, the I/DD needs for support that are included. SBRO staff also offered to provide a training on SSI and work incentives to the group, Section 511 and the 14(c) waiver and its impact to the I/DD population, and an overview of SCDD services. (PM 2.2.3 – 23 OTH/3 ORGS)

- SBRO Staff provided technical assistance to the Desert Communities Employer Advisory Council. SBRO staff presented to a group on employers on the needs of the I/DD population, changes in the DD system affecting persons with a disability and employment, and how we could better collaborate to ensure the gaps in the system are addressed. SBRO staff extended an invitation to the employers to participate in the upcoming iCare and Assistive Technology for Employment summit on March 25, 2017 at the Braille Institute in Rancho Mirage, CA. SBRO staff provided literature on the following in order to increase and promote culturally competent strategies and resources that
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

facilitate competitive, integrated employment (CIE) of people with I/DD: 2016 SCDD Brochure and Changes to DD System. SBRO staff will continue to participate and provide input at these meetings. This will ensure that as systems are developed and implemented throughout the county, the I/DD needs for support is included. (PM 1.5.1 – 83 OTH/4 ORGS)

- SBRO Staff provided technical assistance to the East Regional Committee of the Workforce Development Board in Indio, CA. SBRO Regional Manager reported to the group, in lieu of Department of Rehabilitation, as the member of the "Services for People with Disabilities Committee" on the needs of the I/DD population, changes in the DD system affecting persons with a disability and employment, and how we could better collaborate to ensure the gaps in the system are addressed. SBRO staff extended an invitation to the employers to participate in the upcoming iCare and Assistive Technology for Employment summit on March 25, 2017 at the Braille Institute in Rancho Mirage, CA. SBRO staff provided literature on the following in order to increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD: 2016 SCDD Brochure and Changes to DD System. SBRO staff will continue to participate and provide input at these meetings. This will ensure that as systems are developed and implemented throughout the county, the I/DD needs for supports that are included. (PM 2.2.3 – 1 FA/19 OTH/6 ORGS)

- SBRO Staff provided technical assistance to the Riverside County West Regional Workforce Development Board (WDB) on their "Services for People with Disabilities Committee". SBRO staff learned that the prior representative retired, so SBRO Regional Manager provided input to the group on the needs of the I/DD population, changes in the DD system affecting persons with a disability and employment, and how we could better collaborate to ensure the gaps in the system are addressed. SBRO staff provided literature on the following in order to increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD: 2016 SCDD Brochure and Changes to DD System. SBRO staff will continue to participate and provide input at these meetings. This will ensure that as systems are developed and implemented throughout the county, the I/DD needs for supports are included. (PM 2.2.3 – 38 OTH/5 ORGS)

- SBRO Staff provided training to self-advocates and their families with the Coachella Valley Autism Society (CVAS) on "Why work is better", Social Security and Work Incentives. This
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

Training provided education to self-advocates and their families on work incentives, how working affects their SSI and Medi-cal benefits, and support to assist them in systems navigation. This training was provided to increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD. SBRO staff provided the following literature to the families: SSI/SSDI Checklist for Success, Why Work is Better Pamphlet, showed the Meet Ben! (PM 1.5.1 – 23 OTH/3 ORGS)

- SDIRO: The Managers of the Southern California SCDD offices (San Diego, Orange County, Los Angeles and Riverside) met in Orange County to share information and brainstorm ideas on ways to increase competitive, integrated employment. In addition to the managers, Debbie Ball and Maureen Carasiti attended the meeting to share information on the upcoming ACRE training being offered in San Diego, and the possibility of expanding this weeklong training to job developers in the other locations was discussed. Debbie and Maureen are both with Easter Seals, and have recently been awarded a grant from the San Diego Foundation on Developmental Disabilities to do Customized Job Development and Meaningful Day Services for people moving from the Developmental Centers to the San Diego community. Employment related issues were discussed and shared in hopes of combining efforts to offer the Southern California area more information and opportunities to achieve CIE. (PM 2.1 – 1 ORGS)

- SEQRO: Exceptional Parents Unlimited hosted our training on Dress for Success and Enhancing your Interview Skills. Adults learned the importance of Dressing for the Interview, the importance of good hygiene and a mock interview was provided at the end of the presentation. The adults in the class were all given a turn to answer questions on their skills and experience. The surveys were positive. (PM 1.1 – 7 SA/2 ORGS)

<table>
<thead>
<tr>
<th>Title of Eblast</th>
<th>Self-Advocates</th>
<th>Family Advocates</th>
<th>&quot;Other&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff emailed flyer Competitive integrated employment public information and comment teleconference</td>
<td>0</td>
<td>0</td>
<td>71</td>
</tr>
</tbody>
</table>
**Goal #2.1**

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

| USC UCEDD CECY Webinar: Blueprint for CIE | 25 | 50 | 50 |
| Competitive Integrated Employment Webinar | 0 | 391 | 105 |
| Employment Services Specialist - Job Announcement | 35 | 135 | 250 |
| Outreach Consulting Services Newsletter | 0 | 381 | 0 |
| ACRE Flyer - National Certification in Competitive Employment | 0 | 0 | 117 |
| Community Based Day Programs/Employment | 0 | 0 | 2 |
| Youth Farmworks Flyer | 0 | 0 | 51 |
| RSA Announcement FAQ's CIE | 25 | 25 | 39 |
| Work Incentives and Ticket to Work Information | 0 | 0 | 65 |
| Made IT Open House | 5 | 376 | 115 |

### Type of Technical Assistance

<table>
<thead>
<tr>
<th>Telephone (T), Email (E), Face-to-Face (F)</th>
<th>Self – Advocate</th>
<th>Family Advocate</th>
<th>&quot;Other&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>E Cycle 39 grant - employment workshop on 1/16/17</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>T Debbie Marstellar wanted Word document for Cycle 39 reporting form. Do we have one?</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>E Mary Nahidi email re: CIE webinar</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>E Paul Harvey - employment workshop</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>T Contacted ABC Opportunities Unlimited Program regarding volunteer opportunities at event for job training activity for clients participating in their programs.</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>E, T Advised parent on generic services and suggested approaching the Department of Rehabilitation for services being requested.</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>E Brit at UCI Gender Diversity Program Coordination for OCEAN meeting on Jan 12</td>
<td>0</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>E Sacramento County SELPA inquired about Transition and Employment First information. SCDD staff forwarded information - brochures developed by SCDD.</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>F Staff provided TA for woman who is in process of taking her final board exams for her chiropractic license and is working with the authoritative body to arrange for accommodations for the test taking process (she has PTSD and TBI from her military service some time ago)</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>T Caller has Cerebral Palsy. Looking for resources or avenues for employment. Lives in Contra Costa County and has Master's degree in Counseling. He is not a Regional Center Client right now, however he used to be. Receives SSDI. Called and left a message giving caller the Contra Costa DOR, LEAP, and EDD/One Stop center</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Goal #2.1 – January 2017 State Plan Activities

130
**Goal #2.1**

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

<table>
<thead>
<tr>
<th></th>
<th>resource suggestions. Asked caller to call back so staff could give her more details about those resources.</th>
<th>0</th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Madalyn Bernal from InAlliance contacted me requesting a volunteer position for shredding for a self-advocate she is supporting. Asked her to check back with me in a couple months.</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>Provided assistance to an attorney assisting a family with obtaining a vocational assessment for their son with visual impairment and autism</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>Staff spoke with Clinical Social Worker from UCSF's STAR program about speakers and approaches for the upcoming Transition Together series. Discussed having resources and perspectives that cover the variety of employment possibilities, with emphasis on CIE, WIOA, and Employment First initiatives. Discussed how self-advocates could participate as well. This series' planning is still underway, however this LCSW will reach back out to get assistance for booking speakers once they have a location and time set.</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>Amanda Han was Dept. of fair employment housing</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>Rebecca Hoyt - CIE Clinics</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>Marilyn Lord - ACES - question about 23 yo daughter - 1:4 enclave - clear motivations - 4 hours worksite</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>T</td>
<td>Mother interested in job opportunities - son having difficulty finding job.</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Goal #2.2

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.

