

California Competitive Integrated Employment (CIE) Blueprint
Sections: Introduction, Interagency System Overview, and Current Initiatives and Collaboration
(DRAFT Document)

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

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

The development of the blueprint affords the departments the opportunity to collaborate in furtherance of their goals to provide equal opportunities for individuals with ID/DD. The Blueprint is consistent with state and federal law including the U.S. and California Constitutions regarding equality, the State’s Employment First Policy, the Lanterman Developmental Disabilities Services Act (“Lanterman Act”), the Americans with Disabilities Act, Individuals with Disabilities Education Act (IDEA), and the Supreme Court decision in *Olmstead v. L.C.* It will also

meet the new federal requirements enacted in the WIOA, and the Centers for Medicare and Medicaid Services (CMS) Guidance for community based services.¹

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

The goals of the Blueprint are to:

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

“...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 WIOA and HCBS settings rule related to integrated, competitive employment outcomes, specifically for students

¹ Section 3 of the Blueprint discusses some of these in greater detail.

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

As demonstrated in the MOU and articulated in this Blueprint, the three departments will work together to increase CIE outcomes, using the effective practices² used by states who lead the nation in CIE outcomes. These practices include the following:

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

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

²High-Performing States in Integrated Employment, Allison Cohen Hall, John Butterworth, Dana Scott Gilmore & Deborah Metzel. Originally published: 2/2003

Methodology

In February 2015, the CDE, DOR and DDS formed the California CIE Interagency Leadership Workgroup consisting of subject matter experts from each department. The workgroup's goal has been to collaborate with 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 Education Agency's (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 continue 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 4.

Additionally, the departments will provide guidance to their staff and to LEAs and regional centers, urging the LEAs and regional centers to endorse and modify 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: For purposes of the Blueprint, 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.
- Community-Based Vocational Education:
 - For CDE this can include unpaid vocational exploration, assessment, or training.
 - For DOR this can include paid and unpaid work experience.
 - For DDS this can include volunteer opportunities, unpaid internships, and adult education and training.
- Competitive Integrated Employment: This term, or CIE, is defined as work that is performed on a full-time or part-time basis (including self-employment) –
 - A. For which an individual:
 - Is compensated at a rate that shall be not less than the higher of the rate specified in section 6 (a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. § 206 (a)(1)) or the rate specified in the applicable state or local minimum wage law; and is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills.
 - In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills.
 - Is eligible for the level of benefits provided to other employees.
 - B. That is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons.
 - C. That, as appropriate, present opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.³

³ Federal definition of “Competitive Integrated Employment” (Workforce and Innovation Opportunity Act, § 7, 29 U.S.C. § 705(5).)

D. 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.

- 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.
- Individualized Plan for Employment: 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 employment goal and appropriate services.

- Individual Program Plan: This term, or IPP, is the document prepared by the regional center IPP team, in collaboration with the individual. It describes the needs, preferences, and choices of the individual and family.
- Informed Choice: This term refers to the principle of “informed choice,” in which individuals with ID/DD are encouraged to participate in the service process to the maximum extent possible and make meaningful and informed choices.
- Interagency Leadership Workgroup: The Interagency Leadership Workgroup comprised of representatives from CDE, DOR, and DDS developed the Blueprint with stakeholder input, and will oversee implementation.
- Local Educational Agency: This term, or LEA, refers to a school district, an entity which operates local public primary and secondary schools.
- Person-Centered Planning: For the purpose of the Blueprint, person-centered planning is the process for the development of IEPs, IPEs, and IPPs.
- Post-Secondary Education (PSE): This term refers to education or training that occurs after secondary school (high school).
- Pre-Employment Transition Services (PETS): The local DOR districts, in collaboration with local LEAs, are required to provide or arrange for the following five activities for high school students with disabilities, ages 16 through 21:
 1. Job exploration counseling.
 2. Work-based learning experiences.
 3. Counseling related to post-secondary opportunities.
 4. Workplace readiness training.
 5. Self-advocacy training.
- 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 Services Agency (CHHSA), CDE, DOR, DDS and Disability Rights California (DRC).
- Targeted Outcome: For the purposes of the Blueprint, 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 through 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 between the three departments are provided in the following Blueprint sections. Recommendations in support of improving access to CIE services and increasing CIE outcomes for individuals with ID/DD are addressed in Section Four of the Blueprint.

2. INTERAGENCY SYSTEM OVERVIEW

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 be implemented within the current requirements of each department to provide culturally and linguistically appropriate material and information.

“Provide maximum opportunity in the community in paid employment or volunteer work...”