- N/A

<table>
<thead>
<tr>
<th>Title of Eblast</th>
<th>Self - Advocates</th>
<th>Family Advocates</th>
<th>&quot;Other&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>CECY Webinar: Blueprint for Competitive Integrated Employment</td>
<td>35</td>
<td>135</td>
<td>250</td>
</tr>
<tr>
<td>Webinar - California's Blueprint for Competitive Integrated Employment for People with Intellectual and Developmental Disabilities</td>
<td>317</td>
<td>817</td>
<td>230</td>
</tr>
<tr>
<td>CECY Webinar: Blueprint for Competitive Integrated Employment</td>
<td>150</td>
<td>250</td>
<td>200</td>
</tr>
<tr>
<td>Employment and IDD Forum in Bakersfield</td>
<td>23</td>
<td>56</td>
<td>130</td>
</tr>
<tr>
<td>FAQs on Competitive Integrated Employment by RSA</td>
<td>600</td>
<td>650</td>
<td>620</td>
</tr>
<tr>
<td>Social Security Work Incentives and Ticket to Work Program</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Technical Assistance</th>
<th>Self - Advocate</th>
<th>Family Advocate</th>
<th>&quot;Other&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacted ABC Opportunities Unlimited Program regarding volunteer opportunities at event for job training activity for clients</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

- NCRO Staff facilitated the meeting and led the planning discussion for the upcoming community panel and agency resource fair that will be held in May. SCDD will be disseminating save the date postcards and will work with the SELPA program manager to coordinated agency invitations. During the agency update, representatives from the local community college disability resource center announced that due to staffing changes there are concerns about adequate staffing to serve students with disabilities. SCDD will arrange for the local Disability Right California Office of Clients Rights Advocate to attend the next meeting to discuss concerns as they may relate to the ADA. (PM 1.4.1 – 10 OTH)

- NCRO Staff facilitated the meeting and participated in the planning of the recognition event for the Boys and Girls Club Crush recognition event at the Crush Restaurant where participants in the 10 week restaurant training program at Crush are recognized. Crush Restaurant provides the food for the event and training participants serve the board member and their families to show off their new skills. This was also to recognize the board for their support of the restaurant training program. Participants are from the Club and the Community Transition Program. Participants learn a variety of food service skills including food preparation, serving tables and make pizza, salad preparation and maintain the salad bar and other restaurant activities such as table setting, clean up, and talking to customers. Dollars leveraged for the food provided by Crush Restaurant. (PM 1.1/1.2/1.5.1 – 3 SA/2 FA/15 OTH)

- NSRO Staff hosted an information table and assisted with the coordination and implementation of the Butte County Alliance for Workforce Development's Employer Fair at Boys & Girls Club on 2-8-17. This collaborative event provided an excellent forum for various organizations to educate each other on services for youth in our community expanding our cross-disability efforts in the employment arena. Information provided to attendees and other agencies included the following: John Riva's Tips When Seeking Employment; SCDD's Employment Handout; SCDD Brochure and Informational Flyer in both English and Spanish; SCDD What is Self-Determination Flyer in English, Spanish and Chinese; Information Sheet on the ABLE Act; Information Sheet on WIOA; SCDD Plain Language State Plan; Understanding SCDD Training DD Definitions of State and Federal Developmental Disability. Collaboration with the following agencies took place: Butte County Career Technical Education Center – CTEC; MAINS'I; Discovery Challenge Academy; Butte County Office of Education; Come Back Butte Charter; Falcons Fairview High School; Butte Glenn Community College District; Butte County Employment & Social
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

Services; YBC – Youth Build Chico; John Muir Charter Schools; California Conservation Corps; Thunderbird Robotics Butte County CA; North Valley Energy Watch; Boys & Girls Clubs of the North Valley Serving Butte and Glenn Counties; Alliance for Workforce Development, Inc.; and Butte County Probation. (PM 1.3.4 – 25 SA/20 FA/27 OTH/18 ORG)

- NSRO Staff coordinated and participated in the 2-9-17 Butte Glenn Partners in Transition (BGPiT) meeting. Members discussed the Employer Resource & Recognition Fair coordinated by Butte County Alliance for Workforce Development (ARWD). Agencies that participated, commented that employers did not seem to attend or was there employer recognition. Parking was a challenge and the time of the event was great for employers however tricky for youth. The internal set up of the event was great and many shared they enjoyed networking with other agencies. Discussion transitioned to ideas that could be approached differently including going to the employers instead of inviting employers to come to “us.” Other ideas included attending the Chamber of Commerce, Downtown Business Association Meetings, and Service Organizations and getting on their agendas. Location suggestions to organize events that employers, youth, parents may attend: CARD Center, School Gym would be good on a weekend, Fair grounds, Manzanita Place, Masonic Family Center, Neighborhood Church and Down town Park. It was also suggested that a good time for an event would be 3-6pm and maybe on a Saturday. Many liked the 7-10am time to accommodate employers. The group is working to develop a mission statement and NSRO staff facilitated a brainstorming discussion on ideas to address goals. Glenn County Office of Education shared their 2-28-17 High School Planning Day event and information flyer. (PM1.3.4 – 10 OTH/7 ORG)

- NSRO Staff participated and facilitated the 2-8-17 Disability Advisory Committee (DAC) of the State Council on Developmental Disabilities (SCDD). DAC is established pursuant to California Government Code section 19230 through 19237 which requires all State agencies to develop and implement an equal employment opportunity/affirmative action program aimed at assuring that persons with disabilities have access to positions in State government on an equal and competitive basis with the general population. The DAC can be an integral part of each department’s equal employment opportunity (EEO)/Affirmative Action (AA) program. Each departmental director is responsible for establishing an EEO/AA program which includes a DAC. The role of each department’s DAC is to advise and assist the department head in a variety of ways including serving as technical advisers to the department head and EEO/AA officer on the development,
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

- Implementation and maintenance of equal employment opportunity and affirmative action programs and activities for persons/employees with disabilities. The SCDD DAC has invited the State Disability Advisory Council (SDAC), Chair for the Mentoring/Training Subcommittee, who will be visiting the SCDD DAC at the March 16th meeting. The committee is seeking assistance to strengthen our role and learn about projects that other departments/ agencies DACs coordinate. (PM 1.3.4 – 1 SA/4 OTH/1 ORG)

- SACRO Staff attended the Business Advisory Council (BAC) meeting for the purpose of planning for the upcoming event hosting businesses' so they may highlight their workforce needs and the BAC may introduce viable candidates for future employment. The BAC is committed to providing guidance, advice and support for the continuing development of high quality workforce programs. (PM 1.3.4 – 2 SA/1 FA/6 OTH/8 ORG)

- SACRO Staff attended and provided information about people with ID/DD for the purpose of outreach to the Align Capital Region (ACR) of Colusa, Yuba, Sutter, Yolo counties. This meeting was in Yuba County. ACR is deploying an operating system to improve how business, education, and community partners advance regional outcomes and economic prosperity. The purpose is to join with all capital region leaders to learn how the alignment process works and how to participate in this effort. Outcomes: College readiness, educational attainment, career readiness, and community vitality. (PM 2.2.3 – 14 OTH)

- SACRO Staff provided training on Employment & Community Inclusion to 75 M.O.R.E. Rehabilitation Center Staff. The training covered the history of the DD System, evolution into more inclusive practices, away from segregated work settings. The training was interactive and informative about next steps to transition into community work life. Survey Results: 1). My knowledge of community based instruction options: Before=2.6 After=4.6; 2). My knowledge of community inclusion benefits: Before=2.7 After=4.6; 3). My overall satisfaction with the training: 4.76. (PM 1.3.2 – 75 OTH/1 ORG)

- SACRO Staff attended and provided information about people with ID/DD for the purpose of outreach to the Align Capital Region (ACR) of Sacramento county. ACR is trying to improve how business, education, and community partners advance regional outcomes and economic prosperity. Outcomes: College readiness, educational attainment, career readiness, and community vitality. After attending Align planning meetings in the 3 regions, SCDD Sacramento Office decided to focus involvement with the Yolo, Yuba, Colusa, and Sutter Counties Alignment Team. After the meeting, discussed transition employment and internship opportunities with education transition specialist and Board
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

Chair of Alta Regional Center. They are interested in collaborating to increase opportunities for those with special needs. (PM 2.2.3 – 50 OTH)

- SACRO Staff attended and provided information about people with ID/DD for the purpose of outreach to the Align Rural Region (ARR) of Sutter, Colusa, Yuba and Yolo counties. ARR's mission is to improve how business, education, and community partners advance regional outcomes and economic prosperity. Outcomes: College readiness, educational attainment, career readiness, and community vitality. SCDD Sacramento Office decided to focus involvement with the Yolo, Yuba, Colusa, and Sutter Counties Alignment Team. SCDD staff provided information on programs such as Supported Employment, Independent Living and Supported Living. SCDD also emphasized the Employment First Policy and Self-Determination information. (PM 2.2.3 – 28 OTH)

- NBRO Staff participated in the Sonoma County Transition Consortium Transition Fair to support students with disabilities and their families in the transition to adult life. Participants were provided with information on Employment First, Department of Rehabilitation Services, and the Workforce Innovation Opportunity Act. (PM 1.1 – 126 SA/114 FA/92 OTH/31 ORG)

- NBRO Staff participated in the College to Career Information Night at Santa Rosa Junior College. Youth and Student participants with disabilities and their families was provided with information on supports and services that are available to eligible students of a post-secondary program. Such information included the SCDD Employment First Policy and resource page. (PM 1.1 – 125 SA/58 FA/17 OTH/9 ORG)

- BARO Staff held a meeting with the new chair of the GGRC Employment Task Force. This chair is looking at how to re-energize this group, and how they can take a more regional and cross-department approach to employment projects and models to increase outcomes for those in GGRC's catchment area. Topics discussed included similar efforts at other regional centers, feedback from DOR units re the resources, trainings, and communications that are and are not happening around WIOA and CIE and the internship programs. The next meeting, this staff member will attend and bring a regional and, at times, a statewide perspective, and will also discuss bills out this session that are involving employment. (PM 1.3.2 – 2 OTH)

- BARO Staff participated and gave feedback to the GGRC Employment Taskforce. Agenda topics included micro-enterprise, CIE policy and execution, transportation barriers to employment, benefits planning and education, and HCBS compliance work related to employment. SCDD staff shared info about CIE related bills that SCDD is sponsoring, about
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

best practices like collaborative and employment services peer mentoring, about uses within tailored day services and internship programs, and the new SB 577 fix-it bill, AB 1607. (PM 1.3.2 – 2 SA/10 OTH)

• BARO - The committee received a Hire Able update and an update re the Long's grant. EBI, Futures Explored, and Contra Costa County ARC are working to prepare people for jobs from school to work for OUSD students who are not on the diploma track to help these students to get internships with different companies. Through the grant, Full Court Press PR Firm was hired to create videos to show different employers, and consumers working on different types of jobs showing the different skills people with I/DD have. Through bill ABX21 now paid internship is available. There is 20 million dollars available for paid internships. There have been vendorization problems with new vendors with clearance from RCEB and DOR. RCEB stated staff has to be identified to access the Long's Foundation startup money. RCEB has a list of guidelines and forms for paid internship. A provider stated Alta Regional Center has an easier procedure on how to bill and how the regional center could pay for these services. It was discussed that there need to be better coordination and communication between the providers and the regional center. It was discussed to have a supported employment fair for consumers and case managers, and for RCEB to update their website to inform families of employment opportunities. It was also discussed the East Bay Employment Task Force will now have monthly meetings because of the new programs available for consumers. This meeting took place in Concord on 2/23/2017. (PM 1.5.1 – 2 SA/S FA/ 20 OTH/15 ORG/4 Public Reached)

• NVHRO Staff participated in and facilitated at our office a meeting of the Employment Network. Discussion topics included the DDS paid internship program, rules and regulations pertaining to the HCBS waiver and new program models for day programs interpretation HCBS waiver requirements. (PM 1.3.2 – 4 OTH)

• NVHRO Staff facilitated the Work Ability Students during the month of February to assist our office with many QA tasks, for example, labeling envelopes, putting postage on envelopes, stuffing envelopes, open returned envelope and returned surveys. These are all office tasks they are learning to help them decide if this is the type of employment they would like after school. The students came to our office each week to work on this as part of their workability program. Their class also volunteered to assist and our office was able to get all the surveys out ahead of schedule. SCDD North Valley Hills will be officially thanking the class at a later date. (PM 1.3.2 – 15 SA/5 OTH)

• CCRD Staff offering vocational training for a Workability student. Student is working at
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

the office completing work on a website for the disability coalition. Support is offered the student through a job coach from the Workability Program. (1 SA/1 OTH)

- SEQRO is creating a community closet in our office for people with disabilities who are in need of interview attire. We have reached out to the seven counties we serve to see if they would be interested in working together on the community closet. Providing clients a nice interview outfit will increase their chances of being hired. Three agencies have provided ties, and dress shirts. (PM 1.3.4 – 23 OTH)

- SEQRO Staff traveled to Bakersfield to discuss ways to help the transition students at Exceptional Family Center with interview readiness skills. We also provided them information about our Community Closet and have asked the students to help us name it. (PM 1.3.4 – 5 SA/2 FA/1 OTH)

- SEQRO Staff travel to Porterville to pick up of clothing and hangers for the community closet that Sequoia Regional Office is creating alongside RICV for people with disabilities who are interviewing for a job. (PM 1.3.4 – 1 ORG)

- SEQRO Staff travel to Lindsay to pick up more ties for the community closet that Sequoia Regional Office is creating for people with disabilities who are interviewing for a job. (PM 1.3.4 – 1 OTH)

- SEQRO Staff attended a meeting with Clovis Unified School District to discuss their transition program and introduce them to the community closet that Sequoia Regional Office is creating for people with disabilities who are interviewing for a job. (PM 1.3.4 – 1 ORG)

- LARO Manager collaborated with the DOR to discuss a screening event showing the "Bottom Dollars-A Rooted in Rights Original Documentary". “Bottom Dollars” is an hour long documentary that exposes the exploitation of people with disabilities through personal stories and expert interviews. SCDD LA Office is collaborating with So Cal APSE and DOR to host a screening event to promote CIE. (PM 2.1 – 8 SA/4 OTH/4 ORG)