*Parent/Vendor – Feedback received through the California CIE
Inbox, May 18, 2015*

California Department of Education

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

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

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

Current Landscape

During state fiscal year (SFY)⁴ 2013/2014, there were approximately **28,743** students, ages 16 through 21, enrolled in state's public school system whose disability category could be considered ID/DD.⁵

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.⁶

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

⁴ July 1 through June 30

⁵ The disability categories included under ID/DD for the CDE are Intellectual Disability, Autism, and Traumatic Brain Injury.

⁶ California Code of Regulations, title 5, section 3030

or the LEA, other individuals who have knowledge or special expertise regarding the student; and whenever appropriate, the student. This may include, if invited, representatives from regional centers or local DOR staff.

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

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

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

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

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

California Department of Rehabilitation

The DOR is authorized under the Rehabilitation Act of 1973, as amended by the 2014 WIOA (29 U.S.C. § 701 et seq.), to provide vocational rehabilitation (VR) services to individuals with disabilities, including “youth with disabilities,” ages 14 through 24, and high school “students with disabilities,” ages 16 through 21. The VR program is intended to maximize opportunities for CIE and economic self-sufficiency for individuals with disabilities, including individuals with the most significant disabilities consistent with the individual’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and with informed choice. An 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 seamless 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 **1,664** were identified as individuals with ID/DD ages 16 through 21 and **2,869** ages 22 and over.⁷

⁷ The disability categories included under ID/DD for the DOR are Intellectual Disability and Autism.

What are the DOR Eligibility Criteria?

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

- Have a physical or mental impairment that creates a substantial impediment to employment.
- Require VR services to prepare for, secure, retain, advance in, or regain employment that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
- Be able to benefit from the DOR services in terms of an employment outcome in an integrated setting.

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

What is an IPE?

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

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

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

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

California Department of Developmental Services

The 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 state-operated developmental centers and community facilities, and contracts with 21 nonprofit regional centers. The regional centers serve as a local resource to 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 various day program services. In addition, presently, regional centers are able to fund long-term employment supports through the supported employment program and work opportunities through work activity programs.

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.

Non-profit organizations called [regional centers](#) 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. Employment supports available through regional centers include referral to DOR for vocational rehabilitation services, long-term services once placed in an integrated job through the supported employment program, and pre-vocational services through work activity programs (formerly known as sheltered workshops). 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. Finally, additional employment preparation services are available through day programs and a new sub code of individualized supports within these services known as Tailored Day Services.

Current Landscape

During SFY 2013/2014, the DDS served approximately **37,685** individuals with ID/DD ages 16 through 21 and **126,053** ages 22 and over.⁸

What are the DDS Eligibility Criteria?

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

What is an IPP?

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

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

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

⁸ The disability categories included under ID/DD for the DDS are Intellectual Disability, Autism, Cerebral Palsy, Seizure Disorder, and other Developmental Disability.

For specific information on the IPP process see the [Individual Program Plan Resource Manual](http://www.dds.ca.gov/RC/IPPMannual.cfm).
<http://www.dds.ca.gov/RC/IPPMannual.cfm>

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 and expanded on as part of the Blueprint. 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.

“...work provides that place to look forward to... a place to achieve goals...”

Parent – California CIE Stakeholder Forum, May 15, 2015

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 PETS 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

- 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
- 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 different perspectives, which affect secondary education transition for students with disabilities. It is the mission of the CoP to ensure seamless transition service delivery that will lead to positive post-school outcomes for students with disabilities. The CDE leads by convening the CoP and maintains the CoP listserv distributing information on the latest initiatives influencing secondary education transition. In 2015, the CoP, partnering with the California Transition Alliance, trained over 1,000 individuals in secondary education transition.
- CaPROMISE (California Promoting the Readiness of Minors in Supplemental Security Income) Grant (2013 – 2018)
CaPROMISE is the largest of six grants awarded nationally by the U.S. Department of Education led by DOR in partnership with Employment Development Department, CDE, DDS, Department of Social Services, Department of Health Care Services, and San Diego State University Interwork Institute. The purpose of CaPROMISE is to improve the provision and coordination of services and supports for child Supplemental Security Income (SSI) recipients and their families in order to achieve improved outcomes, such as completing postsecondary education and job training to obtain CIE that may result in long-term reductions in the child recipient's reliance on SSI. CaPROMISE is designed to increase economic self-sufficiency.