- LARO Manager participated in a teleconference with Community Outreach Coordinator at Kaiser Permanente Woodland Hills, CA Project SEARCH Coordinator, NLACRC, LAUSD, DOR, and Tierra Del Sol to discuss launch Project SEARCH at various medical centers of Kaiser to help enhance CIE for individuals with I/DD. The following was discussed: engage the executive team and Diversity & Inclusion division at Kaiser, braided funding among stakeholders to abort $16,000 PS license fee per site, set-up and timeline, and best practices. SCDD LA Regional Manager was invited to the upcoming two-day PS training in April at one of the Kaiser in So Cal. (PM 2.1 – 9 OTH/7 ORG)
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

- LARO Staff collaborated with SSA, DOR, and New Horizons to provide training to support consumers and their family members who are in sheltered workshop to successfully transition into CIE. Training topics include work incentives, SSI eligibility and the appeals process, and how to report earnings, ABLE Act. (PM 1.1 – 10 SA/10 FA/12 OTH/4 ORG)
- LARO Staff distributed 300 copies each of our booklets, "Why Work is Better" and "The ABLE Act" for use by New Horizons (a sheltered workshop) as they help clients and parents make the transition to CIE. The first booklet describes various work incentives and how employment results in better financial outcomes for people with disabilities. The second explains how the ABLE act works and the advantages to saving money through ABLE Accounts. (PM 1.2 – 300 FA/2 ORG)
- LARO Staff presented information about the ABLE act as part of a larger presentation including Social Security and Dept. of Rehabilitation. The overall thrust of the three presentations was to allay the fears of parents whose adult children are transitioning out of the sheltered work environment into CIE. (PM 1.2 – 5 SA/25 FA/4 ORG)
- LARO Staff, on behalf of the Self-Advocacy Board of LA County, posted three articles on FB about competitive employment for people with disabilities. (PM 1.4.1 – 10 OTH/2 ORG)
- LARO Staff attended, participated in, and provided technical assistance to a meeting of the Westside Regional Center (WRC) Employment First Committee (EFC) on 2/21/17. SCDD staff provided information, feedback, and strategies pertaining to the development of strategies and consideration of a Community Conversation Event to engage employers in the hiring of individuals with developmental disabilities. There was extensive conversation and strategy development of how to approach this event. Lastly, SCDD staff distributed flyers on the service’s regional centers can provide for children and adults, a new Monday training series occurring at the SCDD Los Angeles Regional Office, and an upcoming conference sponsored by SCDD Los Angeles. (PM 1.5.1 – 11 OTH/9 ORG)
- OCRO Staff is a member of the SCDD Disability Advisory Committee which serves as an accessibility resource for all employees with disabilities. The DAC assists the Executive Director of SCDD and the Equal Employment Opportunity (EEO) Office to create and maintain a workplace for all individuals to have equal and fair employment access and opportunity. The SCDD DAC’s goal is to ensure that employees with disabilities are integrated and included in the SCDD workforce. The DAC promotes disability awareness and equal opportunities for all SCDD employees. At this meeting, the following topics were discussed: (1) preparation for next month’s guest speaker; (2) goals for DAC; (3) workplace accommodation tool kit. (PM 1.3.2 – 4 OTH)
Goal #2.1

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

- OCRO Staff conducted training on Employment First/CIE to three staff of the A.E.B.D.I., Inc. in Irvine, CA on February 8, 2017. The training included the following components: 1) California's legislative history on the employment first policy; 2) The employment first policy itself; 3) SCDD policy on sheltered work and subminimum wage and transition to CIE; 4) RCOC's employment first policy; 5) Workforce Innovation and Opportunity Act (WIOA); and 5) steps to moving forward. The evaluations completed by the attendees showed an overall improvement (5 being "high" and 1 being "low) of knowledge of the employment first policy (3.77 point increase), CA legislative history (2.67 point increase), and Workforce Innovation and Opportunity Act (3.33 point increase); and increased confidence to support consumers (1.83 point increase). Comments included: "Specific vocabulary - very helpful," "very informative and great energy, knowledge, punctuality, she did a great job presenting." (PM 1.4.1 – 3 OTH/1 ORG)

- SDOIRO Staff hosted a week-long ACRE training for 10 participants who attended from various agencies to learn how to better provide customized job developing for people with I/DD. (PM 1.3.4 – 12 OTH)

<table>
<thead>
<tr>
<th>Title of Eblast</th>
<th>Self-Advocates</th>
<th>Family Advocates</th>
<th>&quot;Other&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Vacancy</td>
<td>11</td>
<td>22</td>
<td>273</td>
</tr>
<tr>
<td>Job Developer Roundtable</td>
<td>0</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>Employment First CoP Webinar</td>
<td>0</td>
<td>0</td>
<td>117</td>
</tr>
<tr>
<td>Community Closet</td>
<td>23</td>
<td>56</td>
<td>160</td>
</tr>
<tr>
<td>BENEFITS OF EMPLOYMENT: JUST THE FACTS</td>
<td>317</td>
<td>842</td>
<td>237</td>
</tr>
<tr>
<td>A WORKSHOP FOR PERSONS WITH DISABILITIES &amp; THEIR FAMILIES</td>
<td>317</td>
<td>842</td>
<td>237</td>
</tr>
<tr>
<td>CIE BLUEPRINT</td>
<td>317</td>
<td>842</td>
<td>237</td>
</tr>
<tr>
<td>Art and MicroEnterprise Exhibit</td>
<td>5</td>
<td>220</td>
<td>202</td>
</tr>
<tr>
<td>UCP job posting request</td>
<td>5</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Employment for individuals with developmental disabilities</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>&quot;Mains'l Is Hiring!! - Employment Opportunities&quot;</td>
<td>35</td>
<td>135</td>
<td>250</td>
</tr>
<tr>
<td>California Achieving a Better Life Experience (ABLE) Act Board for People with Disabilities.</td>
<td>100</td>
<td>1243</td>
<td>300</td>
</tr>
</tbody>
</table>
**Goal #2.1**

The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.

<table>
<thead>
<tr>
<th>Request for Letters of Support for SB218</th>
<th>Notes from employment network</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td><strong>Type of Technical Assistance</strong></td>
<td><strong>Self – Advocate</strong></td>
</tr>
<tr>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Emailed OCEAN Collaborative re: Job Developer Roundtable – save the date**

**Parents as job developers – change training dates**

**Parent inquiry re: adult son being bullied at work – no DOR, RCOC, or other disability service supports**

**Kinsley – My Day Counts staff training request – arranged for 3/10/17**

**Arturo – emerging issue about Employment First – detailed in emerging issue log**

**Kinsley B – My Day Counts - trainings**

**Family advocate reached out to get information about this SCDD office hosting upcoming Admin Law Due Process Training, and to give TA regarding getting DOR and RCs to work together on employment preparation and support services for a school-aged young adult.**

**Self-Advocate reached out to get TA regarding wording on ADA rights when it comes to accommodations for professional licensing tests. SCDD staff provided TA over email, and provided some draft language for this SA to include in her letter to her licensing board.**

**Family advocate reached out to inquire about services and supports for a young adult age son who splits time living in CA with father and another state with his mother. SCDD staff provided info about the RC, IHSS, and generic services that may offer what they are looking for at this time. Also discussed DOR services, for a future time with this son is interested in pursuing employment.**

**Parent son is 30+ yo lives in Placer County. He lives independently but requires assistance, waiting for staff to be hired through Look Ahead SLS. In the meantime, mom has to provide daily supports to Brnet. He has sleep apnea, diabetes, severe OCD, and behavioral issues. He is currently not in a day program as Aim and Associates banned him due to outbursts. He gets a bus pass from Alta. Suggested she request an IPP to address these issues. Or to contact David Lopez, Client Advocate at ACR or Brittnee Gillespie, OCRA, or SC’s supervisor. Added her to email list.**

**Verified with outside agency that we are accepting items for our community closet, including shoes and coats.**
**Goal #2.2**

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.

- LARO Manager attended the USC UCEDD CAC meeting with the SCDD ED to discuss the 5-year grant and action plan guiding USC UCEDD. SCDD ED facilitated a discussion on Employment 1st. Approaches to effectively remove employment barriers, enhance employment 1st, and promote job opportunities for individuals with I/DD were discussed. Action plan was documented to be implemented for the 5-year grant. The collaboration efforts among community partners will help improve the life quality of individuals with I/DD. (PM 1.1 – 6 SA/8 FA/21 OTH/16 ORG)

- LARO Manager met with Dr. Williams, Interim Vice President for Academic Affairs CHLA and Dr. Ying, USC UCEDD Director to discuss the possibility of launching Project SEARCH at CHLA. Project SEARCH will help promote CIE for job seekers with I/DD. The next steps were discussed for the team to obtain agreement from the CEO of CHLA, and bring in Project SEARCH Coordinator, regional centers, LAUSD, DOR, and a placement service provider. LA Regional Manager will also consult with AZ Statewide Project SEARCH Coordinator as AZ has successfully launched Project SEARCH at Children’s Hospital and other medical centers in AZ to help individuals with I/DD achieve their employment goals. (PM 1.1 – 5 OTH/3 ORG)

- LARO Staff worked with three other organizations to arrange training for job developers and other employment staff in ACRE (THE ASSOCIATION OF COMMUNITY REHABILITATION EDUCATORS). The 40 hour training will be provided in May and June of this year. SCDD LA Staff set up the dates, venue and developed the flyer as well as working out the details for registration. ACRE training will ensure quality employment support to enhance CIE for individuals with I/DD. (PM 1.5.1 – 4 ORG)

<table>
<thead>
<tr>
<th>Title of Eblast</th>
<th>Self-Advocates</th>
<th>Family Advocates</th>
<th>“Other”</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSA Announcement: FAQs on Competitive Integrated Employment</td>
<td>11</td>
<td>22</td>
<td>273</td>
</tr>
<tr>
<td>Hot Job Lead</td>
<td>0</td>
<td>0</td>
<td>88</td>
</tr>
<tr>
<td>Person Centered Thinking for Goodness of Job</td>
<td>0</td>
<td>0</td>
<td>110</td>
</tr>
</tbody>
</table>

142  Goal #2.2 – February 2017 State Plan Activities
Goal #2.2

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.

<table>
<thead>
<tr>
<th>Type of Technical Assistance</th>
<th>Self – Advocate</th>
<th>Family Advocate</th>
<th>&quot;Other&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCRO provided information and resource regarding DDS and DOR employment/internships and mentor/leadership program opportunities</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Goal #5.2

The Council, in consultation with its federal partners and other stakeholders, will increase awareness and knowledge for families and self-advocates about the availability of and access to services which support inclusive education.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Ian - special education questions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>Provided advocacy assistance regarding special education to family members attending resource fair</td>
<td>0</td>
<td>47</td>
</tr>
<tr>
<td>T</td>
<td>Livia Phan - daughter has behavioral problems at school, losing FAPE due to mom having to pick up weekly</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>Provided technical assistance regarding Special Education, IEP strategy, due process, independent educational evaluations, 504 plans and placement. Appropriate referrals and resources were provided.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>T</td>
<td>Provided technical assistance regarding Special Education, IEP strategy, due process, independent educational evaluations, 504 plans and placement. Appropriate referrals and resources were provided.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>Provided technical assistance regarding Special Education, IEP strategy, due process, independent educational evaluations, and placement. Appropriate referrals and resources were provided.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Provided advocacy assistance with Spanish translation to family members regarding special education</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>T, E</td>
<td>Mother wanted information about due process and complaint options for disagreement with school district.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>Provided technical assistance regarding Regional Center issues, IPP strategy, fair hearing. Appropriate referrals and resources were provided.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>Olivia - family member - Scarlett was reviewing IEP for her.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>Karina Bitner - HMG referral but needed more urgent advice. New IEP, 3 year old daughter, didn't sign, has questions but school won't answer.</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Goal #5.3

The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

- BARO Staff provided resource table support and TA at the Contra Costa Transition Faire. The event was held at the Loma Vista Adult Center in Concord. This event is held to help educate families in the transition process for individuals graduating from high school. Educational workshops, keynote presentation and an open forum session was held at the event. Staff gave resources materials and provided TA and support directly to over 20 individuals from the event, while many more received only materials provided. (PM 1.2 – 15 FA/5 OTH)

- CCRD - Disability Collaborative: Meeting: The Disability Collaborative met to review and edit the invitation being sent to panelist for the upcoming Transition Summit on financial planning. (PM 1.3.2 – 7 OTH/5 ORGS)

- CCRD - Invitations to the Panelist for the Transition Summit: of the invitations sent for participation in the Transition Summit, 5 of 6 invitees have agreed to participate on the panel. (PM 2.1.4 – 7 OTH/5 OTH/5 Public Reached)

- LARO Staff provided technical assistance and participated in a meeting of the Los Angeles Special Education Taskforce. The Taskforce is a collaboration of special education attorneys and advocates who meet monthly to share resources, new laws, current events, emerging issues and promising practices. Topics in this meeting included current events, employment, the impact of the Workforce Innovations and Opportunities Act on students in special education, a review of the draft Blueprint for Competitive Integrated Employment, and other matters. (PM 1.1 – 6 FA/2 OTH/7 ORGS)

- LARO Staff, on behalf of the Self-Advocacy Board of LA County, posted a link to the Office of Special Education and Rehabilitative Services (OSERS) new Transition Handbook on SABLAC’s Facebook page. (PM 1.1 – 39 OTH)

- LARO: This is a follow-up meeting collaborating with CHLA USC UCEDD, CSULA, and DOR to address the unmet need for transitional aged youths and their families in CHLA to access transition support & services from special education, regional center services, and vocational rehabilitation programs. SCDD LA Regional Manager was invited to co-present to the AYA Transition Council of CHLA. SCDD LA Regional Manager provided handout materials to enhance future collaboration with meeting attendees. Handouts include "SCDD Los Angeles Regional Office: What We Do/Training & Event Calendar", "Self-Advocacy Board of Los Angeles County" brochure, and "AIDD Fact Sheet". (PM 1.5.1 – 6
Goal #5.3