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

- California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities (2011-2016)
CDE, DOR and DDS work as part of a statewide consortium known as the California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities to improve the transition process and outcomes from school to employment and/or post-secondary education for youth with intellectual and developmental disabilities. CDE, DOR and DDS collaborate with more than 45 representatives from 23 state agencies, regional centers, organizations, families, and self-advocates with responsibilities for the education, transition coordination, rehabilitation, employment, and support of youth with disabilities. This project is funded by a grant from the U.S. Administration on Intellectual and Developmental Disabilities to effect policy change supporting CIE outcomes for transition age youth.
- 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
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 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 Centers, and will include CIE opportunities for individuals with ID/DD.

- Cooperative Program Advisory Committee (CPAC)
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 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 provision of employment services leading to successful employment outcomes for DOR consumers served in cooperative programs.
- Employment Data Dashboard
A joint project of the SCDD, 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 SCDD's website. This data dashboard uses currently available data to provide a picture of the statewide status of CIE outcomes for individuals with ID/DD. As better data sources become available, the dashboard will be updated and improved.
http://www.scdd.ca.gov/employment_data_dashboard.htm
- 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 ID/DD 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 to be provided are determined through the person-centered planning process and specified in the IPP. Tailored Day Services are designed to encourage opportunities to further the development or maintenance of employment, volunteer activities, and/or pursuit of post-secondary education and to maximize the

individual's ability to direct his or her own services. These services expected outcome is to increase the individual's ability to lead an integrated and inclusive life. For SFY 2013/2014, 3,299 individuals with ID/DD participated in Tailored Day Services.

- Work Experience Partnership

The DDS and the Sacramento City Unified School District Special Education Program (for 18-21 year old students) have collaborated to create a work experience program for students interested in possible employment in state government. Students participate in an internship, with support from teachers and aides, to learn about the state work environment, have an opportunity to sample a variety of tasks typical of state clerical workers, develop soft skills, build their resumes, and are assisted with navigating the state hiring process if they chose to apply for a state job post high-school.

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).
- Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA) in 2014.
- 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 1041, which established in statute an Employment First Policy. The statute provides 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. The signing of the MOU in December 2014 to develop this Blueprint for reform is another step to increase CIE.

Individuals with Disabilities Education Act

The U.S. Department of Education, under title 34 Code of Federal Regulations section 300.600, requires LEAs to develop and implement IEPs for students with disabilities. The IDEA of 1975 and amended in 2004 is a law ensuring services to children with disabilities throughout the nation. The IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. Infants and toddlers with disabilities (birth through age 2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3 through 21) receive special education and related services under IDEA Part B.

Workforce Innovation and Opportunity Act

On July 22, 2014, President Obama signed the WIOA, which repealed the Workforce Investment Act of 1998 and amended the Rehabilitation Act of 1973. This federal statute makes significant changes to vocational rehabilitation and independent living programs in California and across the United States.

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

- Pre-Employment Transition Services (PETS) - The DOR, in coordination with LEAs, is required to provide five types of PETS to students with disabilities, ages 16 to 21, who are either eligible or potentially eligible for vocational rehabilitation services. Fifteen percent of the federal portion of the DOR's VR grant must now be used for PETS. PETS also includes nine additional types of services, to the extent that reserved funding remains, and includes efforts coordinating transition by working with other entities.
 - The five required PETS activities are:
 1. Job exploration counseling.
 2. Work-based learning experiences.
 3. Counseling related to post-secondary opportunities.
 4. Workplace readiness training.
 5. Self-advocacy training.
- Subminimum Wage – WIOA prohibits employers are from compensating any individual with a disability who is age 24 or younger at subminimum wage unless completion of specific activities are documented. WIOA specifies subminimum wage as less than federal minimum wage and identifies the specific activities to be documented, which include PETS, 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 WIOA defines SE as CIE, including customized employment, or employment in an integrated work setting in which individuals are working on a short-term 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) - 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.

HCBS settings are no longer defined based on specific locations, geography, or physical characteristics, but rather the nature and quality of the individual's experiences. Specific to the development of the blueprint, the CMS guidance states that “The setting is integrated in and supports full access of individuals receiving Medicaid HCBS to the greater community, including opportunities to seek employment and work in competitive, integrated settings, engage in community life, control personal resources, and receive services in the community, to the same degree of access as individuals not receiving Medicaid HCBS.” States are allowed up to five years to implement the changes to the home and community-based setting’s requirements for approved waivers. All new waivers have to comply prior to approval and implementation.

The effective date of the regulations was March 17, 2014. As an administrator of the HCBS waiver services, the DDS is working to bring its services into compliance with the new rules, specifically the new requirement concerning the setting (or location) of services. The setting is required to be integrated in and support full access of individuals receiving Medicaid HCBS to the greater community, including opportunities to seek employment and work in competitive, integrated settings, engage in community life, control personal resources, and receive services in the community, to the same degree of access as individuals not receiving Medicaid HCBS.

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