The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

FA/20 OTH/4 ORGS)
- NBRO Staff provided information on college to career, person centered planning, and integrated employment opportunities to self-advocates, families, educators, and stakeholders. Information was also provided on local activities such as the Sonoma County Transition Fair, iPad loan program, an autism event Q&A. (PM 1.2 – 1 SA/20 FA/7 OTH/4 ORGS)
- NCRO Staff invited the local Social Security Administration District Supervisory to speak to the Interagency Transition Team. The representative spoke to the team regarding services provided through there agency and provided tips and information about navigating the Social Security System focusing on transition age individuals. SCDD also provided a status update, information and resources regarding CalABLE. (PM 1.5.1 – 7 ORGS)
- NSRO Staff participated in the 1-12-17 Butte Glenn Partners in Transition (BGPiT) in collaboration with Glenn County Office of Education, Butte County Office of Education, Mains'l Services, We Care A Lot Foundation, Butte Glenn Community College, Work Training Center to educate students and youth with I/DD, families, employers and community agencies on opportunities related to employment, post-secondary education and community services and supports after high school. NSRO Staff coordinated a representative from Butte County Alliance for Workforce Development (AFWD) to present to the BGPiT to discuss the services and opportunities for youth in Butte County. Also discussed was the February 8, 2017 Employer Fair in Chico, Ca. to educate employers about the numerous agencies that support youth with I/DD and the opportunities in hiring people with disabilities. NSRO staff and many other the agencies that participate in BGPiT will be participating in the Employer Fair on February 8, 2017. This is the beginning of a new partnership with Butte County AFWD! (PM 1.1 – 3 SA/2 FA/8 OTH)
- NVHRO Staff in collaboration with FRN put on an IEP training that was held at NVHO on January 25th 2017 from 9-11:30 AM. (PM 1.2 – 6 FA)
- NVHRO Staff participated in a tele-meeting of the Think Transition Work Group. Staff shared information and flyer of the upcoming CalABLE Training event to be held in Stockton with members of the work group. (PM 1.3.2 – 7 ORGS)
- OCRO Staff attended the quarterly meeting of the Postsecondary Education Transition Consortium (PSE TC) at the School of Continuing Education-Anaheim Campus on January
Goal #5.3

The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

30, 2017. SCDD Orange County staff promoted upcoming relevant trainings to the group. The topics discussed included: SCE Transition Night; Life After High School Event; CAPED Regional Workshop; California State University Fullerton Peer Mentor Program; College 2 Career update (7 placements outstanding); Workability III Update; and Anaheim-Union High School District & Los Alamitos High School College Night. The next PSETC meeting will be on March 27, 2017 at 9:30am. The Adult Education Block Grant (AEBG) Disability Support Services Consortium met directly after the PSTEC meeting on January 30. 2017. The focus of the meeting included discussion about potential properties/classrooms for independent living classes; update on staff positions and openings; Progress Report from the DSS Counselors; Professional Development Updates; Job Development; Arise Lab referral process; and discussion about one-time expenditures for Strategies 17/18. The next AEBG meeting will be on February 23, 2017 at 10 AM. (PM 2.2.3 – 22 OTH/9 ORGS)

• OCRO: At the request of the Newport Mesa Unified School District's Special Education CAC and the District's Adult Transition Department, SCDD Orange County Office provided training to 16 parents and 7 school district personnel on "Life After High School" for their Special Education CAC Meeting. The meeting was held at the school district's board room. This training focused on (1) the IDEA requirements as they relate to the adult transition process, (2) California developmental disability service delivery system following high school graduation, (3) How to coordinate employment, housing, and recreation programming. According to the pre and post test administered at the training, participant knowledge increased an average of 2.50 points across all areas. Comments included: “thank you, great information” – 2 “Muy Buena la conferencia, de Buena ayuda.” (PM 1.2 – 16 FA/7 OTH/2 ORGS)

• SACRO Staff attended the Sacramento City College Disability is Not Disabled (DIND) Club attended by 12 students with disabilities and 3 staff/professors (including a staff from the Office of Student Equity). The purpose of the club is to be a resource and support group for students with disabilities attending Sac City Junior College to learn about resources on campus and get support to navigate the campus to achieve success at college. SCDD staff shared the mission of SCDD and the goal of inclusion of services and offered to provide additional support to the group at future meetings. A SCDD flyer Settings Rules flyer and Self-Determination handouts were shared. (PM 1.1 – 12 SA/3 OTH)
Goal #5.3

The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

- SACRO Staff met with WarmLine Family Resource Center staff to discuss and plan for a future training on independent and supported living options throughout the Sacramento area. (PM 2.2.3 – 2 ORGS)
- SDIRO: On January 18, 2017 the Project College Committee met to determine if a replacement member from the College 2 Career Program should be located, but we decided not to do that, since the C2C students are not the target market. In addition, the San Diego Regional Center no longer sends a representative, so the committee will continue with a representative from the University of San Diego, staff of United Cerebral Palsy San Diego and the San Diego Imperial Office of the SCDD. Finishing touches were put on the brochure to reflect the changes in committee membership, the application was updated to reflect a larger minimum financial commitment ($200) from students, and the FAQ's were reviewed for accuracy. The timeline for applications and interviews were set, and the schedule for the week was confirmed. Locations for information distribution and emails were finalized, as were various events such as Cal-TASH, IEP Day and the Transition Resource Fair scheduled for February 2, 2017. A meeting was also scheduled to refine the presentation for Cal-TASH. (PM 1.5.1 – 3 ORGS)
- SDIRO: The Transition Coalition of San Diego met to review and update the Transition Needs Assessment that will be distributed throughout San Diego and Imperial to determine what aspects of transition are of most interest to students and their families. This survey will go to schools, SELPA’s, families, Department of Rehabilitation to distribute so that this coalition can plan for presentations in 2017. The coalition also discussed upcoming Transition Fairs, with the Urban Skills Center fair that will be held on February 2nd for the non-public schools the primary talking point. Ideas were discussed for presentations and speakers that might not have been previously included, such as a presentation on Employment First, and what that means to students and their families. Organizing a Transition Fair at the San Diego Regional Center was discussed, as that would be a large enough venue for programs to have adequate space, and would encourage more people to attend, as it would be one large centralized event, as opposed to small, individual school events that do not draw as many service providers. An additional issue discussed was the WIOA, and how this is impacting services. The creation of a flow chart or roadmap regarding how WIOA affects students under 25 was suggested, as there
Goal #5.3

The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

remains quite a bit of confusion over how this works. (PM 1.5.1 – 3 OTH/ 3 ORGS)

- SDIRO: THINK College offered an interesting Webinar on Post-Secondary Education on January 19, 2017. In listening in to this webinar, it was evident that other states are legislating more opportunities for PSE for people with IDD than we are in California. In Colorado, there is the Inclusive Higher Education Act that allows people with IDD to take at least 2 on-campus courses every semester at three (3) sites. In Ohio, they have aligned PSE with Employment First, and the statewide employment rate for graduates is 83%. Employers partner with these programs, and offer internship opportunities to these students that have led to employment outcomes. In Florida, they passed SB 672, the Postsecondary Comprehensive Transition Program Act, and established the Florida Center for Students with Unique Abilities at the UCF. This offers a comprehensive PSE transition program, and they offer scholarships for approved programs, with an annual limit of $7,000.00. State Councils on DD are involved in Georgia and Ohio in getting these programs off the ground. For California, they stated there is a statewide taskforce on special education that is urging curriculum developers to prioritize preparation for PSE, and they are attempting to create a data collection system on Persons with Disabilities. Staff plan to research this taskforce for further information, as there is no evidence of this curriculum being offered locally. (4 ORGS)

- SEQRO facilitated for families of pre-school children with Autism, who are attending full inclusion pre-school at a Clovis Unified site. The families want their children to transition into full inclusion Kindergarten, not the Autism class. (PM 2.1.4 – 4 FA/4 OTH/2 ORGS)

- SEQRO Staff met to discuss our upcoming event on AT and AAC Day. The event is a one day event where three presentations will take place. - AT Funding Sources, AAC Overview by an Augmentative Communication Specialist and AT Overview by an Assistive Technology Specialist. (PM 2.1 – 4 OTH)

- SEQRO Staff met with Agency Representatives to discuss Adult Transition in a Community Meeting Forum. Meetings are to provide educational tools that support adults with disabilities as they contribute to a productive workplace, exercise self-direction and positively impact the community. Representatives give updates on current transition projects and any relevant Legislative updates. There was a presenter regarding the Best Buddies project, which is new to this area. (PM 2.2.3 – 13 OTH/8 ORGS)
The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

<table>
<thead>
<tr>
<th>Title of Eblast</th>
<th>Self-Advocates</th>
<th>Family Advocates</th>
<th>&quot;Other&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>College to Career Information Night</td>
<td>200</td>
<td>500</td>
<td>150</td>
</tr>
<tr>
<td>Transition Resource Guide</td>
<td>11</td>
<td>21</td>
<td>273</td>
</tr>
<tr>
<td>Parents Advocating Together Calendar</td>
<td>0</td>
<td>325</td>
<td>0</td>
</tr>
<tr>
<td>Things to Know About Racial and Ethnic Disparities in Special Education</td>
<td>11</td>
<td>21</td>
<td>271</td>
</tr>
<tr>
<td>Transitioning Together UCSF: PEERS</td>
<td>11</td>
<td>22</td>
<td>273</td>
</tr>
<tr>
<td>Project College 2017 Information</td>
<td>340</td>
<td>873</td>
<td>360</td>
</tr>
<tr>
<td>Project College, experience 1 week at college, Apply Now</td>
<td>100</td>
<td>1459</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Technical Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone (T), Email (E), or Face-to-Face (F)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>F</strong> Provided technical assistance regarding Special Education, IEP strategy, due process,</td>
</tr>
<tr>
<td>independent educational evaluations, transition, and placement. Appropriate referrals and</td>
</tr>
<tr>
<td>resources were provided.</td>
</tr>
<tr>
<td><strong>E</strong> Terri Wert - Coordinate NMUSD CAC Training on life after high school</td>
</tr>
<tr>
<td><strong>E</strong> April Lopez - schedule PYLUSD CAC Training</td>
</tr>
<tr>
<td><strong>T</strong> Nevine Brooks - PSE Info</td>
</tr>
<tr>
<td><strong>E</strong> Christa Gil - RCOC funding for Life College</td>
</tr>
<tr>
<td><strong>T, E</strong> NSRO referred 1 FA to OCRA to assist with the transitional youth IEP planning from</td>
</tr>
<tr>
<td>school on youth participating in sports program for senior year.</td>
</tr>
<tr>
<td><strong>E</strong> Lawson Romero - PSE</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Self - Advocate</strong></td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
Goal #5.3

The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

<table>
<thead>
<tr>
<th>T</th>
<th>Provided technical assistance regarding Special Education, IEP strategy, due process, independent educational evaluations, transition, and placement. Appropriate referrals and resources were provided.</th>
<th>0</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Mary Walton - Life After High School F/U questions</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>Christa Gill - DOR funding Life College</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Goal #5.3

The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

- BARO Staff met with the Director of Disability Services Program at UC Berkeley to talk about their progress and struggles. The department as a whole has been transitioning, and is starting to make some positive progress since the WAIV closure. Since that time, and since the closure of WAIV, The director and the department have routed the funds instead into projects, including: Integrating DSP services and functions into ‘mainstream’ departments and programs, like UC Berkeley’s Career Counseling services (why have separate and unequal career counseling services?) - Hiring additional staff to both provide the services within DSP as well as provide inclusion and integration training for other departments so that their students can be better served across Cal’s campus - Enhancing and expanding their services that better meet the specific needs of students on the autism spectrum. - Creating and expanding community partnerships, both disability specific services as well as informal and generic services so that their students are better connected. (PM 1.5.1 – 2 OTH)

- BARO Staff participated in a planning meeting for the Alameda County Transition Faire. The meeting was held at the RCEB San Leandro office. The Alameda County Transition Faire is an event to help facilitate the transition of high school students with developmental disabilities to adult services. It offers an educational showcase of adult service programs and a variety of educational workshops. The planning team assigned proctors, volunteers to work the registration table, signs, food delivery and other tasks required throughout the day. There were updates from the school and the regional center. The event is coming up next month so the planning is coming into high gear. (PM 1.2 – 10 OTH)

- CCRO - The Disability Collaborative met to discuss those who will be sitting on the panel discussion for the Transition Summit being planned in April. All those invited to panel agreed to attend. Included on the panel will be speakers on CalABLE, benefits, Regional Center Services, Supported Decision Making, Limited Conservatorships, and Special Needs Trusts. (PM 1.3.4 – 7 OTH)

- CCRO attended an outreach hosted by a staff of the Gavilan Community College Disabled Student Program and provided technical support regarding students with developmental disability. Along with providing AV equipment offered information about transition services and day and employment services. (PM 1.1 – 4 SA/1 FA/1 OTH)

- CCRO Staff met with the director of transition and adult education services at Palo Alto
Goal #5.3

The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

Unified School District to discuss SCDD CC and its efforts to offer training to the community. (PM 1.5.1 – 1 OTH)

- LARO Staff attended a follow-up meeting collaborating with CHLA USC UCEDD, CSULA, and DOR to address the unmet need for transitional aged youths and their families in CHLA to access transition support & services from special education, regional center services, and vocational rehabilitation programs. The team proposed to model the CalPROMISE program to launch a pilot pre-vocational training at CHLA targeting 12-20 patients with I/DD ages 16 through 18. It was discussed that this may become a feeding program to prepare CHLA patients for Project SEARCH once it is in place. CSULA and CHLA will seek possible funding to support the pilot project. The next meeting is scheduled on 3/17/17. (PM 1.1 – 1 SA/3 OTH/3 ORG)

- NBRO Staff met with families to provide information and support on transition to adult life services including information on Person Centered Planning, DOR, Regional Center, and the Self-Determination Program. Participants were given a transition checklist, Regional Center Adult Services brochure, Self-Determination fact sheet and button, Consumer's Guide to Lanterman Act, and IPP and Buddy System handbook. Pre/Post Test Survey results: #1 I know what Self-Determination is pre-test 1.5/5 and post-test 5/5, #2 I know who is on my IPP Team pre-test 2.5/5 and post-test 5/5, #3 I know the many important areas of a person’s life pre-test 2/5 and post-test 5/5, #4 I know what a goal is pre-test 3/5 and post-test 5/5, #5 I know who an IPP Buddy is pre-test 1.25/5 and post-test 5/5. (PM 1.2 – 4 FA/2 OTH)

- NBRO Staff participated in the College to Career Information Night at Santa Rosa Junior College. Youth and Student participants with disabilities and their families was provided with information on supports and services that are available to eligible students of a post-secondary program. Such information included the 504 plan rights and responsibilities, transition checklist, IEP basics, a Certificate verses Diploma fact sheet, and a list of transition and college programs offered statewide. (PM 1.1 – 125 SA/58 FA/17 OTH/9 ORG)

- NBRO Staff participated in the Sonoma County Transition Consortium Transition Fair to support students with disabilities and their families in the transition to adult life. Participants were provided with information on Transition Basics fact sheet regarding a Certificate verses a Diploma, transition checklist, and IEP basics face sheet. (PM 1.1 – 126
**Goal #5.3**

The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

- **SA/114 FA/92 OTH/31 ORG**
  - NSRO Staff participated in the Glenn County Office of Education Transition Meeting/Training on 2-28-17 in Willows to review Post-Secondary Outcomes, Accommodation & Modifications and Related Services & Support. During the event NSRO staff distributed SCDD Brochures to 18 of the 32 participants and provided information on the various trainings can be provided to transition classes in Glenn County. Staff met with the Glenn County Transition Specialist and made arrangements for future trainings throughout Glenn County. (PM 1.3.2 – 1 SA/31 OTH/2 ORG)

- NVHRO Staff participated in a meeting of the Stanislaus Transition Taskforce on February 6, 2017 where individuals discussed methods of improving transition services in Stanislaus County. Staff transcribed notes for the meeting. (PM 1.5.1 -6 OTH)

- NVHRO Staff participated in a meeting of the Supported Employment/Living Interagency team on February 9, 2017 where the cases of over 20 students transitioning from educational services to adult services were discussed. The planning is to ensure that no students who receive regional center services lack meaningful activities to pursue after completion of their educational programs. (PM 1.5.1 – 24 OTH)

- NVHRO Staff participated in a meeting of the Think Transition group via teleconference. Team focus was on employment for young adults leaving education and entering adult services and the work force. Staff shared information about upcoming Cal Able presentation for March in Stockton and about interpretation of the HCBS waiver rules and regulations. (PM 1.5.1 – 2 SA/7 OTH)

- OCRO collaborated alongside the SCDD San Bernardino Regional Office and the Autism Society of Inland Empire to facilitate a town hall on adult transition. The purpose of the town hall was to obtain feedback from parents on the school’s adult transition programs and what they feel they need more information on in order to effectively participate in the process. SCDD Orange County & San Bernardino Offices also braided in some parent training and education and trying to help parents understand their rights with respect to adult transition. (PM 1.2 – 41 FA/3 ORGS)

- OCRO Staff participated as a collaborative member the regular meeting of the Adult Education Block Grant (AEBG) Disability Support Services (DSS) Consortium on February 23, 2017. The focus of the meeting included discussion about the new curriculum options (Project Discovery is preferred for Arise lab); Progress Report on the DSS Counselors
Goal #5.3

The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

including new barriers that have surfaced with parent involvement and floating between districts; Role of the Job Developer and the hiring of a new staff; Addressing the purchase of vehicles (van) ; and Progress report on professional development/student tour of Cypress Bistro. The next AEBG DSS meeting will be after the Postsecondary Education Transition Consortium meeting on March 27, 2017 at the North Orange County Community College School of Continuing Education in Anaheim, CA. (PM 2.2.3 – 12 OTH/5 ORG)

- OCRO Staff participated in the California State University, Fullerton/La Sierra High School Transition Resource Fair on February 17, 2017. There were approximately 25 community partners participating in this outreach to Fullerton Joint Union High School District special education students, faculty, and parents. Approximately 150 people stopped by the SCDD booth picking up information on transition, special education, regional center, IHSS and other public benefits and community resources. SCDD Orange County staff provided specific technical assistance to at least six family members regarding SSA benefits, IHSS application process, limited conservatorship, regional center, and IEP basics. (PM 1.1 – 75 SA/25 FA/50 OTH/25 ORG)

- SDIRO – On February 23, the members of the Project College planning committee met to review and update the schedule for the week of June 18th through 23rd. In addition to reviewing the schedule, applications received to date were reviewed, and reminders will be sent as the deadline for applications is March 31, 2017. Presentations will be given at the Autism Tree Project on February 25th, at the Cal-TASH Conference on March 4th, and at IEP Day on March 18th, so hopefully more applicants will be recruited from these events. The next meeting was scheduled for March 2, 2017. (PM 2.1.4 – 3 OTH)

- SDIRO – The Transition Coalition met at the San Diego Imperial office of the SCDD on February 23, 2017. In attendance were representatives from the Department of Rehabilitation, Urban Skills Center; Elder Care Law; Exceptional Family Resource Center and staff of SCDD. The committee reviewed the Transition Surveys that were distributed to the community, and it was determined that ALL of the listed trainings are needed, and both San Diego and Imperial County are interested in receiving these. After much discussion, it was decided that the Coalition would begin the Transitioning to Adulthood series of trainings by offering a panel presentation on "Age of Majority" issues, such as "Conservatorship - What Is It, and What are the Alternatives" "Making a Thoughtful Plan"
Goal #5.3

The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

"Voting Rights". Locations were discussed, and it was decided staff would reach out to NCCSE in San Marcos, the SDRC and explore the space available at the Mission Valley public library, as well as the library in Encinitas. Additional topics to provide in future trainings include "How to advocate for yourself with your job coach/employer/disability disclosure, etc." "Financial Planning" "Department of Rehabilitation Work Incentive Planning", "Post-Transition Options" and many other topics were identified as being essential to provide soon. The idea was brought up to offer training to job coaches on their role, and how they can work best with self-advocates and employers, since often time the job coach is proving to be more of a hindrance than a help on the job. The next meeting is scheduled for April 20th, with interim communication on sites, speakers, etc. via email. (PM 1.2 − 1 FA)

- SDOI Staff participated in the Transition Resource Fair held at the Urban Skills Center. The Fair was an event intended for all students and families of non-public school students. Materials distributed included the Employment First Policy; Brochures and information for Project College; the DDS information sheet with the CMS Final Rule information; SCDD "What is influencing changes to the DD system in CA" info sheet; brochures for Self-Determination, and the Transition Survey, and the Transition resources sheet. (PM 1.1 − 14 SA)
- SEQRO Staff attended an informal meeting with 4 families and 2 Service Coordinators to do an information session on suspension and expulsion, SCDD staff has finished developing PPT training on this issue, however, it is not yet translated and the families we worked with were monolingual Spanish speakers. (PM 1.2 − 4 FA/2 OTH)
- SEQRO Staff is working on suspension cases against Fresno USD as they continue to suspend children without documenting it. SCDD staff is working on developing a presentation to educate families on suspension and expulsion. (PM 1.2 − 3 FA/1 ORG)
Goal #5.3

The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.

<table>
<thead>
<tr>
<th>Title of Eblast</th>
<th>Self-Advocates</th>
<th>Family Advocates</th>
<th>&quot;Other&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE TO CAREER PROGRAM</td>
<td>317</td>
<td>842</td>
<td>237</td>
</tr>
<tr>
<td>PYLUSD SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE TRANSITION RESOURCE FAIR</td>
<td>317</td>
<td>842</td>
<td>237</td>
</tr>
<tr>
<td>Project College Application, Brochure and FAQ's</td>
<td>0</td>
<td>415</td>
<td>15</td>
</tr>
<tr>
<td>Pajaro Valley Unified School Dist. Keeping the Connection</td>
<td>5</td>
<td>214</td>
<td>154</td>
</tr>
<tr>
<td>SCDD CC Positive Planning</td>
<td>5</td>
<td>214</td>
<td>154</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Technical Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self - Advocate</td>
</tr>
<tr>
<td>Family Advocate</td>
</tr>
<tr>
<td>&quot;Other&quot;</td>
</tr>
<tr>
<td><strong>Provided SA and FA with information on denial of transition services, referred them to DOR, NBRC, and OCRA. Encouraged SA and FA to request a meeting with NBRC and request that a decision maker be at the meeting.</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td><strong>Tiffany Concha – requested help to draft ITP goals for daughter who is sophomore in high school.</strong></td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td><strong>Regina Moreno – plan collaboration on Town Hall for adult transition students</strong></td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td><strong>Parent called looking for someone to attend her child's IEP with her. Told parent we are unable to attend the meeting but we can provide technical assistance. Discussed and provided strategies regarding her request to have her child attend a NPS instead of the transition program.</strong></td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td><strong>Mom wanted information on how to switch her son's high school outcome from diploma track to certificate of completion. We discussed several strategies and she was encouraged to contact her regional center to learn about adult services as well.</strong></td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>
AB 1170 Language
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
AB 1170 — 2 —

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.


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

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

4 Article 8. Competitive Integrated Employment Ombudsperson

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

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

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

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

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

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

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

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

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

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

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

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

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

